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## **Annual reports of principals and supervisors, the Madison public schools for the school year 1938-1939.**

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Annual Reports of  
Principals and Supervisors

THE MADISON PUBLIC SCHOOLS

For the  
School Year 1938-1939

- 0 -

Reports are arranged in the following order:

Central Junior-Senior High School

Junior Senior High School - L A Waehler  
Junior High School - Vida V Smith  
Guidance - Mrs Erna N Taylor

East Junior-Senior High School

Junior-Senior High School - F S Randle  
Junior High School - Louise H Elser  
Guidance - Margaret Fossee

West Junior-Senior High School

Junior-Senior High School - V G Barnes  
Junior High School - L E Luberg  
Guidance - Lillian A Reinking

Elementary Schools

Brayton School - Marie Hagen  
Doty and Washington Schools - Pearl Leroux  
Draper and Dudgeon Schools - Lucile Clock  
Emerson School - L P Schleck  
Franklin School - S A Oellerich  
Harvey and Marquette Schools - Emily R Parsons  
Hawthorne School - Valmer D Pratt  
Lapham School - Shirley D Almy  
Lincoln School - Renette Jones  
Longfellow School - C Lorena Reichert  
Lowell School - Annie D Artell  
Nakoma School - Walter W Engelke  
Randall School - Mrs Alice E Road

Special Departments

Art - Lucy Irene Buck  
Attendance - Cassie E Lewis  
Curriculum - Mrs Janet M Millar  
Guidance and Special Education - Pauline B Camp  
Wisconsin Orthopedic Hospital School - Charlotte Kohn  
Mental Hygiene Clinic - Mabel G Masten, M D  
Health Education - Mrs Fannie M Steve  
Home Economics - Loretto M Reilly  
Industrial Arts - T A Hippaka  
Music - Anne E Menaul  
School Publicity - Mrs Margaret Parham

## FOREWORD

This volume contains the reports of the building principals and the supervisors in the Madison Public Schools for the school year 1938-1939.

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

"Keeping in mind the fact that two new members of the Board of Education will take office July 1 and that a new Superintendent began on February 1, will you kindly present a brief, concise report including such data as, in your opinion, will help the above individuals as well as other Board members and other principals and supervisors to get a comprehensive general picture of your school or department.

"We would like to get a summary picture of the status quo, recent trends and tentative proposals for the future--to the end that whatever policies and programs might be projected into the future may be based upon and have their roots in the past.

"Data relative to unit costs, pupil-teacher ratios and enrolment will be prepared by the central office. Please confine your report to the following general topics:

- I - Curriculum (Include extra-curricular)
  - Social Studies
  - Science and Mathematics
  - Language Arts
  - Fine and Applied Arts
  - Health, Physical Education and Recreation
- II - Teacher Improvement
- III - Administration
- IV - Special Services (Guidance)
- V - Public Relations
- VI - Buildings, Grounds and Equipment
- VII - Pupil Personnel - including pupil background
- VIII - Record of graduates - college - non-college
- IX - Organization Plans for 1939-40

"It is entirely possible that every principal and supervisor may not have data to report on all the above items. It is suggested that under certain topics listed above the following information might be presented:

1. Achievement - condition - special or unusual attainments
2. Problems
3. Recent studies - concluded or in progress
4. Tentative future plans and studies"

P H FALK

Superintendent

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principals and Guidance Director

L A WAehler  
VIDA V SMITH  
MRS ERNA TAYLOR

June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Introduction

This is a report for the year 1938-1939 of progress and problems at Madison Central High School made in line with your suggestions of a few weeks ago.

Central High School is the successor of the old original Madison High School, an institution that was founded nearly 90 years ago. It is located in the downtown part of the city in which residential areas are gradually giving way to commercial use. The present building, the third on this site, was constructed in 1906 and is therefore much the oldest high school structure in the city. All these factors will suggest without further mention some of our peculiar problems and handicaps of operation.

Eight years ago, we suffered the shock of being bisected at the time of the creation of West High School. Following that, we lived through a period of attempting to maintain a morale in the face of a definite Board of Education policy looking to the abandonment of Central. Lately we had a more normal existence as an entity with some reduction of handicaps but still blocked by a slowly declining enrolment and an absolutely undefined enrolment area.

I. Curriculum

In common with the other city high schools, we operate as a six year high school. Our total enrolment, however, is much smaller and is slowly decreasing. Enrolment this year was 546 for the junior high division and 672 for the senior high division, a total of 1,218. This enrolment factor means that although we have the same range of abilities among our pupils, it is difficult to do homogeneous grouping, and although we should and try to offer the same opportunity of curriculum offerings as the other high schools, it is impossible to do so at the same cost, and although we should and try to make available the same wide variety of extra-curricular activities (education of the school ground), we must spread the burden of supervising these activities over a more limited faculty group.

We have been able to maintain a standard and complete program of all the offerings provided by the other high schools of Madison and with, we believe, some added provisions for retarded ability pupils. Our one exception has been in the field of health, physical education and recreation.

II. Teacher Improvement

An almost militantly loyal body of teachers on the whole - many of them having been on our staff for years - has worked through the uncertainties and obstacles that have been Central's in the last eight years. It has been difficult to improve teaching because of requirement of doubling up with shrinking staff and enrolment. However, we have done much to adjust our

offerings and teaching toward retaining the retarded though promoted child in school. Veteran teachers at maximum salaries help to keep our costs high.

### III. Administration

Administration has been chiefly one of attempting to maintain morale and rebuild spirit of school entity in the face of disheartening obstacles and all the time realizing inability to keep up the records of past greatness or with facilities, progress, unit costs, etc. of the Joneses on the East and West end. We have capitalized on our small enrolment by developing a school situation that is personalized rather than mechanical. It has taken more time and effort but it's worth it especially with our type of pupil group. We have realized also the educational value of the democratizing influence of a complex pupil population.

### IV. Special Services

During the last two years we have done, we believe, a notable job of locating reading difficulties of pupils and of providing remedial reading help. The variety of racial, social and economic backgrounds of our pupil population have made work along this line vital even though it is costly. For diagnostic purposes we have been using the Iowa Silent Reading Test and the Haggerty Test in addition to tests on new materials devised by our own English department.

This year under a cooperative plan with the University Department of Education, we have had ten or twelve University seniors reporting one period a day to certain classes in mathematics or history or speech or music. These students were carefully selected and their qualifications checked over in advance by the principal, and they gave worthwhile assistance to the teachers concerned as an offset for the observation and practice teaching help provided to them. For the first time in our experience such a practice teaching plan is working our satisfactorily.

This year Mrs Erna Taylor has acted as our Guidance advisor, during the leave of absence of Mr Grant Haas, who accepted temporarily last June the position of Director of Mental Hygiene with the state government. Our Guidance Director functions directly through personal conferences with pupils and teachers, and indirectly through suggestions and aids to home room teachers who in turn give personal guidance to their groups. Guidance work includes psychological and diagnostic testing programs, study help and suggestions, personal and family relations problems, occupational and financial aid, placement and suggestions, provision of books and supplies for relief and indigent cases, educational advice, etc. In order to permit the Guidance Director to function most valuably, she is kept free from all disciplinary matters and measures.

### V. Public Relations

In matters of public relations, we have been weak, affected by our lack of full recognition as an entity or an area and our consequent difficulty either to answer false rumor or criticism or overcome true criticism.

The nature of the indefinite area from which we do draw and the varying background and interests of its people (including its high percentage of indigency) of course, has not permitted community spirit or pride of any kind, in school or out. The permissive free choice of parents to send their children to any other high school if facilities or other conditions do not suit their fancy, has not encouraged a public relations program that could be built up through a public movement to correct or improve inadequate or unsatisfactory facilities or conditions, but is instead tending to aggravate or create those very conditions.

Without lending ourselves to commercial exploitations, we have with radio, music, dramatic, and other programs tried to have pupils, teachers, and public sense the spirit and value of community contribution and cooperation.

By careful timing of offsetting favorable publicity when unfavorable publicity has appeared, we have tried to encourage the public to keep the latter in proper balance.

While general home visitation by teachers has been considered, it does seem in our situation particularly, to be almost out of the question.

#### VI. Buildings, Grounds and Equipment

One of our great problems is that of physical plant. The building itself was not constructed for the best and most efficient use of space under currently accepted educational methods. Equipment is on the whole very old, constantly in need of repair or replacement, and we have great difficulty in securing those repairs or replacements. Under present accounting methods, such repairs and replacements are charged against current maintenance and help to make our costs comparatively greater than those where newer equipment prevails. Our janitorial staff is limited in mechanical ability to take care of many of these items. In addition, this staff as well as pupils in general cannot readily develop and hold a pride in maintaining in the best shape equipment that has been wrecked and battle-scarred by the years. Periodically we must soothe claims of pupils and teachers for ruination of hosiery and other clothing. Periodically, too, injury to or destruction of school property comes as a result of suggestion from preliminary injury of other years. Certain obsolete and wobbly pupil desks and teacher desks make it in some instances both physically and psychologically impossible to do a good job of either learning or teaching.

Toilet rooms on the main floor have collected through the years shameful records and insanitary conditions which should not be permitted to continue in a building open to public use. We have for several years unsuccessfully requested replacement of toilet stall partitions and of some toilet and wash-bowls.

Another considerable physical problem is that arising from our location in a busy downtown area. This requires us to work under conditions of excessive noise and dirt and does make tremendously desirable consideration of certain improvements in soundproofing and in ventilation.

Our building is not in any sense a firetrap, nor is it now overcrowded.

Vital and almost critical to health for years has been and is the lack of satisfactory heat insulation to the floors and conducting heating pipes in rooms on the ground floor. These ground floor rooms are directly over our heating tunnel and some of them directly over the coils that heat all air coming into the building.

Our pupils eat in a school cafeteria that is owned, operated and controlled by the Vocational School, and we provide over 90% of the cafeteria's trade.

Our shops, home economics and art rooms are in theory rented from the Vocational School either on a full or part daytime basis. The shops particularly are too small for efficient operation, but we feel that it is desirable to provide the opportunity even at the greater costs, and even though it affects unfavorably our average pupil-teacher load.

After ten years of an "either-or" existence in which comparatively little was done for the physical plant, it is now clear that this school must continue to operate for a definite period in the future and therefore we believe it is now the definite duty of the city to place the school in the best possible physical condition; recognizing that in a building over thirty years old, this does call for courageous planning and considerable expense.

#### VII. Pupil Personnel

Our great problem, of course, comes from the origins of our pupil population and is that of building and maintaining a morale and a tone in the school under democratic versus authoritarian administration. At best our population is a complete cross-section-- racial, social, economic and religious-- of the city. Our inability for the past seven years to secure Board of Education definition of a Central High School population area has made it at worst considerably less than that.

We suffer sometimes from mistaken impressions leading to the general remark that this is a school of Negroes, Italians, and Jews, a remark that is as unjust as it is damaging. A recent survey in our junior high school shows that slightly over 50% of the pupils are too far away from racial background to recognize anything but American origins. Eleven per cent indicate Italian origin, 10% German, 5% Norwegian, 4.5% Hebrew, 3.8% Irish, 3.4% English and less than 3% Negro. For several years the percentage of our total enrolment which is of Italian origin has fluctuated between 11 and 13. You will recognize, however, that with our complexity of enrolment, there is no distinct tone set by any predominant pupil group and that therefore the tone of the school must be set by the faculty and by the desirable influence of pupils and parents. As a corollary, if such pupils and parents are permitted to "shy away from" the school, the very situation which they fear tends to be created.

The median intelligence quotient of our enrolment is almost identical with that of the other two high schools as is the median intelligence quotient of our graduates.

We do have in common with the other schools a considerable number of retarded pupils, a perhaps somewhat above normal percentage. We try to provide for them value and an avoidance of the failure pattern and yet maintain in them a recognition that standards of work and living do exist.

*Does he mean  
all have  
more  
than  
normal*

### VIII. Record of Graduates

Roughly 55% to 60% of our graduates go on to institutions of higher learning, 90% of these to the University of Wisconsin. We are actually succeeding in placing on jobs about all of the remaining ones whom we can conscientiously recommend as capable and responsible.

Our diplomas are going to some unaccompanied by our recommendation, either on capability or dependable citizenship. On the one side, we are proud to have been able to keep them in school with, we hope, some progress for so long a period; on the other side, we can't help but feel that there is some merit in a differentiated diploma, inasmuch as universal free educational opportunity and encouragement can and should exist, and variant capacities must be recognized.

### IX. Organization Plans for 1939-1940

We anticipate a slight decrease in enrolment in both junior high and senior high divisions, unless there is over summer a change of heart of some of the conveniently located promotions from Lincoln, Harvey and Franklin Schools who have indicated intention to attend either East or West high schools.

It is of interest that there has been a considerably smaller number of elections of German and of Commercial subjects for next year than there was in each of several preceding years.

Critical will be our recreational and athletic situation, with the exception of basketball, unless some play and practice space is found and prepared. Perhaps most convenient and preferable for the present for complete utilization would be the rental of the Conklin Icehouse property. We hope, however, that the Washington School site and the Reynolds property and the possibility of temporary noon closing of one block on Dayton Street also will be followed up. In basketball we hope next year to again come close to the conference co-championship lead held this year.

We will be affected by whatever action is taken with regard to the utilization of the Lincoln School building at the midyear. We can take care of 15 to 20 more in each 7th, 8th, and 9th grade without making new classes, or requiring increased teacher power or cost; in fact so doing would reduce costs per pupil. Releasing some of our enrolment, even an entire class group with teacher, would increase per pupil costs of elective subjects and activities. Our plans for the year must remain uncertain in anticipation of Board action in the matter.

Our vocal music organizations will maintain next year the splendid standard set this year. In our instrumental music we lost comparatively few graduates and will gain splendid new promotions which should bring us at peak performance next year.

Respectfully submitted,

L. A. WAHLER

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
CENTRAL JUNIOR HIGH SCHOOL

I think an accurate survey of this building and grounds should be made to determine in how far it complies with the code for a standard school building to house children of secondary school level. The general public have some very erroneous ideas regarding this building which were brought about several years ago when an attempt was made to close it.

I think such a survey should include the following things:

1. Cubical contents of rooms to determine how many children can be seated in each and provide the proper number of cubic feet of air
2. Measurement of floor space
3. Heating facilities
4. Ventilation
5. Lighting
6. Safety in case of fire, etc.
7. Recreational facilities
8. Auditorium facilities
9. Cafeteria
10. Play space for Junior High pupils
11. Out-of-door play space for physical education classes and for football and track practice
12. Size of rooms and equipment provided for special courses such as shop, art, home economics, music, etc.
13. General attractiveness of the building and grounds inside and out.
14. Storage space for books and supplies
15. Rest rooms for teachers and pupils
16. Nurse's room
17. Equipment such as teachers' desks, pupils' desks, etc.
18. Accessibility to the homes represented by the student body

19. Disturbing noises due to location of the boys' gymnasium and music rooms
20. Sanitary conditions of shower rooms and lavatories

When the Board of Education has this accurate and impartial information on hand regarding what the conditions really are, then I think a study should be made as to what can be done regarding the defects and the cost involved in putting the building and grounds in the best possible physical condition. With the results of these two studies at hand they would then be in a position to determine what the next step should be, either to make the needed repairs, or close this school and make better provision for these children elsewhere. I do not feel that the latter step should be taken until we are assured of at least three things.

First, that we can provide better conditions for all of these children elsewhere, secondly, that we can do so at a lower per capita cost, and thirdly, that there are not enough values in maintaining the six-six plan of organization for Madison Public Schools to warrant the necessary expense involved.

Some of the defects that I have been aware of in working here for a period of nine years are the following:

1. Many rooms on the ground floor are over-heated and the air in them is very dry. There is no dampness in as far as I have been able to observe.
2. The ventilation is poor in some of the small rooms.
3. The lighting is inadequate in some of the rooms. The artificial lights perhaps could be better placed to correct this in part. New movable seats with adequate writing space would also help. Light window shades rolling from the center of the windows would be of some value in correcting this situation.
4. Floor space and cubical contents of some rooms are limited. Therefore, it is not possible to run classes larger than thirty-two pupils to a room. This sometimes means running five smaller sections rather than four large ones, which is expensive.
5. This building is not a fire trap. It has plenty of exits and stairs, and can be emptied in a reasonable amount of time. The chances of fire aside from the science laboratories, cooking laboratories, and auditorium stage are very slight; and fires started in these places are not likely to get enough headway to do much damage.
6. Recreational facilities are limited but we do have the use of both gymnasiums practically all the time. The Vocational School has used them very little this past year. The boys' gymnasium is altogether too small and I feel that with the playing space coming so near the brick walls that it is very dangerous. These walls should be padded. Doors opening out onto the gymnasium floor and a drinking fountain placed on the edge of the playing floor are also sources of danger. There are no outside playing facilities. The boys' shower rooms are very inadequate and are hard to keep in sanitary condition. These should be painted at

least every other year and Mr Koskey reports to me that they have not been painted during the fifteen years he has been here. There are no urinals in one of the boys' shower rooms and only one stool. This is entirely inadequate and leads to unhygienic practices. The water in the shower room on the left side of the gymnasium has so little force that this shower is not worth much.

7. The auditorium being located over the gymnasium with open ventilators leading from one to the other is most unsatisfactory. It is difficult for the Senior High, Junior High, and Vocational School to all get as much use of the auditorium as they desire but this same thing is true in the new buildings housing junior and senior high pupils.
8. It might be better if the cafeteria were directly under the supervision of the high school and the Board of Education, although, I have no particular complaint to make regarding the service we have received during the past few years.
9. There is a definite need of a play field for the high school children of this central community.
10. The seating capacity and equipment in the shops, home economics, and art rooms should be increased so as to accommodate classes of about thirty-two to thirty-four pupils in order to cut down the per capita cost. At present the woodwork shop has space and equipment for only twenty-four pupils, art rooms for thirty pupils, and home economics for twenty-eight pupils.
11. The capacity of the vocal music room should be increased to accommodate from ninety to ninety-five pupils. This would save considerable in teaching power and give a better opportunity to pupils for part singing which is taught at eighth and ninth grade levels.
12. The parking of cars in the middle of the street and at each curb on Wisconsin Avenue during the time school is in session should be investigated to see if this complies with state laws and city ordinances for safety of school children. It might be worthwhile investigating the possibility of closing Dayton Street from 12:30 to 1:00 o'clock during the spring and fall terms so Junior high pupils would have a place to play.
13. The walls of the halls should be painted a light color to make them more attractive and to add light. Walls in rooms should be washed and re-decorated. All the floors should be put in better condition if possible. The hall floors and stairs need painting badly.
14. New double lockers should be purchased to replace the old worn out single ones now being used by some of the junior high pupils.
15. New pupil desks and teacher desks should be provided as soon as funds are available.

16. Places for storage of books should be built under the windows in some of the larger rooms and thus make available the storage cabinets used there for the small rooms which cannot have built-in cupboards.
17. A rest room with a lavatory should be provided for pupils excluded from physical education and those who become ill at school.
18. A teachers' rest room with lavatory is needed for junior high teachers.
19. The lavatories on the first and second floors should be provided with metal partitions, and the plumbing needs a thorough going over. If possible, more stools should be added in the girls' dressing room on the first floor.
20. Something should be done to make the boys' gymnasium more sound proof if possible. The noise from there is very disturbing to classes on the ground floor.
21. The halls on the ground floor should not be used for storage purposes during registration week and during the time school is in session, as has been the case in the past.

If the Board of Education decides to continue Central High as a six-year school, then money should be appropriated to put it in the best physical condition possible. The public should be informed through newspaper publicity, annual reports, meetings, etc. that such is being done. I think that ten years is long enough to keep a school existing with no boundary lines and without being able to make any definite plans for the future in teacher and pupil programming.

If Central High School is to continue as a six-year school, then I think that it should have such boundaries as will make it possible to have full classes at each grade level. This is necessary in order that this school can be run at a reasonable per capita cost and still give these children the same educational opportunities that are given to children in the other two public high schools. If such boundaries cannot be fixed, then it should be definitely understood that a higher per capita cost at Central is expected and is satisfactory to the Board of Education and to the general public.

Submitted by

VIDA V SMITE

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
Guidance Director  
CENTRAL HIGH SCHOOL  
1938-1939

To one coming from industry and trained in an employer's viewpoint to the school - which aims to give life training - this job of Guidance Director proved vastly interesting. Armed with several excellent University courses in Guidance, Mental Testing, and Mental Hygiene, and being sincerely desirous of disseminating the information gained from years of industrial personnel work, an attempt was made to aid in the solution of problems which confront the school child and thus better equip him for life,--a rather tremendous undertaking, as was soon learned.

For purposes of organization, the activities of the Guidance Department shall be divided into the three major groups - educational, vocational and social - and explained in this manner.

Educational Guidance

Testing

The Terman Group Test was given to all new pupils, the entire 9th grade and those pupils in the 7th and 8th grades from the parochial and public schools who expect to enter High School in the fall. Retests were also given in cases where the I Q was very low or where it was not indicative of true mental ability.

A statistical compilation of the results of these tests is appended.

Failure and Condition Reports

Home Room teachers reported to the Guidance office those pupils who were failing or receiving incompletes or conditions in two or more subjects. Individual questionnaires were sent to all teachers of these failing pupils asking for a work report. Pupils were then interviewed in an attempt to ascertain the reasons for poor school work, and the results of these interviews, with recommendations, attached to the teacher's reports. Teachers were invited to read these completed reports so that they might better understand the problem of each child in its entirety.

Programming

All incoming 10th grade programs were carefully checked in order to group pupils homogeneously according to ability. The I Q, past achievement - as evidenced by report cards - and the recommendations of teachers and principal were taken into consideration before the pupil was programmed.

All senior high programs were checked in the same manner in order to lessen the possibility of failure because of difficulty of subject matter, and to insure subject matter difficult enough to serve as a challenge to the student of higher mental ability.

### Vocational Guidance

Early in February, Mr Chester M Sanford was scheduled to give individual and group counseling to all senior high students. He succeeded in arousing a great deal of interest in vocations. These talks were later supplemented by individual interviews with the Guidance Director. Pupils were directed to the Guidance section of the school library where additional and specific information re jobs - qualifications, salaries, education, etc. - could be found in several new occupational books and monographs.

On file in the Guidance office there are about two hundred catalogs from the leading colleges, academies, and universities in the country. Each senior high Home Room has a copy of the University of Wisconsin catalog as well as a mimeographed list of the other college catalogs for ready reference.

Scholarships were brought to the attention of those pupils who were eligible, and this year Central High pupils registered for competitive examinations for Harvard University, and Merk Hobson was awarded the Freshman scholarship.

Letters were written and personal interviews with successful men in specific fields were arranged for several pupils in order to give them first-hand information about occupations in which they were interested.

### Social Guidance

Cases of maladjusted pupils were carefully investigated in an effort to learn causes, and to help the pupils to adjust to a normal life. The Mental Hygiene Clinic offered great assistance in these cases, and the Guidance office expresses its sincere appreciation for the splendid cooperation and help received.

### Miscellaneous Activities

Full-time jobs were secured for several graduates, and many part-time jobs were obtained for those students in school at the present time. A close follow-up of employed students was maintained in order to check progress and aid in development on the job.

The customary practice of furnishing books, fees and supplies to indigent pupils was followed during the first semester. During the second semester books were rented to indigents, but all fees and supplies were furnished by the pupils themselves.

Many conferences were held with students, teachers, and parents on matters of educational, vocational, and social significance.

### Recommendations

A perusal of the statistical compilations on Mental Ability ratings will show an increase over previous years of pupils of retarded mental ability. Since the compulsory full-time school law requires school attendance until the pupil

reaches eighteen years of age, it is imperative that a special course of study be added in order to accommodate these pupils. Constant lack of achievement eventually leads to the establishment of a failure pattern, which results in an adulthood which doesn't care about "life, limb, or property".

Since the Madison Vocational School exists primarily for the adult, the burden of educating the child of retarded mental ability must fall on the high school. To train these young people in leading useful, happy, well-adjusted lives seems to be one of the most important problems confronting the school administration at the present time.

The lack of specific occupational knowledge of the average high school student is rather appalling. Pupils are limited in choice of occupation because their knowledge of the field as a whole is very narrow. Vocational Guidance, given either as a course or as a club activity presenting vocational information in an interesting manner would enable the student to make a much more intelligent selection of his life work, and a better informed applicant when he seeks a job.

Speakers from the various business houses and industries in Madison would also aid greatly in stimulating interest in occupations.

Since more than fifty per cent of the pupils of each graduating class seek permanent employment, the High School seems the logical place to establish a Placement Bureau. Such a bureau would serve the community in two ways.

- (1) By maintaining a selective list of applicants for available positions.
- (2) In order to become eligible for placement, pupils might expend greater effort to secure the most from their exposure to a high school education, and serve to make this education more objective for the majority.

It is further recommended that all new pupils registering after the school term has started be brought to the Guidance office before they are sent to their classes. This would insure immediate recording of necessary data on the social record and personnel cards, and if there is no information re Mental Ability, an Intelligence Test would be given. An appointment would also be made at this time with a member of the Student Council Welcoming Committee who would introduce the pupil to the new school, the routine, clubs, library, etc., and in general to help the newcomer "feel at home".

## WITHDRAWALS

Senior High School  
First Semester, 1938-1939

<u>Reason</u>	BOYS			GIRLS			<u>Totals</u>
	Ret	Ave	Sup	Ret	Ave	Sup	
Moved out of city	2	10	1	3	14	1	31
Other city schools	6	13	2	5	24	4	54
Vocational school	1	1			2		4
Ill		2					2
To work	1	2		3	1		7
CCG Camp		1					1
Married					1		1
<b>Totals</b>	<b>10</b>	<b>29</b>	<b>3</b>	<b>12</b>	<b>41</b>	<b>5</b>	<b>100</b>

Total Boys - 42      Total Girls - 58

Senior High School  
Second Semester, 1938-1939

<u>Reason</u>	BOYS			GIRLS			<u>Totals</u>
	Ret	Ave	Sup	Ret	Ave	Sup	
Moved out of city		4		1	3		8
Other city schools					1	1	2
Vocational school	2	1			1		4
Ill		4	2		1		7
To work		2		2			4
Over 18 - dropped out	5			1	2		8
Married					1		1
<b>Totals</b>	<b>7</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>9</b>	<b>1</b>	<b>34</b>

Total Boys - 20      Total Girls - 14

## WITHDRAWALS

Junior High School  
First Semester, 1938-1939

<u>Reason</u>	BOYS			GIRLS			<u>Totals</u>
	<u>Ret</u>	<u>Ave</u>	<u>Sup</u>	<u>Ret</u>	<u>Ave</u>	<u>Sup</u>	
Moved out of city	5	4	2	1	3	3	18
Other city schools	3	3		1	1		8
Vocational school	1	1		3			5
Ill					1		1
Suspended		1					1
<b>Totals</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>33</b>

Total Boys - 20      Total Girls - 13

Junior High School  
Second Semester, 1938-1939

<u>Reason</u>	BOYS			GIRLS			<u>Totals</u>
	<u>Ret</u>	<u>Ave</u>	<u>Sup</u>	<u>Ret</u>	<u>Ave</u>	<u>Sup</u>	
Moved out of city	4	3	2	1	5		15
Other city schools		1	1	2	3		7
Vocational school		2		1			3
Ill		1			1		2
<b>Totals</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>9</b>		<b>27</b>

Total Boys - 14      Total Girls - 13

MENTAL CAPACITIES OF PUPILS AS REVEALED BY  
TERMAN GROUP TEST OF MENTAL ABILITY

Senior High - 1938-1939

	<u>Number</u>	<u>Per cent</u>
Retarded ( I Q below 94)	114	18.4
Average ( I Q 95 to 115)	363	58.8
Superior ( I Q over 116)	<u>140</u>	<u>22.8</u>
TOTALS	617	100.0%

Average I Q, all pupils, - 106.83

Junior High - 1938-1939

	<u>Number</u>	<u>Per cent</u>
Retarded ( I Q below 94)	119	22.9
Average ( I Q 95 to 115)	263	50.8
Superior ( I Q over 116)	<u>136</u>	<u>26.3</u>
TOTALS	518	100.0

Average I Q, all pupils, - 106.02

GRADUATES - February, 1939

	<u>Number</u>	<u>Per cent</u>
Retarded ( I Q below 94)	3	21.4
Average ( I Q 95 to 115)	8	57.2
Superior ( I Q over 116)	<u>3</u>	<u>21.4</u>
TOTALS	14	100.0%

Average I Q - 108.57

MENTAL CAPACITIES OF PUPILS AS REVEALED BY TERMAN GROUP  
TESTS OF MENTAL ABILITY - ContinuedGRADUATES - June, 1939

	<u>Number</u>	<u>Per cent</u>
Retarded (I Q below 94)	22	13.3
Average (I Q 95 to 115)	102	62.7
Superior (I Q over 116)	<u>40</u>	<u>24.0</u>
TOTALS	164	100.0%

Average I Q - 107.68

CON LIST ANALYSIS  
(Pupils failed or conditioned in two or more subjects)

Senior High School  
First Semester, 1938-1939

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 2 Subjects	11	2	8	6		1
Con or Fail, 3 Subjects	1		1	4		
Con or Fail, 4 Subjects	—	—	1	—	—	—
TOTALS	12	2	10	10	0	1

Total No. Boys -	22	Per cent of all Boys -	6.5%
Total No. Girls -	13	Per cent of all Girls -	4.0%
Total No. Pupils -	35	Per cent of all Pupils -	5.2%

(Total Number of Pupils in Central Senior High School, First Semester, 1938-1939)  
(Boys - 336 - Girls - 334)

Senior High School  
Second Semester, 1938-1939

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 2 Subjects	3	2	6	5	4	
Con or Fail, 3 Subjects			2		2	
Con or Fail, 4 Subjects	—	—	—	—	—	—
TOTALS	3	2	8	5	6	0

Total No. Boys -	17	Per cent of all Boys -	5.0%
Total No. Girls -	7	Per cent of all Girls -	2.0%
Total No. Pupils -	24	Per cent of all pupils -	3.5%

(Total Number of Pupils in Central Senior High School, Second Semester, 1938-1939)  
(Boys - 337 - Girls - 335)

CON LIST ANALYSIS  
(Pupils failed or conditioned in two or more subjects)

Junior High School  
First Semester, 1938-1939

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 2 Subjects	1	2	6	1	3	
Con or Fail, 3 Subjects	1	1	3			
Con or Fail, 4 Subjects	—	<u>1</u>	<u>1</u>	—	—	—
TOTAL	2	4	10	1	3	0

Total No. Boys -	15	Per cent of all Boys -	5.7%
Total No. Girls -	5	Per cent of all Girls -	1.9%
Total No. Pupils -	20	Per cent of all Pupils -	3.7%

(Total Number of Pupils in Central Junior High School, First Semester, 1938-1939)  
(Boys - 259 - Girls - 268)

Junior High School  
Second Semester, 1938-1939

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 2 Subjects		1	3		1	
Con or Fail, 3 Subjects			3			
Con or Fail, 4 Subjects	<u>1</u>	<u>2</u>	—	<u>1</u>	—	—
TOTAL	1	3	6	1	1	0

Total No. Boys -	8	Per cent of all Boys -	3.1%
Total No. Girls -	4	Per cent of all Girls -	1.9%
Total No. Pupils -	12	Per cent of all Pupils -	2.2%

(Total Number of Pupils in Central Junior High School, Second Semester, 1938-1939)  
(Boys - 254 - Girls - 272)

I should like to express my sincere appreciation for the splendid help and cooperation received from Miss Lewis's department, Miss Camp's department, the Family Welfare, public authorities, and the entire faculty at Central High School.

Submitted by  
MRS ERNA TAYLOR

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principals and the Guidance Director

FOSTER S RANDLE

LOUISE H ELSER

MARGARET FOSSE

June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrolment

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

<u>Year</u>	<u>Junior High School</u>			<u>Senior High School</u>			<u>Both Schools</u>	
	<u>Number</u>	<u>Per cent of Increase</u>	<u>Per cent of Decrease</u>	<u>Number</u>	<u>Per cent of Increase</u>	<u>Per cent of Decrease</u>	<u>Total</u>	<u>Per cent of Increase</u>
1933	956			1132			2088	
1934	1003	4.9		1152	1.8		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

II. Junior High School Total Enrolment by Grades

<u>Grade</u>	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>	<u>1935-36</u>	<u>1936-37</u>	<u>1937-38</u>	<u>1938-39</u>
7	305	296	307	284	265	315	276
8	270	316	292	305	300	281	326
9	381	391	447	430	480	440	450
	<u>956</u>	<u>1003</u>	<u>1046</u>	<u>1019</u>	<u>1045</u>	<u>1036</u>	<u>1052</u>

III. Increase in Enrolment

Based on the total enrolment, the increase for the seven-year period is as follows:

<u>Junior High School</u>			<u>Senior High School</u>			<u>Both Schools</u>		
<u>No. Pupils Increase</u>	<u>Per cent Increase</u>		<u>No. Pupils Increase</u>	<u>Per cent Increase</u>		<u>No. Pupils Increase</u>	<u>Per cent Increase</u>	
96	10.0		188	16.6		284	13.6	

If the same average increase is maintained during the next seven years, in June, 1946, there will be a building enrolment of 2700 pupils.

IV. Additional Teachers Added During Seven-Year Period

During the seven years while the enrolment has been increased by 284 pupils, the number of additional teachers added to the faculty has been as follows on the next page:

Year	<u>Junior High School</u>			<u>Senior High School</u>			<u>Both Schools</u>		
	<u>Number Pupils Enrolled</u>	<u>Number of Teachers</u>	<u>Pupils per Teacher</u>	<u>Number Pupils Enrolled</u>	<u>Number of Teachers</u>	<u>Pupils per Teacher</u>	<u>Number Pupils Enrolled</u>	<u>Number of Teachers</u>	<u>Pupils per Teacher</u>
1933	956	34.3	27.8	1132	40.2	28.15	2088	74.5	28.02
1939	1052	35.6	29.55	1320	47.2	27.96	2372	82.8	28.64

If we figure pupil-teacher load as provided by the rules of the North Central Association of Colleges and Secondary Schools - add the administrative officers and office workers - we get a total of 89.3. (The North Central Association permits the adding of administrative officers and office workers simply to help schools to come close to their standard of one teacher to each 25 pupils.)

2372 pupils divided by 89.3 members of the school staff equals 26.44 pupils per teacher.

The North Central Association recommends that the maximum be one teacher for each 25 pupils.

During the school year of 1939-40, on the North Central basis, there will be 87.7 members of the staff, and there will be more than 2372 pupils. There will be about 28 pupils per teacher.

- V. Number of teachers in each department of the Senior High School the first semester of the school year 1938-1939, and number provided for the first semester of the school year 1939-1940. Also, the average number of pupils to be assigned to each teacher for daily instruction in 1939-1940.

<u>Department</u>	<u>Number of Teachers</u>		<u>1939</u>
	<u>1938</u>	<u>1939</u>	<u>Department Average Pupils per Teacher</u>
English	11.0	10.0	126
Mathematics	4.0	3.6	138
History	8.6	8.6	130
Latin	2.0	2.0	149
Modern Language	2.0	2.0	128
Science	4.4	4.4	115
Commercial	7.0	6.4	141
Home Economics	1.4	1.4	147
Manual Arts	3.4	3.6	128
Art	1.0	1.0	143

The 1939 department pupil-teacher averages are based on the pupil elections and may be increased in September.

The Science Department is the only one that is not at least up to the minimum of 120 pupils per teacher. However, elections in science are expected to increase, and this department should be over the minimum before the end of the first week of school.

Teachers of English are only assigned four classes each, but they also have charge of a study room for one period. The study room assignments, of course, decrease the average number of pupils per teacher, but until we can get our pupils trained to supervise their own study time, we will have to make teacher assignments.

#### VI. High School Graduates

During the time that the East High School was organized as a four-year high school, from 1922-1932, a total of 1467 pupils were graduated. Since 1932 the graduation classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrolment Senior High	Per cent 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
			2206		

The table above shows that during the last seven years the graduating classes have averaged about 25.78 per cent of the total enrolment of the Senior High School. If all pupils were retained, the average should be close to 33.33 per cent. However, the fact that we are only  $7\frac{1}{2}$  per cent short of a perfect score seems to prove that the school has strong holding power over its tuition pupils, who are not required by law to attend school, as well as over its city pupils living in the school district. ?

If we can further revise our curriculum offerings so as to make better provision for really serving our pupils of low grade ability, the school will become of greater value to the supporting public and also increase the percentage of graduates. demand

#### VII. Graduates Going on to Higher Institutions

No tabulations have been kept of the number of East High School graduates who have continued their formal education, but such records are valuable and needed.

In the school year 1937-1938 we graduated 406 pupils, and during the past school year 112 of our graduates enrolled in colleges, or 27.6 per cent. We intend to make a more careful study of the number of our graduates going on to college and also the types of courses that they take in college.

#### VIII. Improvements of the Year

The reports of the heads of our departments show numerous improvements made in the curriculum, subject organization, and definite procedures. This does not seem to be the time to present a list of the year's achievements, but

many fine pieces of work were started and brought to a successful conclusion during the last school year.

### IX. Problems

1. We always have the problem of making a fair and equitable adjustment of the work of the school. Some teachers do good work in instructing their classes but seem to be perfectly satisfied to let the willing carry all of the work that is necessary to be done in order to keep this large school functioning and going forward.
2. We have some Junior High School teachers who have been called upon to carry an unreasonable pupil load. However, plans have been made to relieve this situation, at least in part, for next year.
3. We need a new understanding between the three public high schools as to pupil-teacher load. It is not right to expect one school to operate at a greatly reduced pupil cost. The cost of high school education should be uniform in the three schools.
4. Perhaps the high school subject offerings should be studied to find out if some courses are so expensive that they should not be offered. X need
5. The Central High School has the use of a passenger elevator, and so it is recommended that all pupils who cannot use the stairs be assigned to the Central High School.
6. The greatest problem of this school is to provide for the education of all pupils in the lower third ability group. again ↗

### X. Future Plans

1. Attempt to start the working out of an organization and course of study for our pupils who have I Q's from 60 to 90.
2. Help in every possible way, to improve our remedial and corrective instruction in reading in the seventh, eighth, ninth, and tenth grades. X
3. Promote the further development of a departmental testing program. X
4. Continue to promote the use of standardized tests and the study of the scores. X
5. Have our honor point system again reorganized. ?

Submitted by

FOSTER S RANDLE

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
EAST JUNIOR HIGH SCHOOL

I. Curriculum

A. Seventh Grade

In the seventh grade there were two low groups organized for special work. Seven were regular groups. The seventh grade pupils had the Metropolitan Achievement Test (Advanced Battery - Partial) in the fall of 1938. In May, 1939, the Metropolitan Arithmetic Test was given.

B. Eighth Grade

The eighth grade was unusually large this year. The first semester the classes were large, but an extra class was added in each of the academic subjects the second semester. This reduced the class size to normal.

There were two special classes in English and arithmetic provided for the low groups. In social studies and science no special classes were organized for low pupils.

C. Ninth Grade

Applied Mathematics provides for the low pupil in mathematics. Three classes were organized. There was one special class in English.

D. Special Problems

There were two pupils who entered our seventh grade who had little ability to read. These boys were cooperative citizens and did make slight progress, but not enough to warrant promotion in English and mathematics. It is particularly difficult to work with such pupils, and their programs can hardly follow the regular course.

Pupils who are nutrition pupils (thirteen in our school this year) can carry only a part-time program. These pupils must be scheduled for rest during the middle of the day; consequently they are handicapped in that they often cannot take an elective.

Several pupils need special programs because of physical disability. The request comes from doctors that these pupils are not to climb stairs, and since there is no elevator, it is difficult to work out a program which provides work on only one floor. It might be an advantage to the pupils to receive transportation to a building which has elevator service.

This year a seventh grade pupil from the sight-saving class at another school had difficulty getting adjusted. Although his program had been taken care of in advance, he did not adjust himself well to the new work in both schools. After about six weeks he became established and has managed to do average work.

Pupils who come to and go from school on the school bus often encounter difficulty in that they must come very early or later than the time classes open. This means that special provision must be made for them.

While the above problems represent only a very small portion of our school, it does point out that it is often difficult to deal with these special cases in a large school body. The adjustment from the grade school where there are special rooms to the Junior High School level where no such provision as nutrition rooms and other special rooms is made, involves a serious problem of adjustment.

## II. Extra Curricular Program

### A. Clubs

Clubs meet once a week during activity period with the exception of Boys' and Girls' Glee Clubs, which meet on Monday and Friday.

Pupils choose their clubs at the beginning of the school year. One member from each home room represents his classmates in a Student Council which had charge of ticket sales for the play and operetta, had carnival representatives, and helped with the orientation program. More than ninety per cent of the pupils are members of a club - in one of the following organizations:

Student Council	scrapbook Club
Boys' Glee Club	Golf Club
Girls' Glee Club	School Service Club
Red Cross Club	Stage Craft Club
Junior Pen Club	Knitting and Crocheting Club
Short-Story Club	Dramatics Club (2 groups)
Checker Club (2 groups)	Marionette Club
Theory of Athletics Club	First Aid Club
Craft Club (2 groups)	Recreational Leaders' Club
Novelty Craft Club	Guitar Club
Book Club	Model Club
Handicraft Club	Chess Club
Boys' Chef Club (2 groups)	"Have you Read the News?" Club
Conservation Club	Sketching Club
Stamp Club	

A Chess Club was organized for the first time this year. Some members of the group engaged in a tournament with members of Central Junior High School. The School Service Club for the second year was in charge of hall duty. Recreational Leaders' Club for boys and girls of the ninth grade was organized for the first time. The Model Club was a new one for this year. The Golf Club was handicapped, due to the fact that during the second semester there was no room available. The room had been occupied by the manual arts classes.

### B. Auditorium Programs

It is an aim to have as many pupils as possible participate in the auditorium programs. Programs were presented by twenty-seven groups, while

there were three movies and nine programs brought in from outside of the school. An auditorium program committee is in charge of making out the schedule for the year. Pupils usually preside at the auditorium meetings.

### C. Plays and Operettas

The play, "Tom Sawyer", was presented in the auditorium in February. In May the operetta, "Caroline Goes to Town", was given by the Music Department.

### D. Matinee Dances

Under the direction of the Boys' Physical Education Department, matinee dances were held. There were nine dances throughout the year, from 3:30 to 4:50 P M.

### E. Movies

Since the room usually used for movies was converted into a manual arts room, it was not possible to have movies.

## III. Pupil Personnel

During the school year, forty-five pupils entered our school as transfers in Madison or from schools outside the city. During the same period there were fifty-six withdrawals from our school, five of whom re-entered.

## IV. Orientation Program

This year, on June 7, pupils who would be entering East next fall were asked to come to the building for a program and introduction to the school. This included the seventh graders from Lowell, Emerson, Harvey, and Hawthorne Schools, eighth graders from Lincoln School, and all the rural and parochial pupils who would enter as ninth graders. After a short program, the pupils were taken for a tour around the building.

It is hoped that the four hundred pupils who attended the program got a glimpse of the school, which will make their entrance next fall seem less complicated.

## V. Suggestions for Next Year

- A. To emphasize scholastic attainments, especially for the very capable pupil
- B. To make a more explanatory report to parents of pupils who are not working to capacity at the end of five weeks' periods
- C. To correlate the work of departments more effectively
- D. To give attention to the organization of the social science program
- E. To give further attention to the mathematics courses in the ninth grade

Submitted by

LOUISE H ELSER

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
Guidance Director  
EAST HIGH SCHOOL

I. Summary of Activities

The work of the Guidance Department may be summed up under the three big heads - Social, Educational, and Vocational Guidance. A summary of these activities will be made, and some of the subjects discussed more fully.

A. Social Guidance

1. Orientation work with the new pupil

This requires constant year-round attention because it involves three types of cases, namely, the incoming seventh grade, the incoming ninth grade pupils from parochial and rural schools, and the weekly influx of transfers from other schools and towns. Special orientation programs are given for the first two cases, and the third type is handled individually. The Student Council and the home rooms cooperate in this project.

2. Work with Social Agencies

Much could be said about this because Madison is fortunate in its position in a county and state center. We receive the most excellent cooperation with each Social Agency involved.

3. Conferences with pupils, teachers, parents, and agencies

4. Books and supplies

Pupils whose families receive help from the City Relief Department, Pension, or Probation Departments, have their books and supplies furnished. Those from low-income families are allowed to rent their books at one-sixth the regular cost.

4. Miscellaneous

Clothing, small loans, gifts, free tickets, etc, are handled by this office.

6. Work with the special, handicapped child

Special programs are made for several students who have different types of handicaps. These include nutrition pupils, crippled, heart cases, stutterers, deaf, and sight-saving students. Much individual attention must be spent for their needs.

## B. Educational Guidance

### 1. Programing

Much time is used in the home room to help the pupil make a wise choice in his courses. Information is received from the Guidance Office on school requirements for college and university entrance. Pamphlets on occupations are available, describing the types of training necessary. Information about the pupils is given to the home room teacher to help her advise them in their plans.

### 2. Conferences with pupils concerning failures and conditions

### 3. Conferences with pupils concerning school adjustment

### 4. Senior conferences

This year every senior was given an opportunity for a conference, to discuss his future educational and vocational plans. The Cleeton "Vocational Inventory" was given to about two hundred students. We found this an excellent tool to use as the basis for a conference. School catalogs, occupational pamphlets, books, and articles were given to these students to help them make their decisions.

### 5. Testing

#### a. Terman Group Test

1. Given in October to all seventh grade pupils
2. Given in May to all ninth grade pupils before entering senior high school
3. Given to new pupils whenever they enter throughout the year

#### b. Achievement Tests

1. Grade VII - Metropolitan Achievement Battery given in October
2. Grade VIII - Iowa Silent Reading Tests given in November
3. Grade VII and VIII - Metropolitan Arithmetic Tests given in May by the Mathematics Department
4. Grade IX - Iowa Silent Reading Tests given in May

In each case the advanced form was given to the upper twenty-five per cent of the class, and the elementary form to the others. The tests were used for diagnostic purposes by the academic teachers. From the results, some special classes in remedial reading and mathematics were formed. The ninth grade reading test results were used to help prepare the tenth grade remedial reading work for next semester.

## C. Vocational Guidance

### 1. Employment services

### 2. National Youth Administration

\$1995 was earned by approximately fifty students this year.

### 3. Occupational information

Occupational information has been available in pamphlets, articles, books, and Cleeton's "Occupational Inventory" used by seniors.

4. Guidance activities in the Wednesday home room periods

Each year has a central theme around which the home room programs are built:

- Seventh .....Orientation
- Eighth.....Introduction in occupational guidance -- work book plan
- Ninth.....Auditorium programs on occupations
- Tenth.....Know Your City
- Eleventh.....Know Yourself
- Twelfth.....Know Your Job

The above is a brief summary, but it may give some idea of the type of work carried on in this office.

II. Plans for Next Year

- A. To have a better organized check-up on pupil failures
- B. To reorganize the eighth grade home room guidance program
- C. To carry the safety education program more efficiently into the Senior high school.
- D. To continue work on the tenth, eleventh, and twelfth grade home room guidance programs
- E. To attempt to make home room and class room teachers more conscious of the available information about their pupils
- F. To give to the tenth grade academic teachers the results of the reading tests so they may be conscious of the reading deficiencies in their classes
- G. To make available a more complete system of part-time employment
- H. To continue the testing program
- I. To continue the senior conferences since this seemed to be so worthwhile

Submitted by

MARGARET FOSSE

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

WEST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
By the Principals and Guidance Director

VOLNEY G BARNES  
LEROY E LUBERG  
LILLIAN REINKING

June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT

For the School Year 1938-1939  
WEST JUNIOR-SENIOR HIGH SCHOOL

West High School is a regular secondary school carrying three main divisions of work, divided into three courses, (1) college preparatory, (2) general, or non-college course, and (3) the commercial course. Since a rather large majority of the pupils going to West High School are intending to attend some advance school, the major portion of our work is of necessity in the nature of college preparation. In order to meet the needs of our diversified clientele, who are diversified as far as interests are concerned and also as to ability, we have found it necessary to organize our school somewhat on an ability level.

ADMINISTRATION

West is organized, as are the other two schools in Madison, with a Principal, an Assistant Principal in charge of Senior High, and an Assistant Principal in charge of Junior High, whose duties are to take care of the immediate routine problems that develop in the school. We also have a full-time Guidance Director, and a part-time nurse, who are also a part of the administrative staff of the school.

The school day is divided into seven parts, six of those periods being regular recitation and study periods, and one period being the activity period, which is devoted to home room guidance. The activity period is also devoted to programs of general interest to the student body, to entertainment features consisting of concerts by the musical organizations, lectures from outsiders both paid and free, meetings of clubs and committees. In other words, the activity period is just what it says, the period in the day in which the extra-curricular and curricular business of the school is transacted.

The public relations of West High School are chiefly carried out through the contacts with the Parent-Teacher Association. West High School is fortunate in having the largest PTA in the state and has had this honor for at least two years. Previous to that it was second only to Shorewood High School in Milwaukee. West High School instituted in Madison the best "Go-to-School Night" that I have ever known. This practice was started at Central while I was principal there, but the construction of the building and its attachment to the Vocational School did not lend itself to the type of go-to-school procedure practiced at West. We have from a thousand to twelve hundred parents out at our "Go-to-School" night, all actually going through their own child's program for a day, and closing the evening with a lunch in the cafeteria. This is one of the most successful ways I have discovered of acquainting parents with the school and with the teachers of their children. We have the usual Parent-Teacher Association meetings including afternoon meetings called study-groups, where parents get together to study mutual problems having to do with adolescent children. I cannot speak too highly of the value of West PTA to the school. They have shown themselves to be co-operative and helpful. I am presenting a tabulation of the evening meetings conducted by West High School:

October 18,	Marionettes
November 10,	"Go-to-School Night", PTA
November 18,	The Tenderfoot, an operetta
December 7,	Welfare Fund Party, PTA
February 22,	"Who Should Go to College", PTA
March 10,	Operetta
March 16,	Father and Son Banquet
March 20,	"The Adolescent and Radio", PT <sup>A</sup>
March 30,	The Poor Nut, drama
April 28,	Jamboree, PTA
May 12,	Mother and Daughter Banquet
May 19,	Music Festival
May 26,	Junior High Music Festival

### BUILDINGS, GROUNDS, AND EQUIPMENT

Our building is in excellent shape with the exceptions noted later. Our grounds and equipment are in good condition. However, I desire at this time to protest vigorously against the flooding of our tennis courts for the purpose of establishing a skating rink. This is one of the most unsuccessful features in which I have known the city to engage, in that I am not aware of any one time that the courts were in shape for skating and yet it was flooded with water which froze with the result that it practically ruined the surface of our courts.

As to the building, there are two features about it that are very unsatisfactory, and may be placed under the heading of sound-proofing, and the faults shown up there come under three headings.

(1) Our music rooms are almost useless to us since nothing can occur in them that is not carried throughout the building as though the building were a sounding board. I am told that this can be remedied by proper sound-proofing, and I am also told that this has been done at East. West certainly deserves as fine treatment for its music as any other school in the city, for I believe without exception our music is at par in the things accomplished. And yet, it is almost an imposition to ask other departments of the school to stand the eternal din and noise (even though in the guise of music) that is constantly in their ears.

(2) Our corridors are finished with hard-surfaced plaster and act as a sound tunnel in the distribution of any sound which is heard with almost increased magnitude. One person walking down the corridor sounds like a regiment. This could be obviated by sound-proofing in corridors. The administration office is so subject to reverberations that it is practically impossible to carry on a phone conversation with the outside. Our secretaries have to train themselves to a very high degree of concentration even to understand the messages that come in. This certainly should be attended to.

(3) The third bad condition is in our auditorium due to the fact that the air which is supposed to ventilate the auditorium is shot in without diffusion, making it impossible to use the ventilating system at the time the auditorium is

in use as the people who are under the ducts cannot stand the draft. We have asked for five years to have this objection obviated. In our opinion, it would not take more than \$50 to properly diffuse the air by deflecting plates so that the room could be ventilated without having any person sit in a direct draft.

#### PUPIL PERSONNEL

Our school is an average school in that it is made up of all groups and all classes of people, if one may speak of classes. Our territory extends from the square on one side to Middleton on the other; from Lake Mendota South to and beyond the Fair Grounds. This means that we have tuition pupils, pupils from the so-called "Bush", Findlay Park, and Briar Hill. This certainly gives us an average school.

For the distribution of abilities you are referred to a more detailed analysis. In general the departments are fairly well balanced in the number of their failures. Our effort has been to have our work approximate the normal curve, which is about all that we could hope to accomplish, and it seems to me that we show fairly good success.

#### ORGANIZATION PLANS FOR 1939-1940

The class program for the first semester of 1939 calls for three part-time teachers which we hope to secure from Central. These teachers will take respectively two classes in English, in Mathematics and in History. Our enrolment in the senior department for next Fall is already more than sixty greater than it was last September which would call for the addition of two teachers. We are trying to get along by using a teacher-and-a-half time and secure these from Central where teachers are already under contract.

About the only change in our course of study for the year will be the addition of an experimental senior English class in which we will try to develop a course in English for seniors that will more nearly meet the needs and interests of that group of young people who from time immemorial have hated to wade through the English classics. This is not a low-grade subject and is an experiment to see if the results obtained are of sufficient worth to recommend the inclusion of such a course of English in the secondary school field.

Respectfully submitted

V G BARNES

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
WEST JUNIOR HIGH SCHOOL

During the school year 1938-1939 we have been concerned about the improvement of our curriculum offerings for Junior High School pupils. Although the Junior High School period is generally believed to be that time in a child's educational experience when opportunities for exploration of new fields of endeavor will be made possible and the discovery of talents, needs, and interests, it is also the period when much of the concentrated work begins which is essential to success in the academic field in college. This does not necessitate a conflict but it does require a very broad interpretation and understanding of the fundamental needs of adolescent boys and girls. Our extra-curricular activities have now been developed to the place where almost every boy in school participates in one or more. Our immediate problem is to reduce excessive participation on the part of some and increase it on the part of others. All of our teachers have not participated in extra-curricular activities by taking full responsibility for one or more projects. Next year all will be given an opportunity to select the activity in which they believe themselves to be most competent and, as nearly as possible, they will be assigned to that particular activity. In this manner we hope to more nearly even up the load of directing worthwhile projects.

In our Social Studies, Mr Olson has experimented this year in Civics by not using a textbook in his Civics classes. Through discussions and by using all available current events as well as library facilities, he found it possible to present a very thorough as well as stimulating course for the children. We were most interested in observing the manner in which the more capable pupils developed when given an opportunity to work at their own speed through special assignments. The results were most gratifying. Much of the work was quite superior to that ordinarily expected from 9th grade children. We were a bit disturbed by the fact that those who ordinarily did inferior work failed to make the progress we hoped they would under this new plan. We shall observe their work closely next year. A textbook will not be used next year either but we shall attempt to make more complete use of the library. We are still considering the need for a revision in the 7th and 8th grade Social Studies. We now have geography the first semester in 7th grade and second semester of 8th grade with history in the second semester of 7th and the first semester in the 8th grade. We believe it well to make plans now for a revision which will have geography taught entirely in 7th and history in 8th. We have kept in mind the need for extending geography work into history and projecting history work into geography that it may become more unified, and we believe some progress has been made. However, it is our belief that a more unified and worthwhile program will be developed when geography is taught throughout one year and history a second year. ?

In our Science work we have extended our physiology program to include more members of the medical profession to lecture to physiology groups. Fifteen doctors and professional men from the city have lectured for our 9th grade pupils this year and carried on discussions with them in an attempt to more adequately interpret the work pupils are doing in health education. It seems time for us to seriously consider a more complete program of health education in 8th grade, ?

at  
for it is/this period of a child's life that many of the problems about himself become acute.

Mr Hawley has made a rather extensive study of mathematics for the past three years. A complete evaluation of the study and an analysis of the findings will be made by Mr Hawley during the summer. University facilities have been made available for him through the courtesy of Doctor Fowlkes. Next year, we are going to revise our program of Pre-Math for 9th grade pupils who have had difficulty in their early training and do not show promise of being successful in algebra. Two classes will be formed in Pre-Math and both may be made relatively small, probably not to exceed thirty pupils. This will increase the load somewhat for the other classes in algebra but we believe it is justifiable.

Interest in language work was stimulated the past year by an opportunity for specialization through creative poetry and writing. Some of the better work was demonstrated in the school auditorium by Miss Hendrickson's classes. Not only does it seem profitable to have classroom work demonstrated in the auditorium for the purpose of stimulating interest in a particular phase of a school project, but it provides a worthwhile and truly representative school program. We shall make every effort next year to improve the spelling and handwriting of our pupils. We believe our progress will be furthered if all compositions are written in ink. We shall make plans for the purchase of low price fountain pens which children may rent or buy.

During the noon hour, we have had the problem of having 350 to 400 children in the building for over one hour with no teacher time available to supervise them. This condition has been alleviated by having Mr Femal and Miss Gerling of the Department of Physical Education in charge of noon hour recreation in the gymnasiums. Our student Traffic Club has assisted materially in maintaining good enough order to allow the extension of noon hour privileges to pupils. We now have the library open for recreational reading at noon, two study halls, two game rooms and in addition, the two gymnasiums. The training in self-control has been significant and we plan to make this a permanent policy of the school.

Training of teachers in service is unquestionably one of the great tasks that must be faced in view of the tenure enjoyed by our teachers. One of the means of improving technique as well as stimulating interest has been that of allowing visiting days. No provisions are made for it in the budget nor have visiting days been allotted in the past. This year the school principal and other members of the school assisted in taking classes while four members of the staff were visiting in other school systems. The ensuing discussions at teachers' meetings concerning experiences of those who had gone visiting seemed useful enough to warrant a continuation of this plan.

Teachers cooperation in administration has been practiced but we wish to make it more of a common practice in the future. Recommendations for improvement in general school procedures and administration policies were made for this year. Suggestions for next year will be made and will be followed up by actual committee work and some assignment of administrative responsibility on the part of teachers.

All children need some special attention for improvement of an ability or talent or additional training in subjects in which they are retarded. Tutoring and

special attention by individual teachers is the answer for the second group but a full class load plus a reasonably heavy extra-curricular program does not allow for the services. A more adequate utilization of our school activity period to allow for individual help is, perhaps, the best medium for this effort. We plan to make provisions for arrangements during activity to be supplemented by a more concentrated and directed attack on individual problems at the close of school hours. Guidance on the part of home room teachers is improving but much greater efforts need to be made to improve our services in this most important field.

#### Public Relations

Mothers of the Dudgeon 6th grade children who anticipate entering our school in September, visited our school this March. About twenty-five mothers visited classes, an auditorium program, noon hour, and inspected most of the building. At the close of their visit a meeting was held concerning school policies and the manner in which parents could best cooperate with the school in making pupil adjustments in 7th grade. This was worthwhile enough to warrant a continuation for next year and inclusion of mothers from other schools.

Our School PTA offers the most unified and specific program available for an interpretation of the school. Next year the PTA will attempt to demonstrate the curriculum offerings of the school in the programs to increase interest as well as understanding of the school.

#### Equipment

Three rooms need to be supplied with new chair desks, since the tables and chairs originally provided are not suitable. Provision for this has been made in the budget the past three years but economy has forced eliminating them. The need for these chair desks is as great as ever and with enrolments staying at capacity for the ground floor of the West High building in which the Junior High is housed, there is no reason to expect that we can forego this needed equipment much longer with economy in teaching.

Following is the anticipated enrolment for next year as compared with the enrolment for the current year:

1938-1939		1939-1940	
7th grade	175	7th grade	170
8th grade	215	8th grade	180
9th grade	<u>341</u>	9th grade	<u>360</u>
Total	731	Total	710

Submitted by

LEROY E LUBERG

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
Guidance Director  
WEST HIGH SCHOOL  
1938-1939

Introduction

In order to make a related comparison of the trends and services of the Guidance Department at West High School over a period of years, this annual report for the year 1938-1939 is submitted on the same general outline of previous reports.

It has been stated in former reports that the organization of guidance at West is based on the assumption that every teacher is interested in the guidance of boys and girls. Guidance is an all-school program, but the home room teacher is the key to the entire program. Effective guidance depends upon the sympathy, the understanding, the interest, and the training of home room teachers. With this in mind, the emphasis of the guidance department during the year has been put upon the further development of the home room guidance program in the six-year school.

A great deal of emphasis has been put upon group guidance through class meetings, general faculty meetings, home room teachers' meetings, close supervision of electives in 9th and 10th grades, and through a study of class grades and con reports in 9th and 10th grades. The details and results of this program will be given under the various headings in this report.

Home Room Guidance

All home rooms in the Senior and Junior Departments are organized and are carrying on activities although their progress is handicapped by the heavy classroom schedule.

Each pupil has the same home room and core subject teacher in the 7th grade. He then has an 8th and 9th grade home room teacher for two years and upon his entrance in the senior department, has the same home room teacher throughout his 10th, 11th, and 12th grades. Each home room teacher keeps a folder containing the cumulative record of each pupil in her home room. With this at hand, and with an understanding of the pupil, she acts as the school parent of the child and plans the pupil's program and activities from the standpoint of individual needs and abilities.

The general plan of home room guidance is as follows:

<u>Grade</u>	
7	Orientation to junior high school
8 & 9	Occupational information and educational guidance
10	Orientation to senior high school
11	Self-analysis and personality study
12	Adjustment to the world outside of school

### Programming

Special attention was given by the department to the making out of pupil programs for the 9th and 10th grades. The importance of this was explained in home room meetings and this was followed by the planning of a four-year program for and by each individual child.

Each 9th and 10th grade program has been passed on by the guidance office with a view to making the best possible choice of subjects to fit the individual.

Classification and programming is done by the guidance office on the basis of the pupil's achievement to date, the recommendations of the present teachers, the pupil's ability, achievement tests, interests, and plans for the future.

### Home Room Committee

The home room committee in the senior department has followed the home room outline prepared previously. Each member of the committee representing the three classes in the senior division heads up a sub-committee consisting of the home room teachers of her class, and submits to them for criticism the undertakings of the committee. In this way each teacher is in effect a part of the home room committee.

### Class Reports

In 1934-1935 a study was made of the class reports for 9th and 10th grade classes, because it was felt that there was a gap between 9th and 10th grade. In the annual report of that year the following conclusions of this study were listed:

1. Mathematics 10a and 10b grades tend to follow a normal curve, as might be expected from the curve of ability.
2. Ninth grade marks in English are badly skewed to the left and bear no relationship to the curve of ability of the pupils in the class.
3. Ninth grade marks tend to run high as to A's and B's with B as an average instead of C.
4. Tenth grade marks tend to hold to C as an average grade.
5. Ninth grade mathematics shows too high a percentage of failures.

These tendencies were pointed out at faculty meetings and to heads of departments. Since that time, analyses have been made every year and we find that the gap between 9th and 10th grades has practically disappeared.

### Counseling

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

Testing

Terman Group Tests were given to 640 pupils. Most of these were pupils who entered West for the first time this year or who plan to enter in the fall. In order to make a wise and adequate selection of subjects, all 9th grade pupils are routed through the guidance office for testing before making out their programs. It is the desire of the department to have at least two general intelligence tests on each pupil in school.

In cooperation with the Wisconsin Testing Program, Henmon-Nelson tests were given to 634 sophomores and seniors, and upon the return of the results, I Q's were calculated.

The Iowa Reading Test was given to 7th, 8th, and 9th grades. In addition to this, lists were made up of pupils who ranked low in the test and very high in ability, so that they could be given remedial work.

Scholarships - 1938-1939

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
McPyncheon	4	\$100.00
Business and Professional Women	1	45.00
Stein	4	30.00
Theodore Herfurth	1	25.00
University of Wisconsin	3	<u>165.00</u>
		\$365.00

Indigents

	<u>Number</u>	<u>Cost</u>	<u>Billed to Outdoor Relief</u>	<u>Rental Returned</u>
1931-32	30	75.00		
1932-33	115	163.00		
1933-34	171	176.51		
1934-35	184	131.31	31.50	
1935-36	144	163.41	106.81	22.28
1936-37	122	97.31	56.03	10.75
1937-38	120	112.70	34.25	35.00
1938-39	160	119.15	25.80	56.44

Indigents

	<u>No. Indigent Pupils Receiving Free Lunches</u>	<u>Cost</u>	<u>No. Crippled Pupils Receiving Free Lunches</u>	<u>Cost</u>
1932-33	14	58.68		
1933-34	21	65.24		
1934-35	9	78.39	2	52.05
1935-36			5	107.35
1936-37	2	14.35	2	46.66
1937-38				
1938-39	2	8.98	2	49.21

TABLE IV

IOWA ADVANCED READING TEST

FORM B

GRADE 9

Total Comprehension, Tests 1 - 5

Total Comprehension

Reading Grade	Number of Pupils	Per cent of Pupils
13.5 and Above	29	9%
13.0-13.4	20	6
12.5-12.9	16	5
12.0-12.4	23	7
11.5-11.9	37	11
11.4-11.0	18	6
10.5-10.9	32	10
10.0-10.4	28	9
9.5- 9.9	27	8
9.0- 9.4	25	8
8.5- 8.9	16	5
8.0- 8.4	18	6
Below 8.0	31	10
	320	100%

I Q Range  
Pupils Scoring Below 8.5

I Q	No. Pupils 8.0-8.4	No. Pupils Below 8.0
120 and Above		
110-119	2	2
100-109	9	4
90- 99	5	11
80- 89	2	11
70- 79		3
Below 70		
	18	31

Parent-Teacher Welfare Fund

The Parent-Teacher Association raised about \$100.00 to be used for pupils who would otherwise be deprived of participating in school activities and the like. About \$76.00 was spent this year for such items as school fees, activities, meals, doctor bills, carfare for bad weather, clothing, graduation expenses, and loans.

	<u>1935-36</u>	<u>36-37</u>	<u>37-38</u>	<u>38-39</u>
Amount raised by association	90.00	90.00	130.00	100.00
Amount expended	70.00	84.73	122.38	76.00

Activity Survey

A survey was again made to ascertain the number of pupils in school activities. About half of the entire school population is engaged in activities and one-third of the pupils carry at least one activity.

Condition Report

From the following table it is gratifying to note that the total of two or more failures in senior high has been reduced from an estimate of 10% in 1931-32 to between .01% and .02% over the last three year period.

FAILURES IN TWO OR MORE SUBJECTS IN WEST SENIOR HIGH SCHOOL

<u>Year</u>	<u>Number</u>	<u>Percent of Total Enrolment</u>
1931-32	68	.10
1932-33	56	.07
1933-34	48	.06
1934-35	24	.03
1935-36	36	.04
1936-37	10	.01
1937-38	13	.01
1938-39	23	.02

Graduates

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

GRADUATES - DISTRIBUTION OF I Q's

<u>I Q</u>	<u>1933-34</u>	<u>1934-35</u>	<u>1935-36</u>	<u>1936-37</u>	<u>1937-38</u>	<u>1938-39</u>
	<u>Per cent</u>					
115 & above	.22	.34	.37	.31	.30	.35
95 - 115	.63	.52	.50	.51	.55	.55
Below 95	.15	.14	.13	.18	.15	.10

Employment

The employment of high school boys and girls as compared with the last few years is tabulated as follows:

	<u>32-33</u>	<u>33-34</u>	<u>34-35</u>	<u>35-36</u>	<u>36-37</u>	<u>37-38</u>	<u>38-39</u>
Permanent placements for salary - girls	5	12	0	10	14	15	0
Temporary placements for salary - girls	29	32	4	46	48	50	15
Temporary placements for salary - boys	2	2	0	2	6	5	2
Placement for room and board - girls	8	9	8	12	10	0	1
Placement for room and board - boys	1	1	1	0	2	0	0
Number of applications for work - boys	19	40	44	49	82	80	20
Number of placements for work - girls	38	49	29	37	49	55	29
Number of calls received - salary	21	51	24	65	96	97	25
Number of calls received - room and board	17	29	22	30	34	35	9

GRADUATES - Continued -

Of the 263 graduates of June 1939, 168 have already made application to the University of Wisconsin, and 11 to other colleges, a total of 74% who plan now to go on to institutions of higher learning in the fall.

The summary of senior questionnaires is as follows:

	<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937*</u>	<u>1938</u>	<u>1939</u>
Number in class	166	199	203	239	271	263
Employed Now	---	33	---	---	---	---
Will Work next Sept.	79	63	72	---	87	95
Already hired	21	15	18	---	23	20
Will continue school	92	139	143	---	193	191

\* No tabulations for 1937.

University Study

A study was made of 170 former graduates who had entered the University for the school year 1937-38. On these people we had their grade points for the first semester in the University, the grade points for the second semester, and comments from the registrar's office as to action taken in individual cases. This office tabulated the average high school grade, the I Q's, the Henmon-Nelson percentiles, the Ryan Disparity, and the rank in class for these 239 pupils. From the information available to the high school, we divided these people into three groups: 1) those who would without a doubt make good at the University, 2) those, who because of their high school record might be doubtful, and 3) those whom we could not recommend on the basis of the information at hand.

Table X shows that out of these recommended the first semester, 83% did satisfactory work (1.00 average or above), only 9% of the borderline cases did satisfactory work, and of those not recommended 12% did satisfactory work.

Table XI shows that out of the 170 cases who enrolled, 63% made their grade points, 26% were placed on probation, .05% were dropped from the University, .02% were advised to withdraw, and .04% withdrew for various reasons.

Result of second semester work is also given in these tables.

University Study

TABLE X

	Semester I			Semester II				
	<u>No.</u>	<u>%</u>	<u>Satisfactory</u>	<u>Fail</u>	<u>Withdrew</u>	<u>Satisfactory</u>	<u>Fail</u>	<u>Withdrew</u>
Recommended	122	.72	.83	.15	.02	.81	.19	---
Borderline	23	.13	.09	.87	.04	.33	.67	---
Not Recommended	<u>25</u>	<u>.15</u>	.12	.76	.12	.29	.71	---
	170	100%						

TABLE XI

	Semester I		Semester II	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Placed on probation	45	.26	29	.21
Dropped	8	.05	8	.06
Warned	3	.02	2	.01
Advised to withdraw	0	-	3	.02
Withdrew	7	.04	0	-
1.00 Grade-point	<u>107</u>	<u>.63</u>	<u>97</u>	<u>.70</u>
TOTAL ENROLLED	170	100%	139	100%

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

TABLE XII

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. To U. W.</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
January 1931	49	36	.73	36	.73
June 1931	101	58	.57	56	.55
January 1932	49	31	.63	31	.63
June 1932	125	87	.69	82	.65
January 1933	61	35	.57	33	.54
June 1933	138	95	.68	89	.64
January 1934	52	31	.59	30	.57
June 1934	166	107	.64	94	.56
January 1935	57	25	.43	25	.43
June 1935	199	132	.66	122	.61
January 1936	55	35	.63	34	.61
June 1936	203	144	.70	133	.65
January 1937	57	37	.64	37	.64
June 1937	241	148	.61	148	.61
January 1938	57	28	.49	20	.35
June 1938	271	162	.59	128	.47
June 1939	<u>263</u>	<u>168</u>	<u>.63</u>	<u>---</u>	<u>---</u> *
Total to Date**	1882	1191	.63	1098	.58

\*Cannot be determined until Sept. 1939

\*\*Does not include June 1939

Plans for Next Year

We hope to carry out the following objectives next year:

1. Work out a unified and progressive plan of home room guidance for grades seven through twelve.
2. Prepare a mimeographed outline of guidance with suggestions as to how it is to be carried out in Junior High home rooms.
3. Revise the guidance outline for Senior High home rooms with the help of the Home Room Committee.
4. Provide more accurate and systematic employment service.
5. Revise the social record card in collaboration with the other two guidance directors.

Submitted by

LILLIAN A REINKING

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

BRAYTON SCHOOL

Presented to the Board of Education  
by the Principal  
MARIE E HAGEN  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
BRAYTON SCHOOL

The first unit of the Third Ward School was erected in the year 1887 on the site of the Little Brick School which was located on the east corner of South Butler Street and East Washington Avenue.

In 1893 an addition was built. This school was named in 1904 for Miss Louisa M. Brayton, the first teacher in the City of Madison, and has continued to carry that name.

Brayton School was closed for one school year 1930-1931. Parents requested it to be reopened for the lower grade children because of hazardous traffic conditions. In the fall of 1931 three classrooms were reopened for the kindergarten and first four grades. Four rooms were rented to the Vocational School and one to the Attendance Department. The school Curriculum Office was moved over from the Public Library in 1932. The kindergarten children were transferred to the old Lapham School by means of a bus in the fall of 1938 to make room for the Guidance Department.

When the school was reopened, it was organized under the traditional system and that plan has been continued. We have aimed to follow the course of study. Because of having two grades in a room with one teacher, it was necessary to formalize much of the work in order to cover the required material. Although the academic subjects were emphasized, we did as much of the fine arts and activity work as time permitted.

Our total enrolment has remained about the same each year although we have a shifting population in this district. During the year 1938-1939 the average daily attendance of pupils per teacher has varied from twenty-six and two tenths per cent to twenty-two per cent. Fifty-two per cent of the pupils enrolled this year have been enrolled in other schools. Twenty-seven and five tenths per cent of these children have come from broken homes, fifty-seven per cent of them were living with grandparents. Thirty-seven and two tenths per cent of the mothers worked outside of the home.

Brayton teachers have helped in the revision of the social studies and assisted with the usual amount of research that is carried on in the system each year.

The PTA was a small organization but an enthusiastic one. We have had some very inspirational and interesting meetings. The parents were anxious to do things for the children and school.

The help of the NYA was greatly appreciated as the principal was kept busy with her administrative duties as well as being a full-time teacher.

We have been a little more crowded this year than previously because of having to sacrifice our kindergarten room. This deprived us of a room in the afternoon which was formerly used for our gym classes, PTA meetings, WPA orchestra, programs, etc.

It has been a pleasure this year to work in newly painted classrooms and with indirect lighting.

Organization Plan for 1939-1940

<u>Grade</u>	<u>Time</u>	<u>Number of Pupils</u>	<u>Teacher</u>
1	1 day	12)	1
2	"	12) 24	
3	"	9)	Teaching Principal
4	"	17) 26	

Because of the great variation of the enrolment within the year, these figures are only the approximate figures.

Respectfully submitted

MARIE E HAGEN

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

DOTY AND WASHINGTON SCHOOLS

Presented to the Board of Education  
by the Principal  
PEARL LEROUX  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
DOTY AND WASHINGTON SCHOOLS

Present Enrolment

	<u>DOTY</u>	<u>WASH.</u>	<u>DRAPER</u>	<u>TOTAL</u>
Kindergarten	26	29	21	76
Grade I	29	27	23	79
Grade II	23	29	32	84
Grade III	15	17	18	50
Grade IV	18	25	25	68
Grade V	27	37	26	90
Grade VI	23	30	20	73
	<u>161</u>	<u>194</u>	<u>165</u>	<u>520</u>
Orthopedic - Longfellow				60

Present Number of Teachers

	<u>TEACHERS</u>	<u>TEACHERS</u>	<u>TEACHERS</u>	<u>TOTAL</u>
Classroom	5	6	6	17
Music and Girls' Gym	.5 ( $\frac{1}{2}$ )	.5 ( $\frac{1}{2}$ )	.2 (1 day)	1.2
Gym	.05 ( $\frac{1}{2}$ day) Boys	.1 ( $\frac{1}{2}$ day) Boys & Girls	.05 ( $\frac{1}{2}$ day)	.2
Kindergarten	.5 ( $\frac{1}{2}$ )	.5 ( $\frac{1}{2}$ )	.5 ( $\frac{1}{2}$ )	1.5
Art	.3 (1 $\frac{1}{2}$ days)	.3 (1 $\frac{1}{2}$ days)	.2 (1 day)	.8
Speech	.1 ( $\frac{1}{2}$ day)	.1 ( $\frac{1}{2}$ day)	.1 ( $\frac{1}{2}$ day)	.3
	<u>6.45</u>	<u>7.5</u>	<u>7.05</u>	<u>21.</u>
Orthopedic and) Physio-Therapy) Longfellow				6.
Principals	1		.5	1.5

Average number of pupils per teacher - 24.8 (excluding the Orthopedic Group)

APPROXIMATE ENROLMENT FOR WASHINGTON SCHOOL  
1939-1940

	<u>DOTY</u>	<u>WASH</u>	<u>DRAPER</u>	<u>TOTAL</u>
Kindergarten	20	25	25	70
Grade I	26	29	21	76
Grade II	29	27	23	79
Grade III	23	29	32	84
Grade IV	15	17	18	50
Grade V	18	25	25	68
Grade VI	<u>27</u>	<u>37</u>	<u>26</u>	<u>80</u>
	158	189	170	507
Orthopedic - Longfellow				60

APPROXIMATE AVERAGE CLASS ENROLMENT AND NUMBER OF TEACHERS

	<u>Total Enrolment</u>	<u>Division of Grade</u>	<u>Number of Pupils</u>	<u>Number of Teachers</u>
Grade I	76)	1/5		
Grade II	) 155		31	5
Grade III	84	1/2	42	2
Grade IV	50	1/2	25	2
Grade V	68	1/2	34	2
Grade VI	80	1/2	40	2
Kindergarten	70	1/2	35	1
Music and Girls' Gym				1
Art				1
Speech, Music or Gym				1
Gym - Boys - 2 hours each day				.4
Speech Correctionist (1½ days)				.3
				<u>17.7</u>
Orthopedic and ) Physio-Therapy ) Longfellow		(Not counted in the Teacher Load - these pupils will have help in Art, Music, and Speech.)		6.
Principals	1			1.

Average Teacher Load 28.6 pupils

Under the present organization there is a total of 21 teachers for the Doty, Washington, and Draper Schools with a full-time principal at the Doty and Washington and a half-time principal at the Draper. The average number of pupils per teacher in each of the three buildings is as follows: Doty - 24.96, Draper - 23.4, Washington - 25.9. While the average load per teacher is between 23 and 26 pupils, we find some small classes; Washington, Grade 3 - 17 pupils, Grade 4 - 25 pupils, Draper - Grade 1 - 21 pupils, Grade 2 - 22 pupils, Grade 3 - 18 pupils, Grade 6 - 20 pupils. With only one of each grade in the three schools, it is impossible to combine classes to any great extent even though they are smaller than the average class enrolment should be. The result has been more classroom teachers and fewer teachers for special work. It has been possible for the Doty and Washington schools to organize somewhat as one unit. This is especially true with the program for special teachers. The teacher cost is kept down by having only five classroom teachers at the Doty and one Kindergarten teacher for the two schools. This allows us a full-time teacher for gym and music and an art teacher three days a week. Because there are only five teachers for the six grades, the cooperative organization plan is used in the Doty School. The arithmetic is taught by the sixth grade teacher and the social studies by the fifth grade teacher. The special teachers work with the extra groups. This gives the teacher with the combined grades three and four more time for the third grade class. In the Draper School the special teachers conduct classes only once a week in art, music, and the boys' and girls' gym. We have had no speech work in any of the three buildings.

The school organization recommended for the new school will be similar to the Doty-Washington plan. With the approximate enrolment of 507 pupils for next year, a total of 17.7 teachers is recommended. The average class load will be about 28.6 pupils. You will note from the table of figures on the first page that the home room teachers will have classes varying from 25 to 40 pupils. But the large classes will be divided for art, auditorium, music, and gym. That will give the home room teachers time to work with small groups. If a class happens to be unusually large, as we might find in grade six next year, it will be possible to give that grade extra help with the added number of special teachers. This plan will allow a full-time art teacher, a boys' gym teacher two hours each day, special teachers for music, speech, and the girls' gym. It will eliminate itinerate teachers with the exception of the boys' gym teacher. The Orthopedic teacher load will remain the same. This group will be considered a part of the whole group, however, and will have all the privileges in the building, and the help from the special teachers that the normal group will have.

I believe it is wise in our section of the city, where we find a good deal of instability in our pupils, to plan an organization where children will work with their home room teachers as much as possible. It is therefore recommended that the first and second grade teachers and pupils work rather consistently in their own rooms with special teachers assisting two or three times a week, and that the third, fourth, fifth and sixth grade pupils do most of their work with their home room teachers excluding the special work in art, music, speech, and gym.

Under the new organization fewer teachers will be required. We can eliminate 3.3 teachers and one half-time principal. The average class load will be increased only 3.8 pupils. Where the teacher load happens to be unusually large, it will be possible to give those groups extra help. All the children will have the special advantages that have been enjoyed by the other large schools.

Submitted by

PEARL LEROUX

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

DRAPER AND DUDGEON SCHOOLS

Presented to the Board of Education  
by the Principal  
LUCILE CLOCK  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
DRAPER AND DUDGEON SCHOOLS

Draper School Organization Plans for 1939-1940

Enrolment

<u>Grade</u>	<u>Teacher</u>	<u>Enrolment</u>
Kdg	Mrs Frances Parker	7
1	Miss Beatrice Walton	21
2	Miss C Louise Thiard	24
3	Mrs Maude Havenor	30
4	Miss Ida Willett	14
5	Miss Myrtle Neal	27
6	Miss Verna Hahn	25

The general organization and general plan will be the same as during the past year.

Dudgeon School Organization Plans for 1939-1940

Enrolment

<u>Grade</u>	<u>Teacher</u>	<u>Enrolment</u>
Kdg	?	?
1	Miss Jean Thomson	30
2	Miss Carrie Barton	31
3	Miss Helen Larkin	34
4	Mrs Gertrude Wilson	46
5	Mrs Mabel Day	28
6	Miss Elsie Rand	29

The two third grades will be absorbed into one fourth grade next fall. This releases Miss Beck who taught one of the third grades. I hope it will be possible for her to take the kindergarten vacancy created by Miss Morrissey's marriage.

We plan to use the second story for part-time art, music, rhythm, and games. Shades and the minimum toilet equipment should be installed by fall to make this possible. The large storeroom should be finished to make it useful as a room for the nurse, speech teacher, conferences, etc. Mr Johnson has approved this plan.

We are in great need of facilities for basketball and gymnasium and trust the summer federal grant will make a wing available for this purpose. When this wing is built the lower playground should be re-surfaced and a cement drain provided for the playground.

Submitted by

LUCILE CLOCK

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

EMERSON SCHOOL

Presented to the Board of Education  
by the Principal  
LEO P SCHLECK  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
EMERSON SCHOOL

ENROLMENT  
September 1939

Elementary Classes

<u>Grade</u>	<u>Number in Grade</u>
Kindergarten	123
First	123
Second	115
Third	110
Fourth	110
Fifth	86
Sixth	101
	<hr/>
	Total 768
Sight Saving	14

Special Education Classes

First Division (Sub-normal)	21
Second Division (Sub-normal)	21
	<hr/>
	Total 42

ORGANIZATION

I. Elementary School

A. Activity program

<u>Grades</u>	<u>Number of Sections</u>
Kindergarten	2
First	4

B. Platoon school program (Work - Play - Study)

<u>Grades</u>	<u>Number of Sections</u>
Second	4
Third	4
Fourth	4
Fifth	3
Sixth	3

C. Cooperative Instruction in all grades

1. Art
2. Music
3. Physical Training
4. Library
5. Speech - Auditorium (Platoon School)

D. Specialized Instruction in Grades Where Needed

1. Speech
2. Nutrition (Elementary, Junior High and Senior High pupils needing rest periods and instruction in health problems.)
3. Guidance Department
  - a. Intelligence Testing
  - b. Diagnostic testing for special disabilities
  - c. Problem cases
  - d. Student teaching
    1. Speech
    2. Mental testing

II. Special Education Classes (Sub-normal)

A. Two Groups

1. Younger - 8 to 11 years old
2. Older - 12 to 17 years old

B. Cooperative Instruction

1. Manual Arts
2. Music
3. Art
4. Library
5. Physical Training

III. Sight Saving Class (Normal)

A. Cooperative Instruction

1. Elementary Grades
2. Platoon School
3. Art
4. Music
5. Physical Training
6. Library

IV. Year's Achievement

Emerson School has the platoon or rotary type of organization from the second through the sixth grade. The home room teachers teach all the academic subjects, such as arithmetic, English, spelling, and reading; while the special subjects, such as art, music, health, playground, social

studies, natural science, and the like, are taught in especially equipped rooms by specially trained teachers. It is felt that the platoon organization gives the child a more balanced education program. Then too, there are greater enriched values in this type of program. Under the work-study-play plan all activities in the school classrooms, auditorium, gymnasium, and the like, are in use every hour of the day. The school is divided into two parts, each having the same number of classes and each containing all the grades - while one of the platoons is in the classroom, the other is carrying out a special activity, such as auditorium, music, art, social studies, playground, or gymnasium. It works upon the principle of the multiple use of facilities.

Teachers have continued their "Home Visitation". This was one of the plans of 1933-34, and since then many home calls have been made, and reports of them submitted to the principal. These are not only read with interest by the principal, but also by those who are directly connected with the school system. It would appear from the results obtained that these visits to the home are most worthwhile. Also through this home visitation teachers have one of the greatest opportunities in selling the schools to the public and it also has helped to make the teachers more understanding. After each teacher contacts the home, she gives a report on her findings. The following items are incorporated in the report, viz:

1. Statement of Problem (State why you contacted the home)
2. Family History and Family Conditions (General and anything that may be of interest to the school)
3. Habits and Behavior of Child as Observed in School (How some of these traits were handled with the parent)
4. Recreation and Particular Interests (If any)
5. Environmental Conditions (What you observed in home as per condition, type of neighborhood, etc)
6. Sources of Information (From whom information was obtained and what recommendations did you, as a teacher, make to the parents? What is your interpretation of the child's problem in view of the data obtained?)
7. Additional Information

This information is not only valuable to the teacher herself, but to all those who are interested in the welfare of the child. Many data which are needed for the correct analysis of a child's behavior and his attitude toward his school work and playmates are only obtainable through direct contact with the home. True, many home visitations are simply of a social nature, but here, too, much good can come to the child, teacher, and parent.

Besides direct home contacts much was done to bring about a closer tie-up between the school and the community. Auditorium informal school programs upon completion of units of work were held for the parents and their friends-- also other programs, depicting several school activities, such as chorus work, glee club work, physical training demonstrations by the boys and girls, and the like. These were given at the Parent-Teacher Association meetings both in the afternoons and evenings. Wherever possible, the school made it a practice to draw the parents to it in order that they might become better informed as to its endeavor to serve their children and the community.

Throughout the school year teachers have been conscious of the character needs of the children. Four desirable traits have been emphasized, viz, honesty, cooperation, courtesy, and sincerity. These were developed more or less indirectly through subject matter, active participation in school activities, boys' patrol, girls' patrol, movies, radio programs, and the like. As result of this varied program of activities, a high grade of citizenship training has resulted.

The mal-adjusted child has not been neglected in the Emerson School. As soon as this child is discovered through manifesting habits of thoughts or tendencies which were or might have become anti-social in their nature, he was immediately brought in contact with the Guidance Department to determine what was wrong, and then appropriate corrective measures were taken without the traditional subservience to the formal integrity of the curriculum. The immediate treatment given this type of child has resulted in a return to mental and physical health, which, after all, is the desired purpose. He once more returns from an anti-social being to that of a social being, the many undesirable behavior traits having been corrected through appropriate motivated learning.

Observation of the teachers and pupils in action would have shown that everything has centered upon the child's interest to learn rather than the teacher's intention to teach him. There has been pupil initiative as well as teacher initiative. A friendly and helpful attitude prevailed throughout the year.

A more integrated school program centering around the social studies and natural science units has developed in the Emerson School. In the handling of these units of work the teachers have developed finer teaching techniques through critical analyses of the procedures pertinent to the subject matter comprising the units. The subject matter was thoroughly organized to meet the varying interests and abilities of the pupils. The units begun in the various departments are not isolated activities, but through the efforts of the teachers in charge have enriched the units by their contribution through the pupil experiences. Since the units have their culmination in the auditorium through dramatization, pantomime, and the like, many, not a select few, may see them in their entirety and share in all which they have to offer. Such work calls for research and originality on the part of teachers and pupils. There is a unity of feeling between a whole faculty and entire body of boys and girls interested in the same piece of work. Throughout the execution of the units an opportunity has been given the pupils to express themselves through creative work which has brought about a greater enrichment of their work and a feeling of accomplishment.

#### V. Percentage of Retardation Over a Six Year Period

Year	Percentage
1933-1934	4.4
1934-1935	7.3
1935-1936	3.8
1936-1937	3.3
1937-1938	6.3
1938-1939	6.4

VI. Plans for 1939-1940

1. To continue cooperation with the special departments
2. To adapt the subject matter to the individual needs of pupils in the mixed groups
3. To continue penmanship program
4. To continue our natural science laboratory so the scientific facts may become more meaningful to the pupils
5. To develop a more flexible auditorium program, individual and group conferences with home room and activity teachers, leader being the auditorium teacher
6. To continue the citizenship program - "Character is above Intellect" - Ralph Waldo Emerson
7. To continue "Home Visitation" by teachers
8. To supplement the units of work through radio, visual aids, and the like
9. To make a careful study of the health needs of individual children
10. To improve the work in English through a testing program, a crusade on English errors, etc
11. To set up a remedial program for small groups within each class -- reading, arithmetic, spelling, and the like.

Submitted by

LEO P SCHLECK

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

FRANKLIN SCHOOL

Presented to the Board of Education  
by the Principal  
STEPHEN A OELLERICH  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
FRANKLIN SCHOOL

CURRICULUM

One of our most interesting and successful experiments of the past year has been the organization of our "Reading Clinic" which was begun in February. Teachers of the fifth, sixth, seventh, and eighth grades have cooperated in selecting and gathering information on several of their pupils who needed additional assistance in reading; but who also had the mental ability to be able to take advantage of such assistance. These pupils, twenty-one in all, were divided into two groups, each group meeting with the "Clinic" teacher twice a week from 8:15 to 8:45 a m for group as well as individual help with their particular reading difficulty. Not only have we had the whole-hearted cooperation of teachers, but of the pupils themselves; plus the interest of the Department of Education at the University in assisting us with our diagnosis of these pupils by having several graduate students give them group and individual tests. We realize that we cannot come to many valid conclusions as to the real value of such a program in so short a time, but we do feel that from the results already noted, and from the favorable reactions from classroom teachers, that our experiment is worthwhile and should be carried on again next year, with a planned program of testing so that any definite improvements can be discovered and understood.

During the past year we have attempted to organize in a small way a seventh grade science program which we hope to enlarge upon for 1939-40. If possible, we also plan to enlarge our eighth grade science program for next year as far as additional weekly time is concerned.

Combining our slow, normal, and fast pupils in the same rooms has been quite successful during this past year, and will be done again next year (with the possible exception of some groupings within the rooms themselves.)

Test results and certain classroom procedures have definitely indicated the success of our remedial program for various slow pupils in the lower grades without neglecting those better pupils who also need their share of a teacher's time and assistance. The grouping of first graders into three reading groups has also been an apparent step in the right direction, and should be of much value to individual pupils as well as to the teachers themselves in their diagnosis of these pupils.

We have included many of the lower grades in our visual education program during this past year. The results noted in various forms have proven to us that this type of educational presentation, when followed up with classroom discussions, is very worthwhile.

The results of our instrumental program begun four years ago have been most encouraging and far beyond our greatest expectations.

Our upper grade class in social dancing (conducted once a week after school hours during the winter months by a member of the physical education department) continues to be an activity of not only great interest, but of definite value, from all of the favorable reports we have received from parents as well as pupils and teachers.

#### TEACHER IMPROVEMENT

During this past year several of our teachers have voluntarily taken educational courses offered by the Extension Division at the University. This is a healthy sign that we hope will continue. The plan of the Board of Education in offering free courses to interested teachers similar to the one given this year on "Mental Hygiene" is an excellent idea, and should be carried on again next year if at all possible.

At each of our building faculty meetings throughout the year we find time to read about, and discuss certain problems of teacher growth referring to personality adjustments, interests, morale, judgment, moods, emotions, community contacts, etc.

#### ADMINISTRATION

One problem of administration that we have been working on but as yet have found no successful solution is that of the supervised noon hour lunch period for our tuition pupils (particularly during inclement weather.) We have attempted to work out a cooperative plan of teacher supervision, where each one of us will assume this responsibility about once every two weeks. We have also tried out a plan of custodian supervision each day. Both plans have advantages as well as disadvantages; but we shall continue to experiment and hope to work out something better in the future.

Part of this year we have had NYA girls doing some of our office work for three hours a day. The need for such help has been apparent for a number of years, and such help as we have had has been greatly appreciated. This need is increasing, and we hope that the same, or some similar assistance through the Board of Education will be provided for next year.

#### SPECIAL SERVICES

Whenever necessary and possible, we attempt to take advantage of the services offered us through the Guidance and Special Education Department. The individual and group tests, teacher, pupil, and principal conferences, as well as home calls have been of much assistance throughout the year.

#### PUBLIC RELATIONS

The South Side is noted for its cooperation in affairs of community interest and advantage. Our second annual Fathers' and Sons' Banquet in April of this year as well as a number of all-school evening programs during the year, continued to strengthen the relationship between our school and community.

The Franklin PTA has continued to grow, carrying out an impressive yearly program under capable leadership, and cooperating with many of our school program plans in an effective manner.

**BUILDINGS AND GROUNDS**

There is a very pressing need for new electric light fixtures in four of our rooms that were a part of the old building. The ones that are now in use are entirely inadequate, and create an unnecessary eye strain on every pupil and teacher in these rooms. New window shades are also badly needed in these rooms.

It is almost impossible to put on a stage production in our gym by using the one small entrance and exit door to the stage. It would be a simple matter to cut another door through the left hand wall of the stage into an adjoining hallway; giving pupils ample room to enter and leave the stage, and at the same time providing much needed ventilation.

Three iron beams are also needed across the ceiling of this stage in order to fasten stage curtains, scenery, etc.

Part of our Potter Street playground needs surfacing to correct a situation that results in a mud hole after every rain.

There should be a sink with running water in our Manual Arts room. The pipes are handy so the job would be a fairly simple one.

Because of the increasing number of evening activities in our building we should like to be able to shut parts of the building off during these activities. Folding metal gates on four stairways would give us this needed protection.

A set of dark window shades in room 201 would give us a regular room in which to carry on our visual education program during the entire school year. A well darkened room is absolutely necessary for such a program to be carried on successfully.

Our building has always lacked adequate storage space. It would be quite a simple matter to enclose a section under one of our lower stairways near the boiler room that would be used as a custodian supply storeroom where all supplies could be kept securely locked.

We are still in need of some additional shrubs and bushes for protection of our lawn at certain places.

**PUPIL PERSONNEL**

The enrolment at Franklin is made up of every type of pupil from some of the very finest families in Madison to some of the most deprived families to be found in the city. No doubt this situation creates a challenge to everyone of us on the staff, and proves to be an interesting one in which to work to say the least.

**RECORD OF GRADUATES**

With very few exceptions, our eighth grade graduates go either to West or Central High School. In the past, as well as this year, the great majority of them plan to go to West High School.

## ORGANIZATION PLANS FOR 1939-1940

The general school organization plans worked out at Franklin during the past four years will be carried on in 1939-1940 with few exceptions.

To plan our definite lower grade set-up for next year is impossible at this time due to the fact that we never know until after school begins in September how many tuition pupils from outside Madison we will get.

Our upper grade departmental plan inaugurated at Franklin two years ago will be continued with only a few slight changes for next year. All eighth grade pupils will continue to elect either art or music each semester, but all of these pupils will be required to take either home economics or manual arts. The daily activity period plan of last year has worked out very successfully. We shall continue this plan and carry on our band, orchestra, glee club, art club, and study periods during this time.

The expansion of our band and orchestra units is another plan we hope to carry out for 1939-1940. We have plenty of talent to draw upon but need additional school-owned instruments.

We shall continue to plan our school auditorium programs in advance for next year (similar to our experiment of this past year.) These auditorium programs are of two types, one for the lower grades (kdg-3) and the other for the upper grades (4-8) with each room and classroom teacher being responsible for at least one program during the year, with the music teacher having general supervision over all programs.

As has been my policy in the past, I shall continue to keep in touch with the problems of teachers by teaching Current History to all of our eighth grade pupils during the entire year.

Submitted by

STEPHEN A. O'LEARY CH

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

HARVEY and MARQUETTE SCHOOLS

Presented to the Board of Education  
by the Principal  
EMILY R PARSONS  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
HARVEY and MARQUETTE SCHOOLS

I. CURRICULUM

- A. The social studies form the core of the curriculum. The units have provided opportunity for research and creative effort. They have offered a rich field for extensive reading of fiction and non-fiction. The development of the social studies as the basis of the curriculum has brought about a unified and correlated program where interesting activities have been carried on with the help of the special teachers in art, music, and physical training.

B. Mathematics

The chief effort in the lower grades of the school insofar as number work is concerned, has been to give number meaning, and to give the child an opportunity to meet numbers in many meaningful situations. Arithmetic has not been confined to the arithmetic period only. Opportunities have arisen in the different school subjects for working problems which utilize real activities in school and out. Not enough of the problems have arisen to give command of any skill or operation, therefore practice, of necessity, has been given in the four fundamental operations. Informal tests have been used for diagnostic purposes so that teachers might discover the shortcomings and difficulties which the pupils encounter and direct the teaching to fields where the greatest emphasis is needed.

C. Language Arts

The aim of our reading program in the primary grades has been to prevent failure, discouragement, and subsequent reading disabilities by planning the reading work according to the abilities of the children. They were divided into the slow-moving group, average, and fast-moving group. This experiment will be continued for another year.

In the upper grades an attempt has been made to build up the habit of using the library as a source of information and recreation. The librarian together with the teacher tries to build up an appreciation of better books, and to guide the children so that books of more than one kind are read. The teachers check up on the reading habits by keeping charts of what books are read by each child. The pupils make constant use of the reference books in the library. The units of work have offered opportunities for wide reading.

Teachers are on the alert to utilize the language opportunities growing out of any enterprise in which the class as a whole is interested. Dramatics has been a most valuable type of language training.

In penmanship we have worked for legibility, reasonable speed in writing, easy movement, good letter forms, and general appearance.

#### D. Fine Arts

##### 1. Art

An attempt has been made to relate art to the social studies, English, reading, safety education, and other school subjects. Art is used in every subject where it will help the pupil to express himself better.

##### 2. Music

Glee Clubs in the upper grades have been organized in both schools and the spontaneous, joyous response from the children is proof of their deep interest in the subject. These Glee Clubs participate in the special school programs. In the special periods set aside for music there has been formal instruction in music notation, and in voice placing. Music has also been correlated with the social studies. The appreciation of good music and art has been emphasized.

#### E. Health, Physical Education and Recreation

Health is an important part of the educational program. The teachers and the school nurse are constantly attempting to improve the health conditions of the children.

All the children have been weighed regularly. Eyes were tested, and the parents urged to secure glasses for those children who were found to need them. Where parents were unable to provide glasses, they were, in the most worthy cases, purchased through the health department. All the children have had audiometer tests. Children found to have defective hearing were given the most advantageous positions in the class room.

Children in the first four grades were examined by the dentists and notices sent to the parents of the children who appeared to have dental defects.

Athletic sports are well organized under the intelligent supervision of the department of physical education, and the free play of the smaller children is under careful direction.

## II. GUIDANCE

The work covered by the Guidance Department has included speech correction, mental testing, and problem case work. Special work was done on cases arising from speech, behavior, and educational problems. The children were interviewed, and observed characteristics discussed with the members of the Guidance Department and teachers, and homes visited. Depending upon the cases, the children were referred to specialists.

## III. PUBLIC RELATIONS

The school is unusually fortunate in the extent to which the parents share its interests, and further its welfare. A spirit of mutual friendship exists between the PTA and the school. The association is strong in its membership, and helpful in its activities.

## IV. BUILDINGS AND GROUNDS

## A. Housing

In the Harvey School there are seven regular classrooms, a library and one large room which affords a place for art, other school activities, and social events that have to do with the community.

In the Marquette School we have eight classrooms and an art room.

## B. Organization

In these two schools we have the traditional set-up with a full time art and dramatics teacher, and itinerant teachers for physical education, music, and speech.

## V. ENROLMENT

## A. Distribution of probable enrolment for September 1939:

Grades	Marquette	Harvey
Kindergarten	90 (2 teachers)	
First	57 "	29 (1 teacher)
Second	49 (1½ teachers)	21 "
Third	46 "	29 "
Fourth	46 (1 teacher)	33 "
Fifth	37 "	29 "
Sixth	0	69 (2 teachers)
T O T A L	325 (9 teachers)	210 (7 teachers)

At the beginning of the school year transfers between Harvey and Marquette will be made to effect a more even distribution between the two schools.

B. Distribution of probable enrolment for the new Marquette School for February, 1940:

Grades	Enrolment	Number of teachers	Average enrolment per teacher
Kindergarten	135	2	34 (2 sessions)
First	130	4	32
Second	119	3 $\frac{1}{2}$	40
Third	115	3	38
Fourth	121	3 $\frac{1}{2}$	40 plus
Fifth	107	3	36
Sixth	100	3	34
T O T A L		22	3/26

VI. ORGANIZATION PLANS FOR THE NEW MARQUETTE SCHOOL

With the anticipated enrolment of over 800 pupils it will be necessary to have twenty-two regular classroom teachers. In addition, one full-time music teacher should teach the music in all the fourth, fifth, and sixth grades, and supervise once a week or oftener the work of the lower grades. One full-time man teacher of physical education should have charge of the work of the boys in all the fourth, fifth, and sixth grades, supervise the playground work, and also have charge of the intramural athletics for the boys. One full-time woman teacher in physical education should have complete charge of the work of the girls in the fourth, fifth, and sixth grades, work with children in the lower grades, and have charge of the auditorium work in the lower grades.

It will be necessary to have one full-time <sup>art</sup> teacher who will assume directly the work in the fourth, fifth, and sixth grades, supervise art work in the lower grades, and take direct charge of the auditorium work in the upper grades. Thus, if the art teacher and the teacher of the girls in physical education can assume the responsibility of the auditorium work, it will not be necessary to secure a teacher for auditorium work only.

Each classroom teacher should aid the special teachers in making the program into which they (the special teachers) will fit. This should be an aid in unifying the work of the room and will lead to a more symmetrical development of the child.

It is the belief of each teacher that her responsibility is to accept the children where they are and to take them as far as the children can go during the year. This means that each teacher must study the interests and abilities of each child. She measures him by the standards that are reasonable for him. Our teachers are becoming more and more child-conscious and less and less subject-matter conscious.

Submitted by

EMILY R. PARSONS

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
HAWTHORNE SCHOOL

Presented to the Board of Education  
by the Principal  
VELMER D PRATT  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
HAWTHORNE SCHOOL

The Hawthorne School has eight classrooms, a library, and an activity room which is used for movie programs, PTA gatherings and for health classes.

The organization of the school is the traditional graded system and includes the grades from the kindergarten through the sixth grade.

The anticipated enrolment for next year is:

Kindergarten -	45		
First	26	or First	39
First & Second	26	Second	46
Second	33		
Third	43		
Fourth	41		
Fifth	40		
Sixth	31		

Our general aim this past year has been to give each pupil an opportunity to work to the level of his ability, to help him find enjoyment in his work, and to enable him to attain success through his work, for "success is a stimulus to greater effort." In working toward this goal we have also endeavored to help each pupil form good social habits, such as self control, respect for the rights of others, and respect for property rights, and to help him develop the ability to satisfactorily adjust himself to new situations.

#### Summary of Year's Work

Subjects which have received special attention throughout the year were reading, spelling, and penmanship.

#### Reading

Our primary teachers have been keenly interested in the three year primary reading program which was begun this year. Although it is too early to predict final results our accomplishments this first year indicate that the plan has many advantages, and we shall continue to give the program our fullest cooperation.

In every grade provision has been made for individual differences, and audience reading has been stressed.

I have continued the plan of giving special help in reading to small groups. Due to heavy enrolments in second and third grades most of the help was given in those grades. The personnel of the groups was continually shifting for as fast as pupils were able to do satisfactory class work others were chosen to take their places. For the majority of the children a special help period of from six to eight weeks was all that was necessary.

Weekly Readers were used very profitably in third, fourth, fifth and sixth grades. We plan to try them in first and second grades next year.

That our children are enjoying the benefits of our library is shown by the fact that we had a circulation of 11262 books. The types of books which had the largest circulation were:

Fiction	7313	(This included picture books, pre-primers, primers and first readers)
Modern Fairy Tales and Folk Lore	837	
Natural Science	950	
Current Periodicals	532	
Useful Arts	465	
Literature	361	

### Penmanship

We were glad to cooperate in the penmanship program. Results have been interesting and on the whole very satisfactory.

### Spelling

We have continued a plan which has been previously successful. I have given monthly check-up tests and a report has been given to the classes after each test. This report gave the number of perfect papers, the number of satisfactory papers (based on Horn-Ashbaugh standards), and the names of the children who had made improvement. Much emphasis was placed on this last point. Also attention was called to the three most troublesome words and these were always included in the next test. We like this method because, first, each child competes with himself, second, it keeps the children spelling-minded, third, it stimulates a desire to work toward a higher standard.

### The PTA

We are very proud of the accomplishments of our PTA. Their earnest effort to reach a high standard brought them the reward of a "Superior" rating. They provided magazines and movies for the school, and sponsored the organization of a "Brownie Club" and a "Cub Pack."

### Claire Tree Major Plays

We sent an average of thirty children to each play. We consider these plays the finest type of recreation for children and hope Madison will continue to support them. We hope more of our Hawthorne children may have the privilege of attending these plays next year, if they are continued.

### Other Activities

Two other school activities which were very much worth while were the Glee Club and the School Safety Patrol. The Glee Club gave a creditable spring concert and the Patrol, as in past years, proved to be a valuable aid in character training.

Plans for Next Year

1. To work for more success in mastering the reading difficulty involved in concrete problems. Teachers often fail to realize that the child's trouble is due to his inability to understand such phrases as "the bee-line distance," and "through the mountain pass", rather than from his inability to select the right process.
2. To give thought and study to the following questions in the social studies field:
  - a. Should there not be some definite factual information for which pupils are to be held responsible?
  - b. Are we giving sufficient attention to place geography?
  - c. How can we make more effective use of our globes and maps?
3. To be ready for mid-year adjustments if the new buildings are finished by that time.

Submitted by

VELMER D PRATT

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education  
by the Principal  
SHIRLEY D ALMY  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
LAPHAM SCHOOL

This is probably the last Annual Report that will come from the old Lapham School. We will continue to have as our general plan an organized Character Education program, believing that any good curriculum is a character developing curriculum; and any elementary school at work developing personality through the use of school activities is working along lines of character training. Every phase of school and community life affords opportunity for this development. Physical conditions of old buildings may curtail some activities, but not the proper development of children.

We have never had resident special teachers. These special teachers have been in the building once each week. All special work, including the sciences, has been done by the classroom teacher. The teacher in the small elementary school must be able to provide for all types of individuals within her group, in accordance with their capacity for progress. She provides for library, recreation, and leisure time activities as well as the formal learning program.

The Lapham School has a fine radio equipment reaching every room. We have found the programs on health, science, music and history very well adapted to our unit activities and have made them a part of our regular school work.

The Parent Teacher Association is a very strong, active organization and has helped to bring about and maintain a fine community spirit.

With the removal of the portable building and the sending of our sixth grade to Lincoln School, we will have only the first five grades and the Kindergarten at the beginning of the school year in September, 1939. The principal will teach half days in the fifth grade and a regular substitute will teach the other half day in that grade. Our special teachers will be in the building once each week.

Our tentative enrolment for fall 1939 is as follows:

Kindergarten -	50	(half of this number coming from Brayton School)
First	48	
Second	37	
Third	31	
Fourth	32	
Fifth	32	

We are sending 35 to Lincoln sixth grade.

We hope to continue a fine school philosophy with teachers and parents working together for the good of every child; a philosophy that will develop ideals of right living, so that the individual may become a real citizen of the future.

Submitted by

SHIRLEY D ALMY

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education  
by the Principal  
RENETTE JONES  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938 - 1939  
LINCOLN SCHOOL

How well is your school - and mine - achieving the desirable objectives of elementary education in a democracy? What are the desirable objectives? How shall we determine the degree to which we are attaining them? What techniques and devices are helpful in appraising a school program?

Such appraisal requires the intelligent planning and cooperation of principals and teachers and cannot be carried on exclusively by the superintendent of schools or a central research staff.

Some major educational objectives which we attempt to carry out are:

1. To help the child understand the society in which he lives and to develop in him "an attitude of cooperation with others for the common welfare".
2. To develop the individual personality of the child.
3. To encourage the use of scientific methods in solving problems.
4. To develop independence and power.
5. To develop an appreciation and a desire for the esthetic and spiritual values of life.
6. To develop a mastery of such skills and factual information as are necessary for effective participation in life activities.
7. To establish a sound body, controlled emotional reactions, and desirable personal attitudes.

Supervision has been greatly influenced by the testing movement. The standard test has created a new type of supervision. Tests have raised supervision from mere conflict of personal opinion to a factual basis.

The approximate enrolment for September, 1939, will be:

Kindergarten	- 55 and one teacher
First	50
Second	50) Divided among three teachers
Third	45
Fourth	45
Fifth	45
Sixth	75 and two teachers
Seventh	75 and two teachers

This year about two hundred thirty-five parochial school pupils came to us weekly for manual arts and home economics instruction. The classes met from eight-thirty to ten o'clock daily.

Submitted by

RENETTE JONES

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
THE LONGFELLOW SCHOOL

Presented to the Board of Education  
by the Principal  
C LORENA REICHERT  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
THE LONGFELLOW SCHOOL

Organization for 1939-1940

Grade	Teacher	Enrolment
Kindergarten	Mrs Danhouser	100
	Miss Peterson	
First	Miss Gance	25
"	Miss McKee	25
"	Miss Morrison	25
Second	Miss Fowler	40
"	Miss Slagg	35
Third	Mrs Hanson	27
"	Miss Woerpel	29
Fourth	Miss Biddick	33
"	Miss Thompson	31
Fifth	Mrs French	25
"	Miss Schiller	28
"	Mrs Sholts	26
Sixth	Miss Andrews	32
"	Miss Waugh	32
Opportunity Grades		
Middle Group	Mrs Calvert	18
Upper Group	Mrs Pike	20
Orthopedic Grades		
Primary Group	Mrs Phillips	18
Intermediate Group	Miss Schweppe	20
Upper Group	Mrs Woods	20
Physio-Therapist	Miss Borwell	
Ass't Physio-Therapist	Mrs Krohn	
Matron	Miss Mitchell	
Nutrition Matron	Mrs Horswill	

Achievements

The teachers of the first grade have worked conscientiously and with interest on the new primary reading program. In general the teachers feel that the plan is commendable since it enables each teacher to have books and work materials which are varied, not only as to content but also with respect to their difficulty. This has helped to meet the varying reading abilities of the groups within the grade and also of the individuals within each group.

We have worked in the upper grades of the orthopedic school and in the fifth grade of the elementary school to get some enjoyment and appreciation for music by organizing the two rooms into bands. The children played simple, inexpensive musical instruments. In the orthopedic grades we formed a band in which the children played tonettes, triangles, and bells. In the fifth grade the children formed an harmonica band. Most of these children had no musical instruments at home and were most enthusiastic when they were able to play simple but beautiful melodies on their inexpensive instruments. It has been a joyful experience which we shall continue next year with these same instruments and also with other inexpensive instruments. The harmonica certainly is a musical instrument which is easy for the child to learn to play and with practice some fine music can be produced.

The outstanding contribution of the year made by teachers and pupils of all grades was our varied program of entertainment. The program was given before a capacity audience during the latter part of March. This was the first time in many years that we presented a program in which each grade made its own contribution. A program of this type gives practically all children of the school an opportunity to participate. This pleases both parents and children. The children were anxious to do their best and so assumed a real feeling of responsibility for the success of the program. Most of the numbers on the program were the results of regular classroom work in music, physical education, art, speech, and the social studies.

Submitted by

C Lorena Reichert

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education  
by the Principal  
ANNIE D AXTELL  
June 1939

THE MAISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
LOWELL SCHOOL

The Lowell School has continued with a type of platoon organization in grades three, four, five, and six. Grades one and two have been organized on the traditional plan with supervision by the art, nature study, and music teachers once a week. Physical education in these two grades has been taught daily by the teachers of that department.

The school has been in session six hours daily (8:30-11:30 and 1:00-4:00) with each teacher having one hour free during the day, giving her the same teaching hours as other teachers of the city. The children have had one hour of gymnasium work each day, divided into two periods, one of rhythm and instruction, and one of games and sports. The upper grades have had one hour in the library each week. Chorus, rhythm classes, and intramural as well as interscholastic games have been carried on outside of school hours. Girl Scout, Boy Scout, Cub, and Brownie organizations have been encouraged.

The theme of the school life has been good citizenship, stressing loyalty and cooperation for the betterment of the group as well as the individual.

Social studies has been the center about which our teacher work has been grouped. Three teachers have taught the social studies, factual reading, and English in grades four, five, and six, respectively. The other teachers have correlated their work with that of these three teachers but continually keeping in the foreground of their teaching the skills and abilities to be acquired in the particular subject.

The administration and supervision of the school are kept very closely related. Policies and plans are built up with the cooperation of the teachers and the details for the operation of them is then worked out in the office to secure unity and smoothness of action.

This past year there were five new teachers in the activity rooms of the building so that it was necessary to direct most of the teacher supervision toward getting them trained into the system and to an understanding of the children and their standards.

The parents of the school are very cooperative and loyal. Grade groups meeting monthly have brought the parents and teachers into very close friendly relationships. Each year more families are owning their homes. The parents are mostly of the working class and of the small business group. As the economical situation has improved, the standards in the homes have been raised. These make for a more stable settled family life which helps the school organization and work greatly.

For the coming year some changes are being made in the organization. The length of the afternoon session is being shortened to conform with the other schools of the city. This will cut the gymnasium periods in grades four, five, and six down to the required half hour per day.

A closer supervision will be given to the English work. There is a feeling that the children need to grow more in their ability to express themselves freely both in oral and written composition.

In the past the homes provided so little material for reading and source of information that the teachers felt the children lacked sufficient background for freedom in oral or written expression. With the improvement in the homes and greater use of the library, the condition is now favorable for strong work. This will form the basis for study and research among the teachers.

Submitted by

ANNIE D AXTELL

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

NAKOMA SCHOOL

Presented to the Board of Education  
by the Principal  
WALTER W ENGELKE  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
NAKOMA SCHOOL

I. Curriculum

Social Studies - Prior to the development of the new outline, social studies were taught at Nakoma as separate disciplines of geography and history. The new outline represented a real change to pupils and teachers. As committee members and as chairmen, all teachers participated in the development of social studies units. They continue to do so. The improvement in the children has been obvious. Faced with meaningful social studies they have developed habits of independent research, study and thought which represent marked achievement. This new technique of learning has been greatly helped by new materials of instruction.

Independent study of the teaching of social studies in grades 7 and 8 has been in progress for the past 5 years. There is much to criticize about the present sequence of history and geography in these grades. The use of material on current history has also been the subject of special study. A complete report will be made when additional data is obtained.

Science and Mathematics - The first definite science instruction was begun by Mr Earl Brown in 1931 for the 8th grade. Attempts were made to include other grades, helped greatly by the interest of the teachers in the new science outline for grades 4, 5, and 6. A science room, designed by the teachers, was equipped for use of all grades. Not all of them use it yet, but will as they realize its usefulness. A constant attempt is being made to have more actual experimentation by the children so that it will become a real laboratory subject. There is a tendency to restrict elementary science to nature study and neglect the fields of everyday chemistry and physics.

Mathematics is a continuous problem for pupils, parents and teachers. Here again the city-wide study has brought definite benefits in the way of practical curriculum study. The principal, through membership on both science and mathematics committees, has been able to direct the special study of these subjects. The final adoption of a new textbook has cleared many difficulties. Teachers have been stimulated to examine their methods critically, to weigh the gestalt idea against the drill theory, to study the child's mental processes, and in general recognize the value of recent research in the teaching of arithmetic. There has been definite advantage in having one teacher handle the arithmetic in grades 6, 7, and 8. She learns to know each pupil's difficulties thoroughly and by the end of 3 years has made more progress than 3 separate teachers could have done. This teacher is making a special study of how to make the teaching of arithmetic more practical so as to make reasoning problems more meaningful to the pupils.

Language Arts - A consistent attempt has been made to help all pupils who are not reading as well as they are capable of reading. Some years ago we were surprised to find that some good readers needed special help to improve their reading. The results have been amazing. Slow readers have usually been retarded somewhere in the primary grades. Others have been recommended for help at home, tutoring, or summer school. The primary reading program has been the subject of

special study during the past two years. The principal is a member of the reading committee, and has had the close cooperation of the teachers in helping to develop the present experiment. As a result, teachers are becoming much more familiar with new materials and philosophies of reading. There is need for a speech class in the junior high, although at a banquet this year of 300 upper grade pupils, parents, and teachers, children from each grade spoke so well that parents expressed admiration for an educational system that could produce such results.

Teachers in the upper grades report that pupils often query "Does spelling count?" when writing an examination or other paper. There is need for each child to realize the importance of correct spelling when he has need to use it, not just when he is learning a spelling list.

Handwriting has received intensive study this year. The principal suggested the experimental use of new handwriting materials which had proved successful in California. This suggestion was adopted and two different sets of materials have been used in all schools experimentally for grades 4, 5, and 6. Fountain pens were included in the experiment and proved to be superior to steel pens. Although significant data has been obtained on the writing experiment, it will be continued next year to improve its reliability. It will also be extended to a study of the left-handed writer in all grades, beginning with first grade.

Fine and Applied Arts - Music has been held to a high standard by the special music teachers and the community. Public programs have received very favorable comments, the Christmas program in particular. A girls' glee club and boys' quartet are both voluntary organizations. On two occasions boys from 8th grade at Nakoma have had singing leads in 9th grade programs at West and Wisconsin High. The initiation of instrumental music three years ago was a wise move. Nearly half the pupils in grades 5-8 are receiving this instruction which many of them continue in high school. The band and orchestra make fine public appearances and help public support of the school program.

Art is characterized by a variety of experiences for the pupils. Some very ambitious projects have been undertaken, evidences of which hang in the corridors, display case, and art room. There is a problem of whether it is advisable to require art of all pupils in 7th grade. It is planned next year to improve the correlation of the art work so that it will grow out of and be an expression of the work in academic subjects.

Home Economics and Manual Arts have been a part of the 7th and 8th grade curriculum since 1932. Because of the small classes it has been possible for the pupils to make very advanced projects, particularly in Manual Arts. The Home Economics program has suffered because some parents do not feel it is valuable, and because there have been many different teachers.

Health, Physical Education and Recreation - Nakoma is a pretty healthy school. Cooperation in the summer round-up is excellent. Common epidemics are slow in coming and are seldom severe. An epidemic of broken bones did occur this year, none of which were due to negligence on the part of the school. In physical education a complete gym program was made possible by the splendid work of the university physical education department in grades 1-4 in giving each grade 15 minutes a day of carefully developed physical skills. In grades 7 and 8

the girls' class required much effort in the direction of cooperation and sportsmanship. Next year it is planned to have an experienced teacher for these girls. The boys' gym in the upper grades has been developed very well, and supplemented by a well-balanced intramural program. Basketball games were demonstrated for parents on certain evenings during the year so that fathers could observe their boys play the game. Two gym demonstrations were given for the benefit of parents. Professor Masley said the boys put on one of the best demonstrations he had ever seen. The lower grade demonstration drew one of the largest crowds we have ever had.

For 3 years a small group of men have been meeting once a week after school to play volleyball. The number is increasing each year and offers a good opportunity to have dads get acquainted with each other.

## II. Teacher Improvement

All teachers have shown an interest in doing their job better. Several attended summer school. One has been attending school two years on a leave of absence. Two have taken correspondence courses through the University of Wisconsin. One has been attending evening classes. Three were members of the mental hygiene class. Several have done considerable traveling. In addition to these more formal indications, much practical improvement has been achieved by discussions in small and large groups. Bulletins summarizing recent articles on educational problems have been prepared by the principal and the articles given to interested teachers, followed by discussion. Curriculum studies have stimulated additional reading. There has never been much support of national professional organizations. The principal and one or two teachers have joined, the former having been enrolment chairman for the past two years of the Department of Elementary School Principals.

## III. Administration

The change from a state graded school to a city elementary school in 1931 involved a decided change in the administrative set-up. The experience of other schools in the system, the central office, and special departments was made available. Attempts to combine an elementary and junior high program in the same building have required much planning and supervision. The community demands have been unusually heavy, since the school is the only public building or institution. A typical day for the principal begins with parent and teacher conferences before school, teaching all morning, supervisory details, conferences, committee meetings in the afternoon, and Boy Scouts in the evening. A democratic feeling between principal and teachers has been more than wishful thinking. Pupil cooperation has been helped by the work of student councils.

The number of discipline cases has been reduced to a very few, and those of a different type than formerly. It has been difficult to include all special teachers in administrative planning and procedure on the same basis as other teachers. They cannot, of course, give all their attention to one school. The supervisory duties of the principal have been most important, not in the sense of excessive classroom visitation, but in suggesting helps of methods and materials to teachers.

The employment of office help has been of great assistance to everyone in contact with the school. In particular it permits the school to administer more effectively to the needs of the pupils.

#### IV. Special Services

The guidance department has been called on frequently for special assistance with abnormal pupils. There have been many requests for Binet tests, and some personality tests. A few cases were reported to the central clinic and more will be as its usefulness is understood. The report on speech correction shows much improvement in the ten per cent who receive this help. One bad case in 7th grade has had considerable attention.

The attendance department has not been called on very much at any time and less so during the past year. Only one family has given trouble.

The librarian has made a complete report analyzing the use of the library and making several suggestions. Cooperation and service has steadily improved and children are developing better library habits.

#### V. Public Relations

The school is especially important in a community such as Nakoma, which retains the special characteristics of a suburb while receiving the benefits of a city government. Examples of this are evident in the popularity of initiating petitions by individuals or small groups, the activity of the Nakoma Welfare League with its regular meetings each month for all women in the community, and the continued interest in the school by families no longer having children enrolled. Parents are kept informed of the purposes and problems of the school through notices, news sheets, reports, conferences, and public programs. The Parent-Teacher Association holds no afterhooon meetings. The evening meetings, usually with a pot-luck supper, are equally well attended by fathers and mothers. An elaborate organization and program of activities provides the school with countless opportunities to secure the cooperation of the homes. The Parent-Teacher Association cannot, however, take the place of direct contact between school and home on matters affecting individual children.

In general the school receives a sympathetic understanding and even enthusiastic support of most of the parents. Each year our Parent-Teacher Association programs have included well-known speakers on education, but interest has not been as keen as one would hope. The character of the community is changing somewhat with the advent of many new homes, and an enlarged program to interpret the school to these people will have to be made next year.

#### VI. Buildings, Grounds, Equipment

In 1857 the site of the present school was set aside for school purposes. At least two parents of children now enrolled attended Nakoma School when it was a small frame building. Within the last generation the building has been enlarged four times, the most recent in 1936. It now includes 9 classrooms, 6 special rooms, and a gymnasium. With an even distribution of pupils, present facilities will care for an increase of 100 pupils.

The report of the state department building survey committee ranked Nakoma well up on all significant requirements. Spacious playground space and the

adjoining Nakoma Park make a favorable location except for the main highway in front of school.

Two years ago new furniture, electric clocks, telephones, and automatic bells were placed in all the rooms. The Parent-Teacher Association has assisted in providing such things as stage curtains, ditto machine, tables, radio, furniture, and musical instruments.

#### VII. Pupil Personnel

It was not until 1931 that enrolment figures were high enough to require a separate teacher for each grade. Since that time the enrolment has grown considerably, due to the number of new homes built. The present enrolment of 325 marks an increase of about 100 pupils in the past six years. There are about 10% more boys than girls. The distribution of pupils by grades is fairly even except in grades 1 and 3, where the numbers run over 50. Latest census reports indicate a steadily increasing enrolment.

There are three socio-economic groups represented. Nakoma consists almost entirely of the professional group. About 80% of the pupils come from these families. The other 20% are district tuition pupils from Briar Hill, Marlborough Heights, and farms. This percentage represents a decrease due to the gradual transfer of Briar Hill pupils to Dudgeon School, and an increase in number of pupils from Nakoma.

There is not much turnover due to transfer. Of the 8th grade this year, half the pupils had received all their schooling here. Indigency and delinquency are very infrequent.

#### VIII. Record of Graduates

Until West High School was built, all graduates went to Wisconsin High School. Since then there has been a gradual shift until this year when all but one pupil expressed intent to enter West High. There are several explanations for this, depending on the individual pupils and parents. To a degree it does express satisfaction with the Madison Public Schools.

No formal reports has ever been made or requested of the record of Nakoma graduates at either high school. We do know that certain students have made outstanding records in their first year at both schools.

Submitted by

WALTER W ENGELKE

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

RANDALL SCHOOL

Presented to the Board of Education  
by the Principal  
MRS ALICE E ROOD  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938 - 1939  
RANDALL SCHOOL

During the past year the Randall School has continued its efforts to build a school atmosphere in which each child may be inspired to carry on with enthusiasm his business of acquiring the tools and information he needs to make him an intelligent citizen; where he may find opportunity to build those habits, attitudes, and reactions that will help to make him a happy and helpful member of society; and where he will be aided to discover and to cultivate any special abilities or talents with which he may be endowed. Such a program means that teachers must be keenly aware of individual differences, ready to encourage and help each child at the opportune moment, willing to permit him to experiment, and eager to put in his way opportunities to develop latent abilities. This awareness of individual needs and an earnest endeavor to meet them is the chief aim of the whole teaching staff.

Activities in the Field of Curriculum

The chief purpose in the Social Studies field has been that of building an understanding of the world in which the child finds himself. Beginning with the home and the immediate environment in the kindergarten, the units have broadened grade by grade until in the sixth grade we have undertaken a rather intensive study of world affairs. Interest has been especially keen this year because of the unusual situations arising between dictatorships and democracies abroad and the effect upon the United States. Newspapers, magazines, and Current Event papers have been sources of information and have promoted thoughtful discussion. As a result of this interest and effort the sixth grade teachers feel that their classes show evidence of an understanding of world affairs beyond what they usually expect of children of this grade level.

The Nature Study work, under the direction of Carol Pitts has grown considerably this year. In the fourth grade we experimented with the use of a basic textbook for some of the units. It helped materially in developing study habits and in training in wise use of text materials. The outstanding demonstrations of the work in this field have been the flower show planned and arranged by the sixth grade classes, Christmas wreaths made by fifth grade children in connection with the study of evergreens, and the bird hikes taken by each class at 6:00 o'clock in the morning this spring. There have been many evidences of the carry over of interest in Nature from these experiences. The hobby show last fall with over one hundred eighty entries was sponsored and cared for by the Nature Study classes also.

In the field of Mathematics emphasis has been placed upon building an understanding of the meaning and use of numbers. The Clapp Arithmetic text, used for the first time this year from the third through the sixth grade, is growing in favor with both children and teachers. In our cooperative program it has been possible for one teacher to teach the arithmetic to all fifth and sixth grade children for the past three years. The tests this year show higher medians and a

material reduction of retardation. This, I believe to be directly due to the fact that the children have had a chance to work for three consecutive years with the same teacher, and to the fine individual attention given by their teacher, Florence Thorpe.

To reduce the amount of retardation and the need for remedial reading instruction at the primary level, an experiment in the teaching of reading at the first grade level was set up last fall. It was hoped that by careful preparatory work we could build a sounder foundation and thus set up a preventive program that would reduce the extensive remedial work usually found in grades above the first. The teachers report that under this plan they have been able to know the children better, and to do more to meet individual needs as well as to give children of varying ability a fairer proportion of teacher time. This experiment will be extended to the second and third grades next year.

The remedial reading needs of fifth and sixth grade children are usually cared for by the home room teacher but this year when I discovered that Ione O'Connor, our exchange teacher from Seattle, was a specialist in reading, I arranged for her to be relieved of some of her other teaching so that she might spend about an hour a day with children who needed special help in overcoming their reading difficulties. Retests on these children show that this intensive help was very much worth while.

The Speech work in the Auditorium is planned to supplement the English teaching in the other classes. This year Idelle Boyce Lee has stressed the development of the speaking powers of each child by setting up natural situations where children may practice good speech which will function in their everyday living. Attention has been focused on individual problems, attempting to help the timid child to express his ideas with greater confidence, the more aggressive child, with greater consideration for the group. In teaching we have stressed the belief that good speech results when good ideas are clearly and correctly stated by children who really want to be heard. The work in speech is closely correlated with the content subjects. Mrs Lee is making a comparative study of the values of discussion and dramatization methods as aids to the Social Studies. It is hoped she will have some interesting findings to report next year. This year we have broadened the speech work to include more time for the primary grades because we believe that training to express oneself freely and clearly without self-consciousness should begin very early in the child's school life.

This is the second year we have had a special music room to which classes go. This has been a real help in strengthening the work in Music. Helena Mouldie, the Music teacher, has been able to do much more individual work. A special feature of the music classes this year has been the concerts planned and given by the children to their classmates and to other groups in school.

The Art work under the guidance of Marion Thiessen has correlated with the Social Studies, Nature, Music, and Speech work. The Art classes have had several interesting exhibits in clay modeling and in soap carving. The classes have taken turns in assuming responsibility for the bulletin boards in the halls. Both the music and art teachers have encouraged any special talent shown by individual pupils.

The Health Education work has extended into Health, Safety, and free play work. In the lower grades the recess periods have been used as a time to put into practice the games and exercises learned in the gym class periods. In the upper grades we have been fortunate in having Mr Harris work with the boys in grades 4, 5, and 6. He has given unstintingly of his time and has helped the boys to strive to reach a very high standard of good sportsmanship. I sincerely hope this program may be continued next year.

Character building enters into every school activity. Because we believe that that phase of character which we call good citizenship is built through having opportunity to practice desirable behavior, make choices and to carry responsibility, every opportunity is made use of to put responsibility in the way of children. The home room citizenship clubs, the student council and the assembly periods are discussion centers for the best ways to improve our school. Every boy in the sixth grade has had an opportunity to serve as a boy patrol. These boys take care of the playgrounds as well as the street crossings. The boys develop in manliness and in consideration for others through carrying reasonable responsibility and through having opportunity to help those who are younger and less secure.

#### Teacher Improvement

The best way I know of to improve teachers in service is to give them a challenging piece of work to do, inspire them to want to do it, encouraging and assisting wherever it is possible.

I believe the working out of the program suggested to the first and second grade teachers last fall for the prevention of failure and reduction of the necessity for remedial instruction in Reading was very valuable teacher training. The teachers studied how children learn and they studied materials and as a result are stronger and more thoughtful primary teachers today.

During the year the teachers have been encouraged to read many professional magazines and books; Pressey's Psychology and the New Education, Learning the Three R's, and Modern Practices in the Elementary School by Hockett and Jacobsen are among the newer books that have been read by most of the teachers this year.

The following University Extension courses were carried by teachers this year:

Course in Mental Hygiene (Guidance Department)	7 teachers
Interpretation of Foreign News	3 teachers
Conservation of Natural Resources	2 teachers

#### Special Services

The Guidance Department has given group tests to all kindergarten and fourth grade pupils and Binet tests have been given to pupils whose achievement has not been commensurate with the scores they obtained on group tests. A few other children who have had difficulty in adjusting to the school in different ways have also been studied by some member of the Guidance staff. Two children who were sent to us from the parochial schools have been under the care of the clinic. One of these boys has made a fairly satisfactory adjustment. The other boy has not done so well. A great deal of credit is due to the teachers whose sympathetic understanding and patience in trying varied methods has been outstanding.

The School Nurse and Miss Powers of the Guidance Department have also assisted us by giving special sight and hearing tests to children needing such attention.

#### Administration

A consistent effort to keep a balance between administrative duties and supervision has been made through careful planning and anticipating needs so far as possible. Teachers participate in determining policies and many conferences are held during the year to discuss more efficient ways of caring for the routine operation of the school so that energy and time may be saved for the direct work with the children.

#### Public Relations

The best supporters of any school are satisfied parents. Parents send to us the best they have and we want them to have confidence that we will never lose sight of their individual children in the large number we must care for and that we will do all in our power to meet their individual needs.

For such a cooperative venture it is very important for us to know the parents and the outside influences that bear upon the children's lives. Our annual questionnaire in the fall gives us our first simple information. The "Go-to-School" night that is sponsored by the Parent-Teacher Association early in the fall offers another means to meet parents and to discuss school plans for the year. Next year we are planning to repeat the "Home" teas for separate grades. These informal teas help parents to meet each other and offer the teacher an opportunity to know the parents better. Parents render valuable service through helping the teacher to arrange for excursions and through showing movies and giving interesting talks that are helpful to the children in their social studies, in their nature study, in music and in other fields.

The theme of the Parent-Teacher Association meetings has been "Guiding Growth". The panel discussions and the study group meetings have been very helpful. Next year we are planning to discuss character traits along such lines as: What is honesty, and how can such a trait be instilled in a child; what is the responsibility of the school, of the home.

In addition to our Randall PTA, the mothers of the Randall Park district from which most of our tuition pupils come, have their own club to which the teachers are invited and which we like to attend because it helps to promote understanding and cooperation.

#### Organization Plans for 1939-1940

Our experimentation with departmental work in the upper grades has at last resolved itself into the establishment of a cooperative group system whereby each class spends one-half a 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, mathematics, art, music and speech rooms. Six classes have been included in this program during the past year, and judging by the results in academic achievement and in the development in self-direction on the part of the children it has proven to be a good arrangement.

In the first four grades the traditional form of organization has been maintained. By special arrangement we have been able to give these grades more time with the speech and gymnasium teachers. This plan will be improved upon next year.

The kindergarten children are divided into four classes, each having one two-hour session.

The anticipated total enrolment for next year is about 725 children. This includes about sixty-five tuition pupils. We will need twenty-four full-time teachers and one one-half time Health Education teacher for the upper grade boys.

The anticipated enrolment by grades follows:

Kindergarten -	100
First	95
Second	95
Third	115
Fourth	110
Fifth	105
Sixth	110

Submitted by

MRS ALICE E ROOD

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
ART DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
LUCY IRENE BUCK  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
ART DEPARTMENT

Curriculum

Study and improvement of the art curriculum has continued throughout the year. A revised elementary course with decorative cover will be placed in the hands of teachers next fall.

Teacher Improvement

Monthly meetings were held during the year to discuss art problems relating to our schools. About half were given over to speakers outside our group and the other half to exhibits and informal discussion lead by our own members. Curriculum building in the elementary, junior and senior high schools, the place art takes in the school and the home, the response of children to various methods of teaching design, figure drawing, craft, etc. have been taken up.

Public Relations

Mrs Charles Parker, radio chairman of the Wisconsin Congress of Parents and Teachers interviewed the supervisor of art in the Madison Public Schools over WIBA on February 6, 1939. In all schools during the year parents have had an opportunity to become acquainted with the art activities carried on in the school through demonstrations by the children, exhibits, puppet shows, scenery and costumes for plays, posters.

Exhibit of Child Art, selected from the elementary grades, for the Southern Wisconsin Education Association was also on view at the city library.

Buildings

Members of the art staff assisted the supervisor in planning the art rooms for the new Marquette, Washington and Lapham schools. Children in all schools have had an opportunity to submit designs for the decorative tiles to be placed above the drinking fountains and on the fireplaces in the new schools. These will be made in the ceramics classes at West High, where we have the equipment to do this. This contribution will add interest and art quality to these buildings. The children are thrilled and proud to have a hand in this venture.

Groups of children at Nakoma, Franklin, Lincoln, Central, East and West have culminated their work of the year through the painting of murals which will be framed and placed on the walls of classrooms within their buildings.

The establishment of art work-shops has been found to encourage closer integration with the social units because there is greater opportunity to work in a variety of mediums, during one class period. Clay, wood, cloth, paint, crayon, chalk can be handled more freely and creatively in such a room under the guidance of a trained art teacher.

The completion of the new schools will bring art work-shops into all but one elementary school. Lincoln is this exception and it is hoped in time that a room may be available there. If this can't be done it would seem advisable to send those who would profit from working in such a shop to the new Lapham school for such work periods during the week which can be arranged. These new art work-shops have been designed to accommodate work in scene painting for unit plays and for practice and production of puppet plays as well as experimentation in the various art media.

### Record of Graduates

It was interesting to note that at least half the work on display in the University student exhibit at the Memorial Union this spring was that of former Madison high school students. Margaret Klipstein, who received second prize, took art at East High and Mary Elizabeth Brooks, receiving third prize, took art at West High School. Central was well represented also.

### Future Plans

To be of greater assistance to the teachers of kindergarten and first grade is to be the special study of the supervisor and the elementary art teachers for the coming year. In the junior and senior high schools an effort to bring about a more closely integrated art program will be promoted.

We feel that if given the opportunity the senior high art classes could design and apply interesting decorations to walls in the new buildings. The libraries, music rooms, kindergartens, etc., would become more attractive with colorful backgrounds.

The Madison Art Association will sponsor next year an exhibit of art work from the Madison Public Schools. John Steuart Curry, artist in residence at the University, has asked to be placed upon the committee arranging this.

Submitted by

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
THE ATTENDANCE DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
CASSIE E LEWIS  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
THE ATTENDANCE DEPARTMENT

I. Child Accounting

- A. School enrolment and cumulative records
- B. Increased services, equipment
- C. Census
- D. Statistical data
- E. Plans and Suggestions

A. School Enrolment and Cumulative Records

A complete pupil enrolment of each of the public and non-public schools was filed in the Attendance Department in September as soon as schools were organized, according to an established procedure. The individual card contains pertinent data, such as birth date, birth place, first date of entrance in our schools, shows grade promotions and addresses where the child has lived. It includes the names of both parents, their nationality and occupation. Data are added or amended continually throughout the year as new pupils enroll, or transfer from one district to another, or withdraw due to illness or removal to another urban or rural community. These data have been transcribed to the individual cumulative record of each child to form a permanent record. This is a long process and accuracy is imperative.

B. Increased Services

The department has acquired new filing space in our fireproof cabinet and will make a closed file of the records of persons who have been out of school for more than five years. These records should be preserved because of the frequent requests for information. They date back twenty-five or thirty years. For the past seventeen years a high school graduate file has been maintained.

Due to the difficulty experienced by the non-public schools in sending the pupil accounting cards to us during the year, since our bus service is not available to them, we have included in our printing requisition a post card form of transfer and withdrawal in order that their records may be complete. We have had splendid cooperation from these schools.

A study of transfers and withdrawals was begun this year to find in what school districts and sections most of the moving occurs. Next year we will keep a similar record of new enrollees for comparison of figures of pupils moving into the city with those moving away. The attached table of transfers shows Lincoln, Longfellow, and Emerson were the three highest in number of pupils reported moving to another school. Emerson received the highest number, 45, who moved from other districts during the year. The total number of transfers was 409, while 650 pupils moved away from the city or withdrew because of illness or other "legal" reasons.

The Attendance Department has the only central file where the records of all children enrolled in our schools can be found. More than ever this year there has been a rapidly increasing use made of our records. It has been used by the business office for a check on tuition cases, by the curriculum and guidance department of our schools for birth dates and grade enrolments, by workers of the city and county relief offices for verifying legal settlement, by the Industrial Commission for compensation cases, by the Police Department and by other community agencies for birth dates, addresses, and family names. During the past year the City Health Department has used our filing service in two ways; namely, to locate children to place them under the usual health regulation, and to locate, clarify, and check the records of tuberculosis contact cases. Because of so many requests, our attendance department has developed into a sort of general information office, which makes it serve as a much needed integrating element between school and community.

Maps showing school districts and boundary lines are an essential part of the office equipment. No city map has been available since Nakoma was annexed. Under direction of Professor John Guy Fowlkes' office, a new map was made during the winter months and will be ready for use next fall. We hope to send one to each principal at the beginning of the school year.

### C. Census

The work of enumerating the Madison child population is now organized early in May so as to contact families before they move to summer homes or leave on vacations. The data, however, are obtained, as the law requires, "As of the thirtieth of June".

Organization of the work included: the selection of 21 enumerators, a group conference with the enumerators to discuss the work in detail, and assignment of enumerators to districts. Each worker was given a folder containing a map of her district, state department blanks, official ribbon badge, and identifying letter signed by the superintendent. Advance publicity of the work consisted of newspaper articles and messages to homes by the school children.

The compilation of data by the office secretaries was preceded by a complete checking with our current school files and last year's census. This year the enumerators were requested to volunteer their services in this checking with the aid of the secretaries. Most of them did this and made the re-calls on families missed. Through this experience the field workers realized the importance of accuracy, speed, and completeness, and the vast amount of work the checking entails; while the secretaries became more familiar with the "between the lines" experiences of the workers.

Because enumerators are the only workers who visit every home in the city as representatives of the Board of Education during the year, this contact is most valuable to us. Locating small light-housekeeping units in remodeled dwellings, contacting employed parents, making scattered re-calls to those not at home are among some of the outstanding difficulties the enumerator encounters.

One of the most important uses of the child population figures is the census enrolment check in September. Our census contains the complete list of

children in families from birth through 19 years. This is helpful to our office and to attendance workers. This information, since it is the only available complete record, is used by the guidance department for its case history records. Dr F F Bowman, city health officer, requested the pre-school age group records this year for use by PTA committees doing "Summer Round-up" work. Other agencies wishing to know the complete family make-up sometimes requested the information. Last year's census and that of ten years ago were used for the city planning project in estimating population trends, and so forth.

C. Statistical Data

1. In the past year 1938-1939 the school population was distributed as follows:

Enrolment

Public* (June figures)	high school	5337	
	elementary	<u>6036</u>	11,373

*Includes non-resident pupils	high school	715
	elementary	<u>332</u>
	Total	1047

Parochial (October figures) . . . . . 2,738

Largest - St Bernards	451
Smallest - Adventist	15

Wisconsin High . . . . . 329

Vocational (June figures)	full-time	69
	part-time	<u>40</u>
		109

Lakewood (Madison children living on Superior Street) . . . . . 58

Total 14,607

2. Transfers and Withdrawals

Transfers . . . . .	409
Withdrawals . . . . .	650

(See attached tabulation by schools)

3. Our current school census report of the age group 4 to 19 inclusive is the same as last year's figure. Nakoma had the largest increase, 51. The largest decrease was 50, in the Longfellow district. In the pre-census age group, birth to 4 years of age, the census shows an increase of 157 over last year's total. The following tables will be found attached:

- (a) Summary of census by school districts
- (b) Comparison with last year's census figures and those of the current year, age group 4 to 19 inclusive.

- (c) Comparison with last year's census figures and those of the current year, age group birth to 3 inclusive
- (d) Percentages of increases and decreases since 1916.

#### E. Plans

The general trend is toward a continuous and permanent census. A further study will be made during the year to compare efficiency and minimum costs of the present system with costs in cities where the permanent census is in use.

The list of enumerators with data regarding each was given to the Bureau of Personnel by the Superintendent for certification. This is the first time the census workers have been placed under civil service. As their work indicates, we had a conscientious and superior group this year. The Bureau of Personnel offers to compile a list of qualified enumerators for next year, preference to be given to the experienced persons who have done satisfactory work. Although this will be helpful, we are advised that the government selections do not take into consideration the economic status of the applicant as has been done during the past several years.

## II. School Attendance and Related Problems in Child Welfare

- A. Organization
- B. Home calls
- C. Social Service Exchange and Central Bureau
- D. Classification of types of cases
- E. Cooperation with community agencies and organizations
- F. Plans and suggestions

### A. Organization

At the beginning of the school year in September, one of the important uses of the census was made through the census-enrolment check. The 15,728 names in the census of the preceding June were checked against the 14,607 public and non-public enrolment cards. The telephone directory, city directory, and Madison and Wisconsin Foundation removal lists assisted the office secretaries in locating many families who have moved during the summer months. The checking is time consuming, taking about two months. Our schools were urged to send enrolments as early as possible since each day lost to a child lessens his chance of adjustment and increases the fear of failure.

While this check was in progress, home calls were made on high school pupils who had made out their programs in June but did not return to register when school opened in September. These, and later the census check, necessitated about 258 calls before each pupil was located. Some had moved away, others were found enrolled in the district of their new residence or in some other city. A few boys still remained on farms where they had summer employment. Those not enrolled were usually found in homes where there was economic stress or illegal employment, or where there were parents who are themselves indifferent to educational advantages.

The Vocational School has sent to our department those pupils under eighteen years of age who made application for entrance. Beginning with registration week, each pupil was interviewed at our department office by the supervisor, and the parents were consulted when necessary. The child transferred was given a certificate to present to the registration worker. This contained school data together with any recommendations from the school last attended. Part or full-time attendance was indicated. If the pupil was employed the type of work with firm or employer's name was given. Data regarding the child's ability rating and family background and situation that would aid the Vocational coordinator of guidance were sent directly to her office. Through this conference plan children were kept in high school when possible.

Each year the principals and guidance workers recommend some of these transfers. Some of the pupils enrolling late and others who have been absent for a long period because of illness or other reasons, arrange for high school credits until it is feasible to return to high school. The number of pupils under 18 years of age enrolled in Vocational School has decreased in the past several years. This year the actual June enrolment was 109 (47 boys and 62 girls), a decrease of 59. The previous year showed a decrease of 52. This decreased enrolment may be attributed in general to two factors; namely, the combined efforts to keep children in high school whenever it was for the child's best interests, and the difficulty experienced by pupils who have attempted to secure employment. Jobs of a permanent nature for the school age pupils are limited. Children who are employed while school is in session attend the Vocational School. Occasionally, if unusual circumstances arise and transportation is difficult to arrange, a half-time program has been made for a child to continue in high school.

### B. Home Calls

The law requires that all children between the ages of 7 and 18, inclusive, with certain reservations regarding employment and health conditions, be sent to school regularly. The parent or guardian is made responsible.

At the beginning of each school year, by the methods outlined in the preceding paragraphs, every effort is made to be sure that each child in the city is given school opportunities, or is excused as the law provides. Our first emphasis is always based on a social viewpoint rather than dealing with families merely as a law enforcing agency.

Throughout the year the attendance workers make home calls on pupils reported to us from all of the schools. The attendance work of each school is an important function in effective administration. The work of reporting absentees is supervised by the principal, assistant principal, or some one designated by him.

Our office secretaries receive these reports daily by telephone, according to an established system. This method has been used chiefly because of the large area to be covered by a limited number of attendance workers.

During the past year we have attempted to make more frequent school calls in sections where our work is most needed. There has been close cooperation between the schools and our department concerning helpful information regarding pupils to be visited. The addition of a part-time worker since January has enabled us to give more prompt attention to absences and so has increased our daily contribution to the school.

We receive from the school a report of progress, difficulties, and successes, and interest in the classroom work. This is necessary for constructive work with parents and children established through home and school visits and office conferences. We bring to the school the report of our home visit: the reason for absence, when to expect the child's return, information of those working with particular children having particular problems, something of the home life of the child, his parents, their attitude toward school, and any information that may be helpful to better understand the child and his adjustments. Office conferences with parents who have asked for appointments have increased the past year. From the frequent questions asked us by the classroom teacher -- "What is Tom and Mary's home like?" -- we realize that even in large size classes boys and girls are not just pupils but real Toms and Marys.

#### C. Social Service Exchange and Central Bureau

The department workers find through the social service exchange and our school central bureau with what community agencies, if any, the families are registered. We have access to their case histories which often give valuable information. Considerable time is spent each week in contacting other agencies and school departments where our interest in families is common, in exchanging information, and in coordinating the various special services as the need may require. Sometimes the information given is confidential and is so regarded in order to respect ethical practices between workers and agencies.

Little use was made of the Central Registration Bureau files this year until January. During the holiday vacation the pupils registered were checked with the school enrolment by one of the attendance secretaries. A closed file was made of pupils who were no longer in our schools. Letters giving lists of children registered were sent to each school principal by the superintendent, who requested recommendations for disposition. A file of inactive cases was made. Since January this department has continued to register children requiring special services with the secretary of the Bureau. To date the Bureau has been used chiefly for reference. Since the close of school the Bureau secretary has been working with these children in a summer recreation program. The supervisor has assisted in conferences and plans in any cases requested.

#### D. Classification of Types of Cases

Among the reasons for irregular and persistent absences often listed is one or a combination of the following conditions: ill health of parent or child; daytime or evening employment of mother; child's home responsibility, sometimes to work at home or to care for pre-school brothers and sisters; long week-end trips; broken homes; parental neglect; poverty; maladjustment at home or school; drunkenness of parents; delinquent adult influence; poor housing; and unfavorable neighborhood conditions.

During the past year in about one third of the home calls, illness was found to be the cause of the absence. This large proportion was in part due to

the fact that calls were made by attendance workers on the first day of the reported absence. The general policy of the school nurses was to visit homes on the third day of absence where illness was believed to be the cause, except when contagion was suspected. Cases of acute illness not under a physician's care, defects needing correction that parents cannot afford, and suspicious symptoms of contagion were referred to the nurse through the school office or directly to the supervisor of nurses. The school nurses found some cases of non-attendance not due to health, and referrals of such are made in similar manner to our department. The cases requiring long absences were cared for by the attendance office. Physicians' statements are secured advising of the approximate time the child is to be excused. The cooperation of the nursing service is vital since the health of children is of first importance in promoting regular attendance and attaining success in school.

In the daily routine of home calls parents frequently have expressed their appreciation for the call and for help in counseling and planning. A substitute, who had worked in both public and private agencies and was employed by our department for several days, remarked that "the open door" she found when families learned she was from the school was her outstanding observation in her short experience in our work.

#### E. Cooperation with Community Agencies

Through the Security Act the Mothers' Pension Department has expanded to care for an increased number of dependent children. Although financial help is of first consideration, the case workers are interested in the general welfare of the families. The City Relief Department in June was giving assistance to about 593 children in 212 families. There are no available figures at the present time to indicate the number of families receiving support through WPA projects.

The private agencies include the family welfare, recreation, and character building agencies. Their work is well known in the community. A close relationship exists between school departments and other public and private agencies and church organizations in giving children the needed services or treatment, both in school and at home, with due consideration for leisure time activities.

There has been continued close cooperation of this department with both the police and the county probation departments. The supervisor has visited the police department each Friday for cases of juveniles reported during the week. Cases needing immediate attention of some department or worker in the schools have been reported promptly. Letters on others reported have been written by the supervisor to the principals of the proper schools, advising them of the offense committed. The community agencies or departments doing case work with the family have been conferred with either directly by the police or through our department. Home calls were made with workers of those departments when it seemed advisable. In some cases both the police and probation departments have referred cases to be handled by some school department. Such transfers are often more effective.

The probation officer working with boys has asked for school reports on boys referred to him. These reports include comments of the classroom teachers, principals' observations, and attendance and guidance department reports. These reports, accompanied sometimes with recommendations, have been very helpful to

the probation department and the juvenile court. As required by law, every effort has been made by this department to keep confidential the names of the children referred to the juvenile court for any offense.

No case where non-attendance was the only offense was taken into court during the year. Truancy is a symptom of some maladjustment at home, in the school, or in the child. If constructive case work is applied early, the truant child seldom needs to be taken into juvenile court. The supervisor has been requested several times the past year to attend juvenile court sessions in the interest of children.

Several principals and teachers were requested at the beginning of the school year to advise in what way our services were most helpful to them and to offer suggestions. The replies were somewhat similar, as can be seen from the following:

"Attendance service, as I understand it, is more than merely ascertaining the reason for the children being out of school and making certain that they do attend school, but in the investigations the reason for truancy are ascertained and everything possible is done to remedy improper home conditions".

"Prevention can be accomplished through the advance information given teachers concerning individual children needing assistance and understanding."

"It would seem imperative that the attendance supervisors know all possible about the schools they represent as well as the homes in which they must confer with parents and children."

"In my opinion, the building up of the standard in the home is of much more help than merely getting the child back to the school."

Civic organizations and local clubs have shown an interest in our schools by providing funds for scholarships for needy and deserving high school seniors, clothing in emergency cases, special Christmas funds, assistance to graduates, and for sending children to summer camps. A church organization has contributed tickets for children's plays to those children unable to purchase them. The Empty Stocking Club has purchased from 500 to 1500 dolls the past several years which are dressed by high school groups and community adult groups for distribution through the "Toy Shop" at Christmas time. A small fund, known as the "shoe fund", donated by individuals, has been used for small emergencies. The attendance department has been requested to supervise the expenditure of the funds to distribute tickets to schools (except special education classes), and otherwise to assist.

#### F. Plans and suggestions

1. The same procedure will be followed in the census-enrolment check as outlined in this report.
2. Our major service is in the work of attendance and related problems. We need to give more attention to preventive work in incipient stages of maladjustment where home visits and

work with employer is necessary. Home and school visiting should be developed to include visiting teacher techniques in some of our cases as has been done the past semester with gratifying results.

3. Our immediate need is for two full-time field workers in order to devote more time to problems where case work is needed. A close relationship exists between our various school departments offering special services in promoting pupil welfare.

### III. Employment of Children in Child Labor and Street Trades

- A. Child labor
- B. Street trades
- C. Plans

The Attendance Department has been designated by the Industrial Commission to handle permits for children employed.

Although our state has received much praise for its excellent laws for the protection of children in industry, there are sometimes criticisms from parents and employers in cases where some phases of the law work a hardship for a child or family, since the laws are general and not adjustable to special cases.

#### A. Child Labor

From July 1938 to July 1939, 717 permits were issued to boys and girls between the ages of 14 and 18. The classification attached shows the types of employment in which these children were engaged. Permits to the number of 507 were issued to boys and 39 to girls to work after school and on Saturdays. Eighty permits were issued to boys and 91 to girls to work while schools were in session.

The largest number of permits was 332 for boys to caddy on the seven Madison golf courses where juveniles of this age group are employed. The largest number of girls was 60 for domestic service.

The total permits issued show a decrease of 85 from last year. The decreases were found in caddying, domestic service, restaurants, and theaters. The increases were in factory and laundry service, messengers, office work, and stores.

Records of the year 1922-23 show that only 208 permits were issued. In 1937-38 the figures reached 802. Since 1935 the permit age has been raised from 17 to 18 years. Improved conditions in the control of juvenile employment have been due to this change in school attendance laws and to the constant contact with employers, parents, and schools. This has built up an increased interest in the laws relating to child labor.

#### B. Street Trades

"Street trade means the selling, offering for sale, soliciting for, collecting for, displaying, or distributing any articles, goods, merchandise, commercial service, posters, circulars, newspapers, or magazines, or the blacking of boots, on any street or public place or from house to house."

The permit age for boys engaged in this work is now 13 to 18 years. There are 912 boys who have these permits. In the past year 618 permits were issued. Most newsboys are carriers or are engaged in street sales. A lesser number of the younger boys sell magazines, usually in their own neighborhoods.

Some boys have only occasional work in other types of street trades. The details of requirements for permits, on restrictions in hours, and on prohibited employment are requested daily by parents, children, employers, or schools needing this information. Contacts are made with employers when violations are found. A plan for working out school and employment programs and for securing placements for children is one phase of the work.

### C. Plans and Suggestions

1. The general procedure of issuing permits will be followed this year. The work includes frequent contacts with the Industrial Commission regarding regulations. There has been cooperation between the Federal Employment office and this office in the placement of minors of school age.
2. The supervisor would like to give more time to junior placement service in needy cases.
3. Information is given each year through some of the schools to acquaint children with permit requirements.

### Department Personnel

Besides the supervisor and two office secretaries, the department has one full-time and one part-time field worker who made home calls and school visits. One of the field workers has a background in physical education as teacher and playground worker, camp counselor, and case worker in a city relief department. The other has recently graduated from a university, has had post-graduate work in social work under the supervision of a visiting teacher.

One of the home and school workers and one of the office secretaries this year attended the mental hygiene lectures arranged for by the Board of Education. The other took the liberal education course in the psychology of human behavior. The supervisor visited Minneapolis schools twice during the past year for a study of their census and permit work, the visiting teacher work and the mental hygiene clinic. She also attended the National Conference of Attendance Workers at Washington D C, with attendance department directors and workers in related fields from many other cities. This summer some of the institutions for care and treatment of various problems of children will be visited in order to become more familiar with these institutions.

### Needs and Suggestions

It is hoped that when funds permit a worker can be assigned to each of the three sections of the city - east, central, and west - who can devote her time to the high schools and elementary schools, both public and non-public, in that section. This would offer an opportunity for the worker to become more familiar

with policies of the school and better acquainted with school staffs, and to keep in closer touch with home-room and class-room teachers. It would give more time to contact agencies working with families and with employers of children, to study community conditions, and to work more closely with homes and children; in other words, to do better case work. Early and prompt attention to reported calls is needed. There should be more and earlier work with those pupils who have begun to be irregular rather than wait until a problem has developed.

We need part-time additional office help because of the increased use made of our files, the time-consuming work connected with child accounting, the rush for permits at the close of the school year when census work occupies the time of the secretaries. This would permit more time to be given to case histories, statistics, and surveys.

<u>Schools</u>	<u>WITHDRAWALS</u>		<u>TRANSFERS</u>	
	<u>Number</u>	<u>To</u>	<u>From</u>	
Central	73	10	25	
East	115	16	26	
West	67	10	13	
Brayton	7	5	14	
Doty	13	19	11	
Draper	16	9	3	
Dudgeon	9	19	10	
Emerson	25	45	33	
Franklin	13	12	23	
Harvey	16	18	23	
Hawthorne	10	11	16	
Lapham	12	13	30	
Lincoln	13	32	34	
Longfellow	30	20	34	
Lowell	25	30	25	
Marquette	26	28	30	
Nakoma	8	4	6	
Randall	30	30	20	
Washington	17	23	12	
Vocational	94	29	2	
Wisconsin High		2	1	
Parochial	31	24	18	
Totals	650	409	409	

<u>Reasons for Withdrawals</u>	<u>Number</u>
Illness	54
Over 18	61
Moved:	
in county	159
in state	122
out of state	119
address unknown	38
Working in country	19
Miscellaneous	33
Court order	10
CCC	9
Married	17
Deceased	9
Total	650

## Summary of Census Returns for the Year Ending June 30 1939

School Districts	Age Group 4 - 19 Inclusive			Age Group Birth to 3 Inclusive		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Brayton	170	176	346	41	31	72
Doty	265	333	598	53	51	104
Draper	381	349	730	88	89	177
Dudgeon	301	356	657	82	58	140
Emerson	880	852	1732	195	220	415
Franklin	403	371	774	110	93	203
Harvey	264	279	543	80	69	149
Hawthorne	431	446	877	112	109	221
Lapham	329	279	608	82	68	150
Lincoln	445	437	882	105	118	223
Longfellow	941	850	1791	197	211	408
Lowell	860	790	1650	199	170	369
Marquette	396	358	754	103	108	211
Nakoma	255	208	463	47	49	96
Randall	1075	1148	2223	187	191	378
Washington	347	389	736	87	72	159
Joint District #8	177	187	364	43	45	88
<b>TOTALS</b>	<b>7920</b>	<b>7808</b>	<b>15728</b>	<b>1811</b>	<b>1752</b>	<b>3563</b>

1938 total - 15728

1939 total - 15728

Age Group 4-19 inclusive

1938 total - 3406

1939 total - 3563

Increase 157

Age Group Birth to 3 inclusive

Comparison of Increases and Decreases in Child Population  
of Census Age for the years 1938 and 1939.

School Districts	Totals 1938	Totals 1939	Increase	Decrease
Brayton	372	346		26
Doty	605	598		7
Draper	757	730		27
Dudgeon	645	657	12	
Emerson	1709	1732	23	
Franklin	778	774		4
Harvey	560	543		17
Hawthorne	874	877	3	
Lapham	605	608	3	
Lincoln	901	882		19
Longfellow	1841	1791		50
Lowell	1649	1650	1	
Marquette	748	754	6	
Nakoma	412	463	51	
Randall	2220	2223	3	
Washington	710	736	26	
District #8	342	364	22	
<b>TOTALS</b>	<b>15728</b>	<b>15728</b>	<b>150</b>	<b>150</b>

15728 - total 1938

15728 - total 1939

Comparison of Increases and Decreases in Population of Children Under 4 Years of Age for the years 1938 and 1939.

School Districts	Totals 1938	Totals 1939	Increase	Decrease
Brayton	76	72		4
Doty	75	104	29	
Draper	173	177	4	
Dudgeon	138	140	2	
Emerson	401	415	14	
Franklin	194	203	9	
Harvey	151	149		2
Hawthorne	201	221	20	
Lepham	142	150	8	
Lincoln	232	223		9
Longfellow	408	408	0	0
Lowell	373	369		4
Marquette	203	211	8	
Nakoma	86	96	10	
Randall	328	378	50	
Washington	142	159	17	
District #8	83	88	5	
<b>TOTALS</b>	<b>3406</b>	<b>3563</b>	<b>176</b>	<b>19</b>

3563 - total 1939  
3406 - total 1938  
 157 - increase

Table Showing Percentages of Census Increases and Decreases since the year 1916.

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

## CLASSIFICATION OF CHILD LABOR PERMITS

Issued July 1, 1938 to June 30, 1939

Employment Entered	Total Permits Issued	* Vacation Permits		** Regular Permits	
		Boys	Girls	Boys	Girls
Bakeries	5	0	2	3	0
Beauty Parlors	1	0	0	0	1
Caddies	332	329	0	3	0
Carpentry, Contracting and Construction Work	15	10	0	5	0
Domestic Service	60	2	4	2	52
Factories & Laundries	15	5	1	9	0
Filling Stations	3	3	0	0	0
Garage & Service Stations	11	7	0	4	0
Hotels	3	3	0	0	0
Janitors and Caretakers	4	2	0	2	0
Junk and Yard Dealers	2	0	0	2	0
Messenger Service	35	16	0	19	0
Miscellaneous	62	40	18	3	1
Newspapers	13	11	0	2	0
Offices	28	3	2	1	22
Restaurants	9	7	0	2	0
Shoe Repair Shops	3	2	0	1	0
Stores - Retail and Wholesale	110	64	12	19	15
Telephone Company	1	1	0	0	0
Theaters	2	2	0	0	0
Truck and Delivery Service	3	0	0	3	0
<b>TOTALS</b>	<b>717</b>	<b>507</b>	<b>39</b>	<b>80</b>	<b>91</b>

\* A vacation permit authorizes the employment of a child during summer and other school vacations and outside of regular school hours.

\*\* A regular permit authorizes the employment of a child while the regular full-time schools are in session.

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
CURRICULUM DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
JANET M MILLAR  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
CURRICULUM DEPARTMENT

Guiding Principles for the Organization of Curriculum Work

The greatest good can be achieved for the greatest number when best practice can be made common practice.

Sounder conclusions are reached and more widespread benefits accrue when common problems are studied in an organized manner. An organized group can make a more comprehensive study than an individual. A feeling of unity and friendliness is encouraged by group work on common problems.

The most valid research studies available and the thinking of leading authorities in each field should serve as a basis in formulating a new program or in reorganizing an existing program.

Curriculum revision should arise from the problems of the classroom. All change should be keyed to the classroom situation by careful, thorough, experimental use and such revision as experimental use proves to be desirable.

Active participation by the whole staff is essential to the curriculum program. No curriculum is likely to be broader or more profound than the teacher by whom it is administered. The members of the administrative staff form an integral part of the organization for curriculum study both in helping to plan the work and in taking the lead in the installation of new programs and procedures.

The standardized testing program should be so formulated as to assist the teachers in diagnosing the needs of their classes and the individual pupils at a time when that knowledge will best help the teachers to meet those needs. The testing program should furnish an objective measure, both of the progress of individual pupils and of entire classes throughout the school system. The testing program should be in harmony with our policies and aims.

Relationship between the General School Policy and the Curriculum

There should be a clear and active relationship between the policy of providing adequate instruction, as expressed by the Board of Education, and the actual program carried on in the schools. Throughout this report references will be made to this relationship.

I. Curriculum

A. Social Studies

1. During the years 1932-1934 intense study was devoted to the organization of the social studies program for the elementary schools. In 1934 bulletins were issued for each grade in which the aims, scope, and basic principles of the program are set forth as well as suggested units for each grade.

Through this program it is hoped to meet in some degree the following criteria expressed in the policy of the Board:

- "Maintain high standards of achievement in the tool subjects, particularly reading
- "Gradually develop essential understandings
- "Develop the power of independent thinking
- "Cultivate desirable attitudes, appreciations, and habits
- "Direct the assimilation of information."

At present there is not "carefully planned sequence, scope and individual adjustment" between the elementary schools and the junior high school in the social studies field.

2. In the fall of 1938 a committee of elementary principals was appointed to work with the supervisor of curriculum in a two-fold capacity. First, to study the literature on the social studies which has appeared since 1934 in order to be well acquainted with the developments and the thinking of experts in the field. Second, to review and evaluate the social studies program of our own schools in the light of our experience since September, 1934. The members of this committee were Annie Axtell, Pearl Leroux, Stephen Oellerich, and Velmer Pratt, chairman. When the new building program suddenly descended upon us it was found necessary to suspend the work of this committee since Miss Pratt and Miss Leroux, as principals of two of the new buildings, found such great demands upon their time.
3. Each teacher has a bulletin in which the plan, the aims, and the teaching principles of the social studies program are set forth. Each bulletin contains a number of carefully worked out units which were used experimentally before being selected. Teachers were urged to develop an experimental unit each year. The bulletins include standards by which an experimental unit should be judged. Many teachers had developed experimental units during the past five years. Those who cared to do so were urged to write and submit their experimental units.

Copies of these were distributed to the teachers of each grade who were asked to indicate their preferences among the regular units which had been taught since September 1934 and their impression of preference among the new units which had been submitted. Committees of teachers who had expressed interest in each unit were asked to revise the unit, "bringing the bibliography up to date and carefully scrutinizing the old units in the light of five years' experience with them or giving the new experimental units careful, experimental use in several classrooms.

The following people served as editing chairmen: kindergarten, Marie Starks; first grade, Alma Skaar; second grade, Carrie Barton; third grade, Madeline Reinbold. These chairmen, meeting with the curriculum supervisor, suggested some changes in the form of the outline to be used in an effort to avoid certain misunderstandings and misinterpretations which had occurred in using the old outlines.

4. Since Miss Pratt's committee had not been able to serve in reviewing the primary units submitted by the teachers, the curriculum supervisor requested that a temporary committee be appointed for that purpose. The following people were appointed by the superintendent: Cora Morgan, Jean Thomson, Florence Fowler, Eleanor Mead, Dorothy Chapman, Mabel Hammersley, Annie Axtell, and Alice Rood. This committee felt that experimental units should not only meet the standards set up for judging them but should also fit into the plan of the social studies and the theme for the grade as set up until such time as there is cause to review the plan. They felt that in some cases undo effort had been made to fit a unit into the theme for the grade causing some distortion since it did not naturally belong there. They felt that some understandings had been listed for attainment which were beyond the capacity of most of the children at the particular grade level.

The committee felt that divergence between our stated plan and our actual practice was undesirable, that lack of common understanding of the basic principles of the plan was undesirable. Therefore, they suggested that during the coming year, 1939-1940, careful consideration and evaluation of the social studies program be made.

The committee recommended that meetings be planned at which teachers of each grade could meet and discuss the problem much as this committee had done during its period of service. This they felt to be a most helpful procedure, well worth the time it takes. Rating by individual teachers should follow the meetings at which the problem is discussed and clarified. A tentative evaluation sheet was drawn up. This can be restudied during the period in the fall which is devoted to meetings and discussions. It can then be revised in any way that seems advisable.

## B. Mathematics and Science

### Mathematics

In 1926 a detailed, revised course of study in arithmetic was drawn up for the elementary grades. In 1935-36 teacher committees studied the latest research on some of their instructional problems. As a result of these studies an experimental revised course of study in keeping with the recent trends of stepping up certain processes so that they might be taught more effectively and more economically at a higher level was drawn up. This was to be used as a supplement to the extremely valuable 1926 course, in which much detailed analysis of teaching difficulties is included. The placement of certain steps is the main concern of the experimental outline.

In 1937-1938 the Master Key books were first used basically. This necessitated certain adaptations to reconcile the experimental outline and the textbooks.

Considerable progress has been made toward a plan for articulating the mathematics curriculum between the elementary school and the junior high school as can be seen by the report of the secondary school mathematics revision committee submitted by its chairman, Ralph Christoffersen on May 31, 1939.

During the current year the report of the committees on the needed adjustments between the experimental outline of 1936-1937 and the Master Key texts was submitted to teachers and principals for consideration. This report was formulated by a committee of teachers for each grade, second through sixth, who reported to the central committee made up of the chairmen of each grade committee with Florence Thorpe serving as general chairman. At the close of the year some few suggestions were received and are held to be referred to the committee.

No standardized arithmetic tests were given this year. It was felt that the Gateway tests in the Master Key books served the needs of individual and class diagnosis and that there was not need for a city wide survey at this time.

### Science

A science program for the intermediate grades of the elementary school was developed during the years 1935-1937. Bulletins of the same sort as those of the social studies were issued to all teachers and are on file in the superintendent's office. The science program should further the progress toward the accomplishment of the aims of instruction as expressed in the policy of the board and as detailed under social studies in this report.

Several primary teachers have developed and submitted a number of science units which have been duplicated and furnished to all teachers to use experimentally if they desired.

The curriculum office made and furnished the schools a list indicating which science books are of greatest use for our units. Teachers working upon units indicated which titles were thought to be most valuable for each unit. A compilation of these annotations helped to indicate which books would be of the greatest use to the schools.

The science program provides a very fruitful field for dynamic instruction in basic skills. For a wide variety of reading, skills are constantly called into play. Almost all pupils are extremely interested in the subject matter, and discussions and reports tend to become animated and spontaneous.

The articulation between schools is not smooth in the science program. No science is offered at the seventh grade level or in one-half of the eighth grade. Seventh grade teachers report that many pupils miss the science work and express a desire to continue it.

### C. Language Arts

All subjects of the school program are the materials of instruction in the language arts. These are tools for obtaining and expressing information and ideas, for establishing contact with the social environment. The policy of the Board provides for an organization and a program which will give opportunity to each individual for the development of those social traits which are essential to happy and successful living. In the elementary schools the social studies and science programs provide especially rich material of instruction in the language arts. These need not monopolize the field, however. There are also the fields of literature, health education, current events, problems of youth citizenship, mathematics, etc.

#### Expression

In 1931-32 a city-wide study of language expression was carried on in the elementary schools. Bulletins issued in 1932 set forth the principles underlying classroom instruction in language as well as workable descriptions of a varied and flexible program of language teaching keyed to a study of the individual pupil, his physical condition, his personality problems, his social adjustment.

Continuing this type of emphasis a study of spelling difficulty has been carried on in which the emphasis has been placed upon spelling as a tool in written expression rather than as a drill subject. Analysis of classroom situations by the teachers revealed four types of spelling activity in which pupils need to grow increasingly proficient. First, they need to be able to express their ideas freely using any words which will enrich and perfect that expression. They need to have a sufficient command of spelling so that they can write with considerable fluency before the ideas elude them. For this type of first draft writing, perfection of spelling is not essential but each pupil must be able to read what he has written. Second, they need to be able to read over their own writing and to judge with considerable accuracy which words are correct and which are incorrect in order to be able to put a paper in good form. Third, they need to be able to use with increasing independence, accuracy and speed, available aids to correct spelling. Finally they need to be able to write perfectly, increasingly difficult first copies without aid or assistance of any sort, since there is a certain amount of writing in life where perfection is desirable and aids are not available and in adult writing perfection is always desirable and although aids may be available they slow the thinking as well as the writing process. A year to year follow up of a number of pupils is being made to study the development of these powers in the use of spelling as a tool in written expression.

A committee of elementary speech teachers are at present working upon a report on the improvement of oral expression.

Permanship problems have presented themselves from time to time. When we have given uniform writing tests, rated by the teachers upon the Ayres scale, we have usually found that our quality was unusually high at fourth grade and showed a disappointing amount of gain or sometimes even

a loss in fifth and sixth grades. It was realized that the judgment was necessarily subjective and that the same results might not obtain if all papers were judged by a uniform committee. Another problem which caused concern was dissatisfaction with our training of left-handed writers. Satisfactory materials for writing instruction was also of concern. A final point of concern was the question of teaching pupils to use steel pens when the world has become almost universally devoted to the fountain pen.

A committee of elementary principals and the supervisor of curriculum was appointed in 1937-1938 to work upon these penmanship problems. The members of this committee were Annie Axtell, Marie Hagen, Walter Engelke, chairman. Fountain pens were experimentally adopted for the fifth grades. After careful inspection of all the writing materials submitted, two were selected for experimental use in grades four, five and six, about half of the pupils using the Laurel material and the other half the Cole material. Beginning and end tests were given in each class. Three measures were taken. (a) Gains made by individual pupils during the year as indicated by the teachers' ratings of beginning and end tests (b) Comparative rating by the committee of three sample papers, best, average, poorest, from each class on both beginning and end tests (c) Comments of the teachers who used either or both materials.

By each measure the Cole material rated higher. It was decided, however, to continue the experiment another year since it is always desirable to be sure that novelty, or some other extraneous factor, is not affecting the results.

It was found that the committee rating papers from all grades tended to rate fourth grade papers lower than the teachers did and tended to rate sixth grade papers higher than the teachers did.

The fountain pens were well liked and recommended for adoption in fifth and sixth grades.

The committee recommended that primary teachers be assisted with the beginning writing of left-handed children since maladjustment of position is difficult to irradicate after becoming firmly entrenched.

The committee recommended that we formulate our own cursive writing scale, including a separate scale for left-handed pupils.

The committee recommended that we also formulate our own manuscript writing scale.

### Reading

One of the most severe problems of the modern school is the adjustment to the various levels of reading ability which occur at any one grade level when all of the children of all of the people remain in school. Retention is not a satisfactory solution.

In the year 1937-1938 a committee of elementary principals was appointed by the superintendent to work with the supervisor of curriculum on a primary reading program which would build upon the results of the reading readiness study carried on in kindergarten and first grade in 1935-1936. The members of this committee were Lucile Clock, Walter Engelke, Emily Parsons, and Alice Rood, chairman. In an effort to avoid the uncertainty and confusion which surrounds the handling of remedial reading cases at the advanced stages we are trying a program of careful initial adjustment in the primary grades. In a public school it is neither possible nor advisable to provide individual instruction in reading, but all pupils cannot move at the same rate and therefore we are trying three groups for basic reading instruction, a fast moving group, an average moving group, and a slow moving group. Transfer from group to group has been made freely as the need arose.

Even with this plan first grade failure has not been eliminated, although there are only about one-half as many pupils failing in first grade this year as there were last year.

It must not be thought that all of the pupils in the fast moving group are brilliant or all in the slow moving group dull. A study of attitudes and traits which influence beginning reading success is given elsewhere in this report.

One group of about 250 pupils is ready to go on with advanced second grade work. A group of about 325 pupils is ready to go on with regular second grade work. A group of about 150 pupils is ready to go on with unfinished first grade work. If these pupils were all retained in first grade, in addition to about fifty pupils who will be retained, there would be about twenty-six per cent of the first grade retained. Rather than to fail so many, teachers would have felt constrained to rush many of them along with the average group. Whether avoiding initial rushing and providing a strong foundation built as slowly as necessary will prevent later confusion remains to be seen. The experimental procedure was adopted for three years in order that we might be able to watch progress during the entire primary span.

The testing program in reading reveals the need of curricular adjustment to meet the breadth in spread of abilities at each grade level. The complete range of reading grades, the spread of the middle fifty per cent, and the median reading grade for each test given are shown below.

Grade 2 Metropolitan Primary Reading Test

	<u>Range</u>	<u>Middle 50%</u>	<u>Madison Median</u>	<u>Standard Median</u>
Oct 1938	Below 1.0 to 4.0	1.9 to 2.6 (7 mos.)	2.2	2.1
May 1939	1.0 to above 5.0	2.8 to 3.6 (8 mos.)	3.2	2.9

Oct 1938 Durrell-Sullivan Reading Achievement Test

	<u>Range</u>	<u>Middle 50%</u>	<u>Madison Median</u>	<u>Standard Median</u>
Grade 3	Below 2.0 to 7.7	2.8 to 4.1 (13 mos.)	3.3	3.1
Grade 4	2.0 to 8.1	3.8 to 5.3 (15 mos.)	4.5	4.1
Grade 5	2.1 to above 8.4	4.9 to 6.6 (17 mos.)	5.7	5.1

Oct 1938 Iowa Silent Reading Test

	<u>Range</u>	<u>Middle 50%</u>	<u>Madison Median</u>	<u>Standard Median</u>
Grade 6	Below 4.2 to above 9.0	5.7 to 7.3 (16 mos.)	6.4	6.1

From these figures it will be seen that in each case the Madison pupils reach or exceed the standard median. The spread of the middle fifty per cent, the average pupils, grows increasingly larger from seven months at the beginning of second grade to sixteen or seventeen months at fifth and sixth grades. The complete range tends to become greater also, increasing from more than four school years at second grade to more than six school years at fifth grade. The range of the particular test limits the figures for the sixth grade.

The challenge revealed by these figures is very great. The policy of the Board of Education calls for "an organization and a program which will give opportunity to each individual for the development of those social traits which are essential to happy and successful living" as well as to "maintain high standards of achievement in the tool subjects, particularly reading... when considered in relation to individual progress and growth." We strive to provide for this range of abilities within our units of instruction, in order that pupils may be able to do work that is challenging and stimulating and at the same time within their ability to accomplish with a degree of success which will be satisfying to them. The report of one particular sixth grade class is very interesting in this respect. The teacher had scheduled the social studies and science reading in a way which she hoped would give her much opportunity to meet the great variety of needs which her October tests revealed. Science was a favorite study of both retarded and advanced pupils. She was anxious to see what progress had been made and therefore made a special June test of her entire room. The normal median gain for the entire year would have been ten months. This class made a median gain of ten months between the October test and the June test. Extraordinary gains were made by some pupils at both extremes, as well as by some average pupils as a few examples will show.

<u>I Q</u>	<u>Oct Score</u>	<u>June Score</u>	<u>Months of Gain</u>
122	6.7	10.6	39
106	4.0	6.4	24
69	4.1	6.4	23
133	7.4	9.7	23
126	6.9	9.1	22
129	7.5	9.7	22
94	4.1	6.0	19
109	6.1	8.0	19
106	5.7	7.5	18
105	4.0	5.6	16
101	7.0	8.6	16
120	5.6	7.2	16

It seems apparent that the work in this particular classroom offered challenge and interest appeal to the advanced pupils, the average pupils and the retarded pupils.

Whether a particular level of achievement represents a "high standard of achievement" for a particular pupil cannot be decided upon the basis of standard norms since individual ability must be considered. A study was made in which the reading grades and I Q were cross charted. As might be expected these showed that as a general trend the higher the I Q is, the higher the reading grade is likely to be, but the range for each group was very wide, indicating again that there are many other important factors which influence reading success with which the school must be concerned. A summary of the fourth grade chart is included here as an example of what this analysis reveals. The stars show where the median for each group falls.

October 1938 Reading Grades

<u>I Q</u>	<u>Below 3.0</u>	<u>3.0-3.9</u>	<u>4.0-4.9</u>	<u>5.0-5.9</u>	<u>6.0-6.9</u>	<u>7.0 &amp; above</u>
120 & above		10	27	42*	50	14
110-119	3	17	59*	49	19	2
100-109	3	62	83*	47	12	2
90- 99	8	51	69*	21	4	1
80- 89	14	33*	13	3	2	
79 & below	4	7*	6			

An interesting example of a procedure to stimulate leisure time reading interests was carried on in two sixth grade classrooms. Several copies of each of five recent annual collections of best stories for children compiled by an editor of some renown in children's literature were placed in the classrooms. A list of all the stories in all five collections was made, leaving a column for signatures under each title. A four point rating scale was discussed and agreed upon by each class. The children were invited to read from the books any stories that appealed to them and to sign under the title of each story read, at the same time rating the story on the agreed upon scale. No pressure was placed upon pupils to read these stories unless they cared to. Each pupil had his own complete list on which he also recorded his ratings. Ratings differed and interesting meetings were held in which pupils discussed their viewpoints. Pupils unanimously agreed that they had done more reading than ever before. Some had read every story in the five collections. The details of the individual and collective preferences are revealing and interesting.

In connection with the reading readiness study in March 1936 kindergarten and first grade teachers made a rating of pupil attitudes. The scale included social attitudes, attitudes toward work, power of concentration, emotional control, attitudes toward authority and sense of responsibility. Pupils were rated again on the same scale in March 1938. A study was made to see whether there was correlation between desirable attitudes and traits and reading progress at the end of second or the beginning of third grade. From this study it appeared that there was a close connection because pupils who had made good progress in reading had shown considerably better initial adjustment in these traits. Further, it appeared that while in general, progress was made toward better adjustment during the two years, the pupils who had made good progress in reading improved more in attitude adjustment than pupils who had made less progress in reading, although the latter had greater room for improvement. Social and emotional adjustment appeared from these figures to be

of even greater importance than work habits, although as was to be expected, the latter were important.

D. Fine Arts

The art and music departments cooperate in every possible way to enrich the elementary school curriculum. Their work is carefully planned to supplement the units to be taught.

E. Health

In the preparation of intermediate science units two health units were included for each grade. These were not bound with the science units but remain as the nucleus of a planned program in health education.

II. Teacher Improvement

The spirit of the curriculum work is focussed on assisting teachers to improve their teaching. To this end a circulating curriculum library is maintained. This includes about two thousand textbooks supplied by the publishers, a collection of excellent recent professional books and periodicals, and some publications from professional organizations and other school systems.

\* \* \* \*

III. Public Relations

The supervisor of public interpretation has been unsparing of her effort to give a true interpretation of our aims, purposes, and practices to the public.

IV. Buildings and Equipment

The design and equipment of the new buildings has been a matter of many hours of study during the current year.

V. Pupil Personnel

With the entrance ruling that a child must be five years old on or before January 31 in order to enter kindergarten in the fall, the normal chronological age range for October 1 would be as given in line one below. Line two shows the actual chronological age range on October 1 in the 1938-1939 classes. Line three shows the per cent of pupils under the minimum normal age. Line four shows the per cent of pupils over the normal age.

Grade	One	Two	Three	Four	Five	Six
Normal	5:8-6:7	6:8-7:7	7:8-8:7	8:8-9:7	9:8-10:7	10:8-11:7
Actual	5:1-9:4	6:2-10:2	7:0-11:0	8:0-above 13:3	8:11-14:0	9:9-above 15:0
% under	2%	1%	3%	2%	5%	7%
% over	24%	28%	26%	34%	33%	33%

From these figures it would appear that very few pupils are advanced while from one-fourth to one-third of the pupils in our schools are retarded one or more years which may be due to late entry, prolonged absence, transfer from other school systems, retention or demotion within our schools. The policy on retention of pupils has been that of providing what appeared to be the best situation for the individual pupil.

The range of I Q is more than 80 points in most grades. The range of the middle fifty per cent and the median for 1938-1939 classes are given below.

<u>Grade</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>	<u>Six</u>
Q <sub>3</sub>	115	117	117	116	119	119
M	104	105	107	106	108	108
Q <sub>1</sub>	95	96	97	96	98	97

Since the median I Q is in every case above normal and the range of the middle fifty per cent from well within the normal group to well within the superior group it is to be expected that standards of achievement in the Madison schools should be high. With this goes the problem of satisfactorily meeting the need of the below normal pupil to experience some form of success in school work.

Submitted by

JANET M MILLAR

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

CHILD GUIDANCE AND SPECIAL EDUCATION DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
PAULINE B CAMP  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
CHILD GUIDANCE AND SPECIAL EDUCATION DEPARTMENT

On March 1 of this year the department completed its 14th year of service. During these fourteen years our chief interest has been promoting the study and training of the individual child. To this purpose the following divisions are established:

- I. Special Classes and Schools for Handicapped Children
- II. Psychometric Service
- III. Lecture Course and Practice Plan in Conjunction with the University
- IV. Guidance in Elementary Schools and High Schools
- V. Psychiatric Service

\* \* \* \* \*

I. SPECIAL CLASSES AND SCHOOLS FOR HANDICAPPED CHILDREN

The Day School for the Deaf (Enrolment - 32)

The Orthopedic School (Enrolment - 71, Out-Patient - 17, Total - 88)

The Special Classes for Subnormal (Enrolment - 112)

The Speech Correction and Speech Reading (Enrolment - 423)

The Sight Saving Class (Enrolment - 14)

All of the above groups receive state aid and are organized under the State Department of Public Instruction, Special Education Division.

Non-resident children are provided for in all groups except the subnormal. Boarding homes are selected and supervised in accordance with the Wisconsin Children's Code.

THE DAY SCHOOL FOR THE DEAF

The Day School for the Deaf, founded over thirty years ago, has this year had the largest enrolment in its history - 32 pupils - of these 15 are Madison children and 17 are from nearby towns.

Curriculum

It is the aim of the Day School for the Deaf to follow the curriculum outlined for the normal child as closely as possible. Toward this end children are transferred to hearing classes as early as is practical and as many as are able. When a child has gained some skill in lip reading, he can be placed in a hearing group for drawing, for example. As his skill in lip reading, language and speech progresses, he is placed with hearing children for more and more classes. The optimum results are obtained with high school students who attend a hearing high school with lip reading and special

academic help given at the school for the deaf. Association with the normal child is an essential in the deaf or hard-of-hearing child's development.

#### Cooperating Schools

Two of the pupils attend West High School and one attends East High School. Four are enrolled at Vocational School for part-time. Two children came from the Longfellow Orthopedic School for speech and lip reading - one child is aphasic and the other hard-of-hearing. Another aphasic whose speech left him following an accident will be returned to the grade school of his district in the fall. Speech has been re-established.

#### Physical Examination

Four children have had thorough physical examinations at the Wisconsin General Hospital. Operative work was done with two - an appendectomy and plastic ear surgery. Suggestions for better physical care have been followed with the other two children.

#### Teacher Training in Service

Three of the four teachers at the School for the Deaf attended the Mental Hygiene course offered by the Board of Education and gained thereby a sounder and more scientific outlook upon school behavior problems. Deafness causes special psychological problems and the Psychiatric Clinic gave them and several of the school families definite help in adjustment.

#### Vocations for the Deaf

Despite their handicap, surveys show that deafened adults have entered the fields of agriculture, dentistry, painting, carpentry, sewing, typing, and housekeeping with satisfactory results. It is the task of the teacher of the deaf to give them those tools of speech, language, and lip reading which will enable them to compete in the endeavors which they select. The production of good citizens capable of earning a living is a wise investment for public funds. The facilities which the new building will offer should enlarge the possibilities which can be given these children.

#### Cooperating Public and Private Groups

The School for the Deaf appreciates the work done and help offered by the Board of Health, the Library Board, the Woman's Club, the Shriners and the Children's Theatre Committee, which so kindly furnished the tickets for the Clare Tree Major Plays.

#### Staff

Marcia Heath, Principal  
Ruth Hayes  
Eleanor Sanders  
Maud Wimbish

#### THE ORTHOPEDIC SCHOOL

The statute providing state aid for crippled children was passed by the legislature in 1927. In January, 1928 the Orthopedic School was organized.

Previous to its organization the Madison school system had a home visiting teacher who had been teaching about thirty children in their homes. These children became the first pupils of the new school. The school was set up in the very beginning with two divisions; namely, the Academic Department and the Physical-Therapy Department. There was, for two or three years, only one academic teacher and one physical-therapist. The following report indicates the growth during these eleven years.

#### Academic Department

There are three classroom groups: the primary consists of first through third grade; the intermediate, fourth and fifth grades; the upper, sixth through eighth.

#### Curriculum

The city course of study is followed as closely as possible. The special handicaps, the treatment program, rest periods, etc, interfere somewhat with normal achievement. Much individual attention must be given.

The two older groups have the advantage of the following special subjects:

Art . . . . .	.1 $\frac{1}{2}$ hours per week
Manual Training . . . . .	.1 hour per week
Physical Education and Recreation . . . . .	.2 $\frac{1}{2}$ hours per week
Swimming . . . . .	2 $\frac{1}{2}$ hours per week
Girl Scouts . . . . .	.1 hour per week

#### Teacher Improvement

Two members of the academic staff attended the Mental Hygiene lectures. All attended the State Program for Crippled Children in Milwaukee.

#### Administration

Miss Camp, Director of the Guidance and Special Education Department, and Miss Reichert, Principal of the Longfellow School, supervise the work and develop the policies of the school. Also, the State Department of Public Instruction, Crippled Children Division, has certain administrative jurisdictions.

#### Public Relations

The Shriners have given the children several interesting experiences this year. The trip to Little Switzerland will long be remembered.

The Dane County Unit for Disabled provided a recreational camp last summer and will carry out the same program again this summer.

The Family Welfare, under the Juvenile Department of the Board of Control, in conforming to the children's code statute, has supervised the boarding homes for the non-resident children.

The Theatre Committee have made their usual generous contribution of tickets to the Clare Tree Major Plays.

### Building and Grounds

The best facilities possible at the present time are provided. When the new Washington building is completed, there will be a specially arranged wing for crippled children.

Special equipment necessary to the comfort and therapy of the individual child is now installed.

### Pupil Personnel

Each of the children enrolled in this school has some sort of physical handicap. The handicap is of such nature that attending a regular grade school would be impossible or at least a disadvantage. Some of them show, also, emotional disturbances which have grown out of their thwarted desire to be normal and the undue amount of attention it has been necessary to give them because of their physical handicap.

Example: R. is a nine-year-old cardiac case. His condition is so severe that he has to have very special attention - he has to be carried up and down stairs, denied every activity, protected from all excitement. He needs rest periods each day and this program breaks into the academic routine. He has normal intelligence and has the normal drives for recognition which are found in all ranges of mental ability. His handicap eliminates him from a great deal of the daily competition of his classmates and his teacher has to be on the alert to give him praise for every genuine achievement. He has skill in art, which gives him warranted attention. However, when this boy came to the department, he had developed the habit of compelling people to give him attention - on the playground, in the rest room, nothing was too small for him to use to direct attention to him. Good or adverse attention was welcomed and his satisfaction was very apparent when he was "fortunate" enough to break down the patience of the adult in charge.

This behavior pattern is found in all individuals, but it is emphasized in cardiacs since the nature of their handicap eliminates them from normal competition.

### Mental Ratings

It is the rule of the Guidance and Special Education Department and of the Crippled Children's Division to permit only those children with intelligence quotients above 75 to enter the Orthopedic School. Sometimes an exception is made; for example, a child who is under the observation and treatment of a glandular specialist. Sometimes, too, with our spastic cases an intelligence rating cannot be obtained.

The two boys who suffer the greatest physical handicap have the highest intelligence. One is armless and the other has no use of his legs. Their I Q's are respectively 131 and 140. Their achievement in academic subjects is also very superior.

The I Q range is from 60 to 140. The mean I Q is 95.5.

### Academic Staff

Georgia Phillips (Mrs)

Erna Schweppe

Cora W Woods (Mrs)

Physical-Therapy Department

Enrolment . . . . .	88
Orthopedic School . . . . .	71
Out-Patients . . . . .	17
A. Types of Cases 1938-1939 Total 88	
Accidents with surgical correction . . . . .	3
Burns . . . . .	1
Nerve injury . . . . .	1
Tendon injury . . . . .	1
Cardiac . . . . .	6
Cerebral Palsies . . . . .	28
Hemiplegia . . . . .	7
Tetraplegia . . . . .	9
Diplegia . . . . .	4
Encephalitis . . . . .	3
Epilepsy . . . . .	1
Friedreich's Ataxia . . . . .	1
Hydrocephalus . . . . .	1
Incoordination . . . . .	2
Congenital . . . . .	13
Hip Dislocation - surgically corrected . . . . .	3
Spinal Curvature . . . . .	1
Spina Bifida - surgically corrected . . . . .	4
Absence both arms and curvature . . . . .	1
Heart Malformation . . . . .	1
Arthropgryposis . . . . .	1
Club Feet - surgically corrected . . . . .	2
Facial Paralysis . . . . .	1
Infantile Paralysis . . . . .	10
Infectious Bones . . . . .	10
Osteomyelitis . . . . .	4
Perthes Hip . . . . .	4
T B Spine . . . . .	1
T B Knee. . . . .	1
Medical . . . . .	6
Arthritis . . . . .	3
Asthma . . . . .	1
Dwarfism (endocrine deficiency) . . . . .	1
Fatigue . . . . .	1
Muscular Dystrophy . . . . .	2
Obstetrical Paralysis . . . . .	4
Spinal Curvature. . . . .	4

## B. Appliances Used

Braces - back, arm, leg (Some with crutches) . . .	28
Crutches only . . . . .	12
Shoe corrections only . . . . .	7
Roller chairs, for non-ambulatory . . . . .	6

## C. Since the Physical-Therapy Department supervises all health conditions in the Orthopedic School, some of the services in addition to the prescribed physical therapy include:

Arrangements for clinic and other medical examinations

Arrangements for dentistry

Arrangements for eye examinations - glasses

Arrangements for audiotometer tests - lip reading

Arrangements for hospitalization, orthopedic or medical care

Nutritional needs

Height and weight recordings

Diets for over and under weight children

Cod liver oil

Milk - before going home

Rest periods

Supervised inactivity

Necessary seating devices

Taxi rides for those not able to ride in bus

Supervision of noon recreation

Organization of two swimming classes at Y M C A

Supervision of special needs in the home

Records and correspondence

## D. In completing the above arrangements unlimited and interested cooperation from many sources has been received, as follows:

1. Local Medical Advisory Board - H L Greene, M D, Chairman
2. Staff - State of Wisconsin General Hospital and Children's Orthopedic Hospital for Medical and Orthopedic Problems
3. Staff - Madison City Board of Health - Dr Bowman and Nurses
  - General inspections
  - Dental inspection - dentistry
  - Eye inspections - glasses
  - Nose and throat conditions Treatment
  - Tuberculin tests Chest X-ray examinations
  - City-wide follow-up - illnesses and orthopedic needs
4. Family Physicians - Madison and elsewhere
5. Visiting Nurses Association, Madison
6. Staff - Family Welfare - Supervision and choosing homes for non-resident children
7. Relief Agencies - securing medical aid

- 8. Revolving Brace Loan Fund and Dane County Unit of Wisconsin Association for Disabled - making loans and arranging payments for braces and appliances.
- 9. Service Clubs - Donations for braces, transportation, recreation and educational toys.
- 10. Staff - Y M C A - Swimming Project.
- 11. Nutrition Direction, Longfellow School.
  - Special diets
  - Cod liver oil
  - Supervising rest room
  - Temperature and pulse recordings
- 12. Staff - Guidance Department - Mental Hygiene Clinic
- 13. University of Wisconsin Physical Education Majors
  - Supervising noon recreation groups
- 14. Mr Sandler - Minor brace repairs, special seating devices

E. This year has brought an added number of non-resident cases. This means an increase in the number of

- 1. Those entering at scattered intervals throughout the school year
- 2. Medical illnesses, both resident and non-resident cases
- 3. Hospitalizations - Surgical and Medical before and during the school year
- 4. More recent surgical cases
- 5. Consequently, an increase of administration details involving much correspondence and recording

F. To assist in these problems and facilitate the work, an urgent request for the installation of a private department telephone and additional clerical help for the coming year is made

G. Achievements

1. Physical Improvement

Learned to walk alone . . . . .	5
Learned to swim . . . . .	9
Braces, casts or crutches discarded or modified . . . . .	12
New glasses . . . . .	11
Surgical correction . . . . .	12
Tonsillectomies . . . . .	3
Dentistry . . . . .	12

- 2. The privilege of attending the course in Mental Hygiene was of great practical value in the better understanding of the problems.
- 3. The outstanding event of the year has been the opportunity to help plan and look forward to the wing of the Washington Building designed to meet orthopedic needs.

## H. Teacher Improvement

Two members of the physical-therapy department attended the Mental Hygiene lectures. All attended the State Program for Crippled Children in Milwaukee.

## I. Physical-Therapy Staff

Laura B. Borwell, Physical-Therapist  
Gladys G. Krohn (Mrs), Physical-Therapist  
Eleanor Mitchell, Attendant

## SPECIAL CLASSES FOR SUBNORMAL

There are five special classes for intellectually subnormal children. The primary group is at present in Washington School; Emerson has an intermediate and an advanced class; and Longfellow School has an intermediate and an advanced class.

During the past fifteen years this division of special education has grown from two classes to five. The class enrolment has also increased from a minimum of fourteen to a maximum of twenty-five. This increase is due to the fact that a more thorough survey to find these children early is made through the medium of the psychological testing program.

## The Primary Section

### Curriculum

The curriculum consists of a series of group activities coordinated and planned along a center of interest. Early experiences consist of habit training, sense training, manual arts and hand work, social experiences, speech, musical experiences. Academic experiences are: reading, if mental age permits; numbers, incidentally taught.

### Teacher Improvement

The teacher attended the Mental Hygiene course and took German IA, University of Wisconsin Extension Course. She is chairman of the committee of special class teachers writing "Social Experiences for the Opportunity Room".

### Administration

The Child Guidance and Special Education director has general supervision over the organization and development of the special class. The building principal determines building policies.

### Special Services

The Child Guidance Clinic has diagnosed and advised concerning several children. One child was committed to Chippewa Falls. School lunches were prepared outside and brought to the classroom for serving. Transportation was furnished on the school bus. Children have been given Binet retests. Special teachers have given art, music and physical education.

### Building, Grounds and Equipment

The building facilities are very good for the present. Equipment is fair. Some kindergarten blocks are needed.

Pupil Personnel

There are eight boys and thirteen girls enrolled. The I Q range is from 46 to 72. The mean I Q is 64.

Organization Plans - 1939-1940

Expect no changes to January, 1940. Plans are indefinite after that since building arrangements are not yet settled.

Staff

Mrs Claire Meienburg

Special Class - Intermediate Group

Curriculum

Social Studies. Indians of Wisconsin Projects. Wild Animal Project. Follow courses of study of grades I and II as far as possible. Art, music, manual training, sewing and physical education with special teachers of the buildings. Speech correction.

Teacher Improvement

Summer session University of Wisconsin . . . . .	1 teacher
Differential Psychology . . . . .	2 credits
Speech Correction . . . . .	3 credits
Lectures in Mental Hygiene . . . . .	1 teacher
Attending N E A at San Francisco . . . . .	1 teacher
Travel in United States and Canada . . . . .	1 teacher

Administration

Department of Guidance and Special Education and the Principals of Emerson and Longfellow Schools.

Special Services

Guidance and Special Education

- Testing program
- Welfare
- Problem cases
- One child sent to Chippewa Falls
- General policy and guidance

Advice and supervision given by the principals of Emerson and Longfellow Schools.

Public Relations

Home calls

PTA

Shriner's - trips, parties

The Theatre Committee - tickets to the Clare Tree Major Plays

Catholic Charities

Mothers' Pension

Relief Department

Probation Department

Pupil Personnel

Social case histories are on file in the Child Guidance and Special Education Department. Chronological ages - 9 to 14. I Q range is from 52 to 78. The mean I Q is 67.

Staff - Intermediate

Mary Calvert (Mrs)  
Pauline Williams (Mrs)

Special Class - Advanced Group

Curriculum

. . . . .

Teacher Improvement

Courses in Mental Hygiene and Sociology taken at the University of Wisconsin

Administration

Under supervision of the Guidance Department and the principals of the school buildings who have been very cooperative in giving these children many advantages through special teachers.

Special Services

The Guidance Department gave Binet retests and made adjustments for special cases. The principals helped with the guiding of some of the older boys. One boy was taken to the Guidance Clinic. Physical check-up by Health Department.

Buildings, Grounds and Equipment

There is a very good classroom at Longfellow; a basement room without sunshine at Emerson; a manual training room in the old engine room at Emerson - a raised floor is needed to keep away the dampness. Equipment is sufficient in both buildings. The Longfellow group need more hours of manual training.

Public Relations

Home contacts  
PTA  
Catholic Charities  
Mothers' Pension  
Relief Department  
Shriner's - carnival

Pupil Personnel

Chronological ages - 11 to 18. The I Q range is from 51 to 82. The mean I Q is 67. Most of the children are from very poor homes. Many of the families are known to the social agencies. Most of the stimulation and training these children receive must be greatly dependent upon the school. There are two epileptics in this group.

Staff - Advanced

Helen Fredrickson (Mrs)  
Helen Pike (Mrs)

SPEECH CORRECTION

Defective speech is speech which is unintelligible or confusing to the listener; it is conspicuous and makes the person "different"; it does not produce healthful attitudes in the person; it is frequently a barrier between the individual and his environment, creating adverse attitudes in the listener. It may be only a characteristic of a deeper seated handicap so that the person who works with a child with defective speech production works with the whole person - the arresting trait of whom is his speech.

Speech correction was done in all of the grade schools and East High School for the year 1938-1939 by three teachers. During the second semester work was done in all the high schools as well as the grades.

	<u>Total</u>	<u>Corrected</u>	<u>Continue</u>
Stutter	47	5	42
Articulatory Defects			
Structural	30	5	25
Paralytic	9	0	9
Functional			
Oral Inactivity	9	4	5
Sound Substitution	318	141	177
Disorder of Voice			
Functional	5	0	5
Hard of Hearing	<u>5</u>	<u>0</u>	<u>5</u>
Total	423	155	268

During the second semester seven student teachers worked in this department in East, West, Emerson, Hawthorne, and Draper Schools. They worked under supervision and followed a very specific program. The reaction of the schools was favorable in all but one case. On the whole, the practice work has shown satisfactory improvement during the past several years. Each year some feature has been strengthened. The feature which showed change this year was the definite nature of the practice teachers' programs and establishment of home call technique. Next year greater stress will be placed on parent-child contacts.

The conditions under which this division has worked have been difficult. There is little free space in any building and this space is usually undesirable. The building program will adequately care for this handicap.

Staff

Marion B Powers - Chief Clinician  
Helen Schindler  
Josephine Simonson - (first semester)  
Ruth Pittelman - (second semester)

AUDIOMETER TESTING AND SPEECH READING

The record of testing is presented for the years 1937-1938 and 1938-1939 since the plan was set up on a two-year basis.

In the spring of 1938 4A tests were given to all grade schools except Lowell and Longfellow - in these buildings children were given individual tests on the recommendation of the teachers. In the fall of 1938 Vocational and St. Patrick's Schools were surveyed. In this testing program, one day - or in some cases two days - is given to the work. A room is vacated for the program - the room being selected on the basis of freedom from noise. The plan demands the cooperation of the principal and all the teachers since the school routine is definitely disturbed. All schools cooperate to the utmost. Those children showing a loss of 9% in either ear are tested on the 4A a second time, and if this loss appears again they are referred for an individual test.

The individual test is given on the 2A audiometer which is owned by the Speech Department of the University of Wisconsin. When a child shows a loss over 15%, the audiogram is sent to the supervising nurse of the Board of Health with the request that the home be contacted and a medical opinion obtained. If the diagnosis is unfavorable, the hearing considerably impaired, the speech affected, grades repeated - the child is considered for lip reading. The number of children who have been referred for lip reading has been small because it is the endeavor to have a complete medical check with a doctor's diagnosis to substantiate the need.

The plan is to do survey testing of third and sixth grade each year at this time - picking up entrants who were missed before; follow with an individual test on cases warranting it; and recheck those 2A tests which were referred to the Board of Health the year before.

The handicap to this testing plan is the amount of time involved. Time is saved by giving the 4A since the group can be checked in half an hour whereas it takes approximately the same length of time to give a 2A test. It is well known that any group measure is full of error, but since the machine is used only as a sifting device, it is valuable. In this way many children with normal hearing are eliminated from the study. However, the 4A is able to test 40 children, but the audiometer equipment used has but 16 earphones. This machine is owned by the Vocational School and loaned to the department through the courtesy of Mr Graham. If it is financially possible, 24 earphones, costing \$202, should be purchased. The cost would be repaid in time saved in a short period. Also, if financially possible, the work would be facilitated by the purchase of an individual audiometer. The newest machine - the 6A - is finer in its discrimination and a much easier instrument to transport. The department has the use of the University audiometer only during the first semester - hearing cases needing to be checked second semester are taken to Bascom Hall.

As noted in the report on the University class, students do practice work in this field during the first semester. They assisted with the bulk of the testing discussed.

Statistical Report

<u>4A tests</u>	<u>2A Tests</u>		
1937-38	1937-38		
1938-39	1938-39		
in grades 2 through 6 or 8			
3,786	350	204 - normal hearing	146 - referred to Board of Health
Vocational School			
14 years of age &			
456	33	17 - normal hearing	26 - referred to Board of Health
	School for Deaf		
	28		
Total <u>4,242</u>	Total <u>411</u>		

Staff Member  
Marion B Powers

THE SIGHT-SAVING CLASS

A class for children with markedly impaired vision was organized in February, 1937. The children were accepted on the recommendation of the attending physicians who selected them on the basis of the standards set up by the State Medical Association.

Curriculum

It is the object of the work to conserve the vision of these children, but to keep them in a normal environment. To this end each child attends classes with normal children, returning to the sight-saving room to do assigned close work. Reading, spelling and manuscript writing are taught in the sight-saving room for this reason and, to give them a writing medium of still greater value, typing on large type machines is begun in the fourth grade. Eye hygiene is stressed incidentally. Because of their handicap, work is individualized to meet their needs - this includes oral work as opposed to written, blackboard versus paper and pencil, typing versus writing.

Teacher Training

Special work in the sight-saving field was taken by the teacher assigned to this position at the summer session of Wayne University, 1938. This course is sponsored by the American Society for the Prevention of Blindness.

During the current year the course in Mental Hygiene was taken at the University of Wisconsin.

### Special Services

Those children living outside the school district in which the class is located are transported by the school bus and the noon meal is served at the school.

Conferences with the attending physician give information to the teacher concerning the specific handicaps the children's vision losses present and with their help the school program is outlined.

Binet tests have been given all these children in an effort to have as accurate a measure of their ability as possible. In making this evaluation it is borne in mind that the test may be of the physical disability or the emotional reaction built up against the disability rather than of native endowment. For this reason, one child, who has tested below normal on each test since entrance in 1937, has been retained in the group. There has been no way of determining how much her vision handicap penalized her in adjusting to the environment. No one measure is regarded as accurate and an estimate of ability and possible achievement is made by weighing all the factors in each case.

### Public Relations

An effort is made to contact the family of each child in the class, explaining the school routine of the child and making suggestions for home cooperation. There have been occasional newspaper items. There has been a broadcast on the Madison Public Schools radio program.

### Equipment and School

The room is situated in a school operating on the platoon plan and in this way the children are offered numerous facilities through the cooperation of the teachers. Equipment includes six indirect lights - 750 watts each, adjustable desks, clear type books, typewriters, specially prepared and adapted material (typed tests, etc).

### Pupil Personnel

Fourteen children are enrolled in this group. Their school placement ranges from first grade through seventh. They represent a normal cross-section in ability and family background.

### Problems

The chief problem is deciding the extent the child's vision loss should curtail his academic work. It is on this point that the doctor's opinion is invaluable. It is difficult to keep the program stimulating and interesting for the child who must do the bulk of his preparation individually - missing the stimulation derived from group discussions. The limited supply of material available is another important problem and much of the work has to be prepared and adapted by the teacher. It is difficult to check progress or estimate gain since the standardized tests lose their validity when adapted to the use of these children. These problems aren't local, but find their place on the discussion programs of the national meetings. Since the work is young and still in the experimental stage, no one has a solution to offer.

### Staff

Margaret Balch (Mrs)

## II. PSYCHOMETRIC SERVICE

### GROUP TESTING

All kindergarten children were given group intelligence tests for contribution to individual child study on entrance to first grade. Group tests were given to fourth grade children as a check on kindergarten tests.

In cooperation with the publishers of the Henmon-Nelson test, about 200 children were tested for the purpose of correlating the Henmon-Nelson with the recent revision of the Binet. The Henmon-Nelson test material was contributed by the publisher. The results were registered in the Guidance files.

### INDIVIDUAL TESTING

Individual intelligence tests were given for case studies on children presenting either personality or educational problems.

As has been the custom for eleven years, the department, at the request of parents, gave Binet tests to determine the advisability of placement in kindergarten of under-age children.

Where there was a doubt as to the validity of the I Q's, retests were made with a Binet. Binet tests were obtained on all children in all special classes. Tabulated reports were made to principals on test results.

### NUMBER OF TESTS GIVEN

Pintner-Cunningham . . . . .	783
National and other group tests . . . . .	597
Henmon-Nelson . . . . .	200
Binet . . . . .	<u>700</u>
Total	2280

### TESTING STAFF

Virginia Werner, Psychologist  
 Marion Powers, Guidance  
 Helen Schindler, Guidance  
 Josephine Simonson, Guidance (first semester)

## III. LECTURE COURSE AND PRACTICE PLAN IN CONJUNCTION WITH THE UNIVERSITY

### UNIVERSITY CLASS

In the spring of 1937 a plan was made with the School of Education that one staff member would be assigned for 1/4 time at the University. The time was to be given to teaching a three-hour course each semester - Methods in Speech Rehabilitation and Methods in Speech Reading. In addition, practice classes were to be held in the Public Schools under the supervision of the staff member. The plan which has been followed during the past two years is:

First semester - two hours of lecture Monday and Wednesday; three hours of practice in audiometer testing and speech reading in the public and parochial schools. Second semester - one hour of lecture on Monday, six hours of practice in speech correction in the public and parochial schools.

Thirteen students - seniors in the school of education, majoring in speech correction - were enrolled first semester. Their practice work was confined to hearing tests, practice work in speech reading being done second semester in connection with speech correction. 4A Audiometer tests or group hearing tests were given in St. Patrick's and Vocational School. 2A tests were given in all schools where suggestions for individual checks were made the previous year - and also where the need was indicated on the group tests given during the current year.

Nine students were enrolled for the course in speech correction and were assigned to Emerson, Hawthorne, Draper, St. Patrick's, St. James', East and West. Satisfactory reports were made by the staff worker and the school on all but one student each semester - it was not the same student, the first student dropped the work at the end of the first semester. In Emerson and Hawthorne a regular speech program was followed; at East, West, and Draper special problems were assigned; and at the parochial schools the enrolment was surveyed, diagnosis made, and a program set up and followed. All of this work was under the supervision of the worker.

It would be suggested that the plan continue since it is mutually beneficial to the students and the public schools.

Staff Instructor  
Marion B Powers

#### PRACTICE WORK IN BINET TESTING

As in previous years, a selected group of students from Dr Torgerson's class in Mental Measurements was assigned to the Public Schools for practice work in Binet testing.

The group of eleven was met at a class period by a member of the staff and the hour devoted to a discussion of school routine, expectations, procedure, etc. They were told that they would be notified of their school assignments and should report to the principal of the designated school.

Fitting a school schedule to the hours open, a plan was made and submitted to Mr Falk, first checking with the school principals for consent to use their children. East, West, Central, Franklin, Emerson, Hawthorne, Draper, Nakoma, Longfellow, and Dudgeon were willing to cooperate.

Assignments of children to be tested were made and a copy sent to Mr Falk, two to the principal - one for the principal's use and one for the student - and a fourth kept in the Guidance Office. On each list was typed the previous I Q, reason for present test, and the following requests:

- A. Report at office on arrival and departure. (In those cases where principal may not be in the building, report to teacher in charge.)

- B. Report early.
- C. Get all data for test complete - consult files.
- D. Obtain comment on achievement, reason for test, etc, from principal. Note that in most cases of grade school children the reason for the test request is given.

Satisfactory reports were obtained on the work of nine of the eleven students - some reports being very superior. Two of the students failed to follow through on their assignments.

#### Suggestions for Next Year

- A. Continue the plan of having definite requirements for the student to follow.
- B. Send short questionnaire to school during first week of June for principal's statement as to whether or not program was satisfactory and should be repeated the following year.
- C. Have only those students who have had the directions concerning school procedure included in the program. All arrangements to be made through one person.
- D. Enlarge the request for written reports from the students.

#### IV. GUIDANCE IN ELEMENTARY SCHOOLS AND HIGH SCHOOLS

##### ELEMENTARY SCHOOLS

The Guidance worker in the elementary grades wishes to take care of all the problems of the individual child which occur in the schools to which she is assigned. The job includes:

- A. Individual intelligence tests in those cases where the recorded I Q is not in agreement with achievement, where special class placement is considered, and where more thorough understanding of the child's abilities and disabilities are needed.
- B. Group intelligence testing - routine testing of kindergarten and fourth grade children is done each year, as is also the "pick-up" tests of those children entering Madison for the first time.
- C. Diagnostic testing of reading cases and other academic disabilities, outlining remedial procedure.
- D. Case work which includes discussion of the problem with the principal, the home, and whatever agency may be involved. Analysis of the problem and recommendations for treatment. These problems may concern themselves with dishonesty of any degree, irritating classroom behavior, and other asocial activities.
- E. Speech correction, which involves working with the child with disturbed speech individually or in small groups, making a study of the serious cases through contacting the home and investigating the background.

selling the idea to school and home since the success of the work depends on the cooperation of both.

- F. Audiometer testing and speech reading - one member of the staff has done this work throughout the grade schools and in selected cases in the high schools.
- G. Public relations is maintained by the staff members being ready to talk at PTA meetings, study groups, women's clubs and radio programs; also, by cooperative action with any agency who may be working with the child in question.

Case work and diagnostic testing is done at the request of the principal. The other phases of the work are carried on with the full knowledge and cooperation of the principal - some being done on request, others working as routine procedure.

#### Staff - Elementary Grades

Marion B Powers - Senior member  
 Helen Schindler  
 Josephine Simonson (first semester)  
 Virginia Werner - Psychologist  
 Ruth Pittelman - Speech correction (second semester substitute)

#### HIGH SCHOOLS

The Guidance Directors in the High Schools work under the supervision of the Principal of the High Schools to which they are assigned. Their connection with the main office is in referring problem cases to the Psychiatric Clinic. The main office is also used for discussion of policy of a general nature for the three directors. Detailed reports of the work will be found under each high school.

#### Staff - High Schools

Margaret Fosse - East  
 Lillian Reinking - West  
 Erna Taylor (Mrs) - Central - (substitute)

### V. PSYCHIATRIC SERVICE

#### Staff

Mabel G Masten, M D  
 Joseph Pessin, M D  
 Franklin O Meister, M D (first semester)

Submitted by

PAULINE B CAMP

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Eight years of educational activity have passed in the school department of the Wisconsin Orthopedic Hospital. School opened September 6 and closed June 23, making a total of 186 days.

The enrolment this year was 152 boys and 134 girls originally enrolled - with 80 returns - making a total of 366 children for the year - an increase of 74% over the first year. This enrolment was distributed as follows:

<u>Grade</u>	<u>Children</u>
1	29
2	27
3	25
4	16
5	19
6	23
7	32
8	22
9	25
10	23
11	10
12	5
<u>Special 31</u>	<u>31</u>
Total	286 children
Returns	<u>80</u> children
Grand Total	366 children

Among the returns are some who came back once, others twice, and others three times. For most of these children it meant that this was the only school they attended this year. Often, when they were at home, the work was carried on, and continued upon their return to this school. The "specials" include those older children who have left school in the grades and have not returned to school, but, are either attending a Vocational School, working on a farm or in the city, or at home. These pupils are given current events, civics, art, taxation, insurance, or whatever they are interested in.

This year we had the first extension pupil, a bedridden boy boarding in the city. One of our part-time teachers taught him at his boarding home two hours per week. He passed the 9th grade as a result.

There were nine high school graduates, one did University Extension work, three were attending County Training Schools, four were working in industry. This gives a picture of the variety of students we have enrolled.

The average length of stay per child in the school department this year was 36 days, the enrolment averages 70 per week. When the number per teacher grows too large, larger units of assignment are given and the teacher sees the children on alternate days.

The Senior High School department is growing each year - a 900% increase over the first year is noted. This necessitated a part-time teacher in science and a part-time teacher for fifth and sixth grades this year. Many of the special students need guidance and encouragement. Time is needed for that. Thus, another full-time teacher would relieve the principal for more guidance work.

Several boys and girls who had left school two or three years ago, have been encouraged to return to school after being physically rehabilitated. Through the cooperation with the Department for Crippled Children, arrangements have been made for transportation of children who heretofore had to remain at home each winter; arrangements for attending high school have also been made through this department.

This is a growing institution, an increase of over 54% is noted over the first year's enrolment. The children come from all parts of the state - from cities, towns, villages, and rural districts, - from one-room schools, from public elementary schools, Orthopedic Day schools, high schools, parochial schools, vocational schools, rural normal schools, laboratory schools of State Teachers' Colleges, and from the Sparta State school.

Thirty-five per cent had not been enrolled in any school this year previous to enrolling here. Ages ranged from 6 to 21 years and grades from 1 to 12 and "specials". There is a constant change in enrolment as this is a hospital for acute cases - no convalescents. As soon as a child is transferred to his home, to a regular school, or to an Orthopedic Day school, he is discharged from this school. Records are sent to his school and he goes on with his regular work. There is a close cooperation between this school and all the schools in the state. Our records are accepted by all schools. The longest stay this year was 181 days and the shortest 1 day.

Of the 50 children present at the close of school, 41 were promoted - some by their own schools, 6 special students showed new interest and progress, three of them have a new start in school life.

Three full-time teachers and two part-time teachers carried out the school program this year.

The school program coordinates with the hospital schedule. Classroom work up to the 8th grade is carried on from 9 to 11:30 in the morning and bedside teaching from 2 to 4 in the afternoon. The high school pupils receive bedside teaching in the morning and classroom instruction in the afternoon. Thus, when there is no isolation, classrooms are used all day, and bedside teaching is going on all day.

The school department is equipped with a moving picture machine, a slide projector, a library of some 600 volumes, a picture library, and a pamphlet library. These are of great value in visualizing to these handicapped children what they cannot go to see or experience. The pamphlet library is specially valuable to the rural boys and girls for soil study, production, marketing, conservation, household arts, etc. We are indebted to the University Extension Department, the Wisconsin Conservation Department, and the Agriculture Short Course for much of this material.

School life is further enriched by art study, music, harmonica orchestra, primary orchestra, rhythm work, radio programs, chorus, sandtable projects, holiday programs, drives to interesting points in the city.

Subscriptions to some eleven magazines are received from friends, the hospital, and the Board of Education. Hobbies are encouraged. The Orthopedic Stamp Club has a large membership. Mr G T Morris of the Madison Stamp Club is the leader. Two of our members received first awards at the Madison Stamp Exhibit. The Bed Sheet is a bi-monthly paper issued by the children. Exchanges are made with many Orthopedic Schools and Hospitals in the United States and Canada.

Window decorations, appropriate to the season, are made by the children to decorate their wards. All activities in the hospital aim to develop the child physically, mentally, socially, and spiritually. Quoting from President Roosevelt's talk to the Commission on Our National Life as it Relates to Children: "Democracy must inculcate in its children capacities for living and assure opportunities for the fulfillment of those capacities." This is especially necessary in the training of crippled children.

A child arriving at the age of sixteen, or a high school graduate, is registered with the Rehabilitation Division for further training. Close relationship exists between the eleven Orthopedic Schools and the Hospital School. Many children are returning who have been here at some time. It is compensating to see the physical improvement and learn that their school life has gone along normally. We boast of alumni now.

#### Teacher Improvement

Miss Gordon-Smith attended the class in Mental Hygiene for the full year. Miss Solverson attended the same class for a semester. Miss Kohn attended the class on Headlines of the Week for one semester. All three attended the Annual Convention of the W E A, the annual conference of the Staff of Orthopedic Teachers, the S W E A. Miss Kohn and Miss Gordon-Smith will attend the World Conference of Workers with Cripples in London, England.

#### Public Relations

Misses Gordon-Smith, Solverson, and Kohn belong to the International Society for Crippled Children, the Wisconsin Association for the Disabled. Miss Gordon-Smith is a member of the Wisconsin Conference of Social Work. Miss Kohn represented the teachers of Wisconsin on the Joint Committee on Education in Wisconsin; is a member of the Locals Committee of the W E A; is a member of the Executive Board of the Family Welfare Association; was Chairman of the Legislative Committee of the M E A; is a member of the Joint Committee on Retirement of the state. Miss Solverson acted on the Social Committee of the M E A.

#### Appreciation

We would be ungrateful, indeed, if this report were closed without a word of appreciation to the following:

Our many friends who have given magazines, books, material for holidays, to the Business Office of Wisconsin General Hospital for mimeographing the Bed Sheet, to the Mothers' Club of the First Congregational Church, to the Extension Department of the University, to the Wisconsin Education Association for books, to the Child Welfare Department of the Madison Woman's Club for books, toys, and the subscription to five magazines, to the Visual Department of the University for films and slides, to the many schools throughout the state for gifts sent, to the Superintendent of Schools and the Board of Education of Madison for help and interest, and to those within the hospital for their cooperation to make the year a happy one for the children and the teachers.

In closing I make mention of the assistants during this year. Mary Frances Gates taught the Sciences in the junior-senior high school department. She was a graduate student working for her Ph D. Mrs Elizabeth Himley taught the fifth and sixth grade pupils.

Respectfully submitted

CHARLOTTE KOHN

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
THE MENTAL HYGIENE CLINIC

The Mental Hygiene Clinic of the Madison Public Schools officially opened October 12, 1938, and had its last clinic June 7.

I should like to give you some of the background for the present development. In the first place, mental hygiene in the Madison Public Schools is not new. Since 1925 the schools have had a department of Child Guidance and Special Education. Since organized child guidance did not make its appearance as a movement until 1922, the Madison school system is well out in front in its appreciation of the guidance approach to the study of behavior. From 1925 until 1938 a great many cases handled by the Child Guidance Department received medical, neurological and psychiatric study through a consultation service maintained in the Outpatient Department of the Wisconsin General Hospital. The neuropsychiatric service has been given by members of Dr Lorenz's department. In the past not a few cases have been hospitalized for study.

When proposals were made to the School Board for the setting up of a Mental Hygiene Clinic, Dr Lorenz proposed to make available the services of members of his staff, for a two year trial period, who should augment the present Child Guidance Department and thus complete the set-up for a mental hygiene clinic.

The new development then has been the centralization of former services with the improved opportunity for closer relationship, and hence more intensive study of the individual problem. The clinic staff has consisted of four young women with special training in education, psychology and mental hygiene under the supervision of the Director of the Department of Child Guidance and Special Education. Psychiatric service has been given by Doctors Meister, Pessin and Masten. The clinic started to have three afternoon sessions, but late in the first semester Dr Meister had to take on added duties in the medical school and it was necessary to dispense with his services.

No doubt you are familiar with the clinic procedure, but it will be sketched at this time for the purpose of rounding out the report. It was decided at the offset to accept reference of a child from any source, provided he were a Madison public school child. Exceptions were made to this rule. The case was first referred to the Director of Guidance who assigned one of her assistants to make a case study. This included interviews with teachers and parents with a visit to the home. Some cases were referred by Madison Social Agencies with complete case studies made by the social workers. The next step was a visit by the child and parent or parents to the clinic in the Brayton School for an interview with the psychiatrist. Many children returned for subsequent interviews as the tables show. Following the interview, notes were made in the child's record, with recommendations which were followed out by the worker responsible for the case study. This involved carrying back to the referring teacher and to the home suggestions for the manipulation of the environment or the change of attitude of adults toward the child.

Most of the cases were discussed in the weekly staff meeting held Wednesdays from 12:30 to 1:30. To the staff meeting were invited the teacher, principal or agency representative interested in the particular child. In addition, Mrs Siebecker, executive secretary of the Family Welfare Children's Service Association, and Miss Coe of the Vocational School were regular attendants. Other agency workers, nurses, Miss Lewis and others interested in the special case under discussion were present at these meetings.

Through the medium of the staff meeting, we desired to educate the teaching staff of the schools, and others interested, in the Mental Hygiene (or Child Guidance) approach to the study of behavior by attempting to explain the behavior in terms of motivating factors as they were developed in the environmental situation or were in part developed as a result of physical handicap. In our clinic approach the study of the "whole child" was emphasized, and treatment (or psychotherapy) included all our efforts to help the child. The actual contact between child and psychiatrist was only one aspect of treatment. Just as important, and often more important, was the advice given to parent, teacher or social worker which was designed to change the attitude of the adult to the child or the manipulation of the environment designed to modify the reactions of the child. All this is considered a most necessary part of the clinic's functions -- an educational function. In the long run, through its educational policy larger numbers of children are reached than can be seen as individuals in the clinic. In addition, the clinic staff meeting served the purpose of crystallizing thought concerning the behavior of a specific child. Those outside of the clinic staff brought additional facts to bear on the case and made suggestions for treatment.

In Dr Lorenz's original proposals, he recommended an experimental approach to assist in the later evaluation of the clinic's services. He suggested that one group be given clinic treatment, and another group of an equal number of cases be given no treatment and a comparison to be made of the two groups at the end of the study. In the beginning, this seemed a difficult experiment to set up, and in the interest in getting our clinic to functioning smoothly, this was postponed. Now Dr Lorenz agrees that this is impractical since the control group (untreated) would benefit from the changed attitude of the teacher group who have received educational benefits from the clinic and the course of Mental Hygiene lectures. In addition, he appreciates that a smaller number of children would have been served, and a smaller group of teachers would have benefited from the gospel of the clinic staff meeting.

As the result of Dr Lorenz's proposal, a course of mental hygiene lectures was given by the clinic psychiatrists under the auspices of the University Extension Department, but subsidized by the school board. Thirty meetings were held during the two semesters. Others outside of the clinic staff contributed to the background of the study of child behavior in these sessions. An attempt was made to evaluate the course by asking those who attended to turn in unsigned criticisms and suggestions. The attendance varied between 200 and 220. This included a selected group of teachers and principals and representatives of all the social agencies and nursing groups in Madison. Eighty-three reports were received. Sixty-seven were favorable and contained constructive criticism and good suggestions for improvement. Ten were not helpful. Six were very critical and perhaps unfriendly! The outstanding request found in sixty reports was for a greater number and more familiar case illustrations.

If it is decided to repeat the course, certain changes should be made. Perhaps a one semester course of lectures, the 1938-1939 course to be modified and a second semester of round table discussion groups might be planned. No specific recommendations are being made. Plans will be made if and when another course is desired.

The work of the clinic has been summarized in the tables enclosed. I need not point out that it is difficult to draw conclusions from the small number of cases (80) studied. We have tried to be as objective as possible in the evaluation of results of this year's work.

Miss Camp has gone over and approved the tables summarizing the clinic work, and Miss Camp and Miss Powers have reviewed and summarized the teachers' criticisms of the mental hygiene lectures.

## TABLE NO. I

This represents an analysis of the children studied by sex and age groups.

Number of Girls

Age 5 to 9 . . . . .	6
Age 10 to 14 . . . . .	8
Over 14 . . . . .	<u>8</u>

Total Number of Girls . . . . . 22

Number of Boys

Age 5 to 9 . . . . .	17
Age 10 to 14 . . . . .	27
Over 14 . . . . .	<u>14</u>

Total Number of Boys . . . . . 58

Total Number of Children Who Visited the Clinic . . . . . 80

Total Number of Clinic Visits . . . . . 203

37 children were seen once

43 children made 166 visits

TABLE NO. II

<u>Cases According to Schools</u>	<u>Number</u>
Brayton . . . . .	1
Doty . . . . .	4
Draper . . . . .	3
Dudgeon . . . . .	2
Emerson . . . . .	3
Franklin . . . . .	2
Harvey . . . . .	2
Hawthorne . . . . .	0
Lapham . . . . .	1
Lincoln . . . . .	3
Longfellow . . . . .	6
Lowell . . . . .	6
Marquette . . . . .	2
Nakoma . . . . .	2
Randall . . . . .	4
Washington . . . . .	4
Vocational . . . . .	9
Central High . . . . .	8
East High . . . . .	7
West High . . . . .	2
Parochial . . . . .	2
Not in School . . . . .	1
Outside Madison . . . . .	<u>6</u>
Total Number of Cases	80

TABLE NO. III

Conditioning Factors

1. Home - in 70 cases.
2. Health - in 22 cases.
3. School - in 10 cases.

Explanation:

1. In 70 cases, the home presented serious factors, such as, alcoholism, divorce, stepparents, low moral standards, crowding and financial insecurity. There are a number of instances where the evidence points to rejection of the child by one or both parents.
2. In 22 cases, ill health and physical and mental handicaps were thought to play an important role.
3. In 10 cases, the school was thought to play an important part. Educational disabilities, such as, failure to learn to read and lack of rapport between teacher and child, may have been factors.

TABLE NO. IV

Classification According to Type of Behavior

1. Aggressive (the kind that upsets the classroom and annoys the teacher) . . . . . 59
2. Withdrawn (shy, dreamers, listless - the kind that does not annoy, but is more serious . . . . . 15
3. Special Problems (diagnosis - advice to social worker - commitment) . . . . . 6

TABLE NO. V

Source of Referrals

1. Teacher or principal . . . . .	28
2. Guidance worker in high school and Vocational school . . . . .	13
3. Members of Child Guidance Department . . . . .	9
4. Social Agency . . . . .	19
5. Parent . . . . .	6
6. Attendance Department . . . . .	4
7. Physician . . . . .	1

TABLE NO. VI

Results of Treatment

## Clinic Appraisal

1. Improved . . . . .	40	-	71.4%
2. Unimproved . . . . .	16	-	28.5%
3. Untreated * . . . . .	24		

\*In this group are included all cases seen in clinic after the last clinic day in April, cases in which parental cooperation could not be secured (case dropped), cases in which special service in diagnosis or advice was given a social agency (some cases outside the Madison school area). Even in this group improvement was reported from a single late contact, but these were not included in the list of improved because in other cases the lateness of the contact with the clinic was considered important in reporting them unimproved. A good example of a case that was reported remarkably improved after a single contact in the middle of May is that of a girl in Central High School who was doing very poor work in commercial courses and showing marked nervousness and instability. In choosing this field for specialization she was following the example of several sisters who are successful stenographers. When it was pointed out to her that she need not do what the rest of the family had done, but might choose some other vocation, her anxiety vanished and she did sufficiently creditable work to receive her diploma, and she is making plans for further vocational work this coming year.

## Teacher appraisal Versus Clinic Appraisal \*

	<u>Improved</u>	<u>Unimproved</u>
Teacher	33	10
Clinic	33	10

## Parents' appraisal (21 reports received)

Improved - 20  
Unimproved - 1

\*This group is made up of children seen and treated before May 1. It is not apparent in this table, but the clinic and teacher estimate did not always coincide in the specific case, but the total estimates of the two groups are the same. It might be remarked here that in some instances it is doubtful whether any real change occurred in the integration of the total personality, but rather a change in attitude of teacher or parent occurred.

(Because of the personal nature of the information contained in TABLE NO. VII, relative to cases reported as "Unimproved", the data are on file in the office and may be studied on request.)

Submitted by

MABEL G MASTEN, M D

Associate Professor in  
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THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

HEALTH EDUCATION DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
FANNIE M STEVE  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
HEALTH EDUCATION DEPARTMENT

HIGH SCHOOLS

Achievements

Better system of handling practice teaching project (thanks to Professors Nohr and Lowman and the cooperation of the staff members involved).

A more uniform program of physical education for girls in grades seven and eight.

An improved as well as enlarged noon recreation period.

An enlarged program of co-recreational activities, including games as well as social dancing.

More emphasis placed on "play for play's sake" rather than keen competition.

The introduction of new games and sports--ping pong, badminton, deck tennis, shuffleboard.

More emphasis placed on health and safety, and more attention given to individual pupils (correctives).

Cooperated with other departments in programs for auditorium and public. A program was given at the Southern Wisconsin Teachers' Association (Physical Education Section) illustrating games and dances in which both boys and girls from grade two through high school participated, ("co-physical education").

Cooperated with nurses and doctor in the study and care of special cases where such study and care were needed.

Recent Studies

The members of the staff are working on a suggested course of study for high school classes. Our idea is to have a course of study mimeographed and set up in a "loose leaf" binding in order that it may be added to or subtracted from, as the study proceeds.

Many courses of study from other cities have been examined and evaluated as to content and usability.

Much work is being done also in the study of the use of skills and achievement tests. This is a study that is continuous.

The "co-recreational" program is another study that is under way. We have been experimenting with the idea this year in cooperation with physical education instructors in other systems.

### Problems

1. Because of the difference in organization, the problem of keeping a uniform program is felt.
2. The very great need of outdoor space for Central High School. These students have no opportunity at all to have any outdoor activities.
3. The towel situation is a problem. Our towels should last longer than they do. The wear and tear of the laundry is greatly responsible for this. Then too, there should be some way in which the laundry could keep the towels from one school separate from those of another school. This would help us in determining the number of towels worn out or lost in each school. This of course, is a problem that the laundry should solve.
4. The fact that the track at West is not finished makes it necessary that the boys go to another school for practice.
5. We need more storage space at West High School.
6. The doors between the boys' and girls' gymnasiums in West High are so thin that when there is a class in both gyms, it is very difficult for the instructors to be heard by the pupils.

### Tentative future plans and studies

1. A continuation of the above studies will be carried on next year.
2. A study of so-called correctives. This will be made in cooperation with the National Association of Physical Education.
3. A more diversified program of sports for both girls and boys.
4. A definite "Play Day" program planned early in the year.
5. A more definite program of health and safety.

### ELEMENTARY SCHOOLS

#### Achievements

A more uniform program in physical education.

An enlarged intramural program for boys.

A tentative course of study in health, safety, and physical education for grades one and two prepared and compiled by staff members.

A better program of health and safety.

More after-school games for girls and children of the primary grades.

An enthusiastic attitude toward "play for play's sake" accomplished particularly among the girls.

Cooperated with music, art, and dramatic departments in many programs for auditorium--PTA and the public.

More work in combining boys and girls in the upper grades for games, rhythm, and dancing.

#### Problems

The itinerant teacher problem is probably the greatest. Unless there is a "follow up" of his or her work the amount of good accomplished is not great.

Lack of space to conduct physical education classes in buildings where there are no gymnasiums.

Lack of safe playground space at some of the schools.

Planning of schedules for the schools visited by the itinerant teachers.

Lack of adequate shower facilities in old buildings having gyms.

The need of one more part-time man.

#### Recent Studies

In the elementary grades we have been making a study of courses of study. A committee was appointed early in the year to carry on the work. As in the high schools, we hope to construct a workable course for all grades. This course will include games, dances, rhythms, skills and achievement tests, as well as suggestions in health and safety and will be arranged in "loose leaf" form also. Much of the study has been carried on in cooperation with a committee from the National Physical Education Association. The above will of necessity be a continued study.

#### Tentative future plans

I feel that the opening of the new schools will solve many of the problems listed above.

Until the opening of the new schools our program will be the same with the exception of Nakoma and possibly Longfellow schools. Instead of the girls from the University doing practice work in grades five, six, seven and eight, they will confine their practice teaching to the primary grades. The principal of Nakoma School will arrange his program so that a member of my staff will do the upper grade work. Because of conflicts with other school schedules that was impossible this year.

I recommend that more of the boys' classes in Longfellow School be taken over by a man from my staff, thus releasing Miss Biddick to do more work with the primary grades.

## REPORT OF NUTRITION CENTERS - 1938-1939

The work in the three nutrition centers has been carried on the past year in largely the same manner as in former years.

The total enrolment for the three centers was 41 boys and 61 girls. The total dismissals for the three centers were 9 boys and 14 girls. Of these dismissals all but two were returned to their classrooms and put on regular schedules.

While we report on weight gains of individual children there are many other fine results of the nutrition care. Not the least of these is training in good food habits. In some cases the condition of the undernourished child is due largely, if not entirely, to his habits of eating. In the nutrition center he eats what the other children eat and that is what is set before him. We try at all times to plan the best nourishing lunches at the least possible cost. Reports sent in monthly show that the lunches have not exceeded fifteen cents each, and in most cases they have been twelve and thirteen cents.

Habits of rest and cleanliness are also practiced and taught. In this part of the work it is very essential that there is close cooperation between the home and the school. I should like to suggest here that more attention be paid to the above mentioned problem. The nurse, not the matron, should make the home contacts and she should check up frequently on the home habits of the nutrition center child. Occasional conferences between the nurse and the parents of the children could be arranged for. I feel very strongly that there is much room for improvement along this line.

Mrs Ingram's plan for a uniform admittance card will help solve another problem-- that of a well-intentioned leniency on the part of a doctor, recommending a child to the center at the request of the parents. The suggested required check-up by the recommending doctor of all cases recommended by him will be a solution of another problem.

I recommend that in the fall of 1939 all children who are to be enrolled in any of the three centers be given an entrance card signed by Dr Bowman. This would mean that other physicians who recommend children would be required to fill out a blank (furnished by the State Department) and send it to Dr Bowman for his signature. In this way a list of all entrants may be kept in the office of the Board of Health.

I submit also the following recommendations concerning the duties of the matrons in charge of the nutrition centers:

The matron's chief duties are as follows:

- (a) To supervise the children while they are in the rest room and in the dining room.
- (b) To teach the children to make up their cots, fold up their sheets and put them away.
- (c) To help and encourage the children to really rest.
- (d) To help and encourage the children to form right food habits.
- (e) To teach and help the children to form habits of cleanliness.
- (f) To help the cook plan the noonday meal.
- (g) To keep account of costs--food, laundry, repairs, etc.

- (h) To keep account of attendance of the children enrolled in the center.
- (i) To weigh and measure the children at stated intervals, recording said records.
- (j) To take and record temperatures when requested by the nurse or doctor.
- (k) To assist the nurse and doctor in every way possible during the periodic examinations.
- (l) To decide when bedding, etc, should be laundered--send it to be laundered and keep account of all such transactions.
- (m) To cooperate in all possible ways with the school in which the center is located.

The matron should not be required to give first aid service. She should not be required to make home calls. She should not make recommendations of any sort to parents concerning their children who are enrolled in the center.

All children recommended for nutrition center care should see the principal of the school (upon entrance) before going to the center.

The principal of the school in which the center is located should see to it that children not in the center be not sent to the matron for first aid--nor should children who are ill be sent to the rest room until the nurse has seen them.

All letters, cards, etc, relating to the children in the center should be sent to the principal of the building, not to the matron.

All recommendations as to the care of the children in the center should be kept in the files in the principal's office, easily accessible for nurse and doctor.

Respectfully submitted

FANNIE M STEVE

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
HOME ECONOMICS DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
LORETTO M REILLY  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
HOME ECONOMICS DEPARTMENT

PROGRAM OF WORK FOR HOME ECONOMICS DEPARTMENT - 1939-1940

Re: Courses of study and student study sheets

1. To secure from Department of Public Instruction the new course of study in Home Economics, the publication of which is promised for September, 1939.
2. a. To revise study outlines for child care and training units in ninth grade on basis of recent literature available.  
b. To revise study outlines for 10-B and 10-A Clothing on basis of new reference material available.  
c. To revise study outlines for 10-B and 10-A Foods on basis of new reference material available.  
d. To revise study outlines for 11-B and 11-A Homemaking on basis of new reference material available.
3. To become acquainted with the best of recently published literature in the field of home economics.
4. To build up visual aids by
  - a. Making your own
  - b. Purchasing
  - c. Revising that commercially prepared
5. To improve filing of visual aids and clippings.  
To remove obsolete material in files  
To remove all advertising on that illustrative material that has some educational value.
6. To comply with recommendation of Board of Education. Your attention is called to re-statement of policy of the Board on all forms of advertising in schools: "It was moved by Mr Stephens and seconded by Dr Huegel that the policy of the Board of Education be that nothing be distributed in the schools of an advertising nature no matter under what guise. The motion was unanimously carried." Hence, lecturers, demonstrations, and movies, etc, by pattern companies, manufacturers of soap, distributors of frozen foods, etc, are taboo.
7. To advise with senior high principals as to possibility of another year of work offered in home economics. There have been many demands for another semester of work in foods and one in clothing. Suggested courses are ready.
8. To do something for boys and their home problems.

9. To continue to beautify and adequately equip the home ec laboratories, cafeterias, and teacher's dining rooms. To complete work started in decorating teachers' dining room in East High.
10. To work on a housing exhibit.
11. To continue work on units in consumer education.

Re: Teacher improvement

1. To urge that teachers have one or two days to visit other schools. This year, home economic teachers visited Wisconsin High, Shorewood High in Milwaukee, and the high school in Euclid, Ohio.
2. Some teachers will continue to work on advanced degrees. One teacher earned her Master's degree last summer. Four teachers attended summer school in 1938. At this time three have indicated their plan to attend summer school.
3. The Mental Hygiene course, offered by the Board of Education, was pursued by one teacher.
4. It would be helpful if those who attend the NEA meetings would give a report either written or verbal to classroom teachers that they may know trends, etc.
5. The American Dietetic Association meeting in Milwaukee was attended by a teacher who later gave a report before a meeting of home economic teachers.
6. Most teachers attended the state and sectional conventions.
7. Some teachers travel rather widely.
8. Most teachers do considerable professional reading.
9. It is further recommended that teachers keep up professionally by:
  - a. Preparing talks for PTA's and club groups.
  - b. By study of current professional literature.
  - c. By reading for pleasure.

Re: Public relations

1. In East High School there have been days when mothers were invited to get acquainted with the teachers, the laboratory, and the work of the home economics department.
2. Many groups of students have invited mothers for review of work in clothing classes and to a tea.
3. It is planned to continue working with the State Board of Health in the infant hygiene unit in the eighth grade.

4. Our teachers will continue to work with the Madison Home Economics Club, and the Madison Women's Club. An invitation from the chairman of the Home Department of the Women's Club in September to give talks and demonstrations was not followed up. But the home economic teachers were ready to make contributions to the program, had they been invited.
5. Nurses from the Wisconsin General Hospital meet with the Homemaking groups to give two demonstrations in home care of the sick.
6. Field trips include a visit to the Orthopedic Hospital, to Oscar Mayers, to new homes, to kindergartens.

Note: Because of short periods and transportation, more field trips are not planned. Transportation problems could be eliminated were a bonded bus available for school groups.

7. Most teachers recommend that filling boxes with candy and cookies for Empty Stocking Club Christmas project be discontinued.
8. Programs for PTA's have been presented in every school.

#### PROBLEMS

1. Could not some time be allowed teachers that they may do creative work. At the present time many teachers feel they are "cogs in a treadmill."
2. To eliminate advertisers and advertising.
3. To do something about spreading information regarding opportunities for employment in Madison. Very specifically, the home economics department is interested in positions for girls and women in the field of home economics, and there is much more in other fields that could be done. But try to break through with a program for girls interested in home economics???
4. To have a clearer understanding with Wisconsin High School in our responsibility to practice teachers.
5. In East High School much extra curricular work that is not educational is exacted of teachers and students in home economic classes. Costuming for plays is not home economic work. When will this situation improve??
6. It is recommended:
  - a. That a costume room be set aside and a woman employed to take care of the costuming for all the schools.
  - b. That the size of classes be kept from 26 to 28.
  - c. That five hours of clerical help per week be granted to the home economics department.
7. It is hoped that high school principals will accept the recommendation of the home ec department that Foods 10-B be a pre-requisite for Foods 10-A.

8. Equipment needs:

At East:

- a. An electric ice-box is badly needed.
- b. Additional storage space is needed for junior high sewing classes.
- c. Table tops in foods lab need refinishing.
- d. Senior high sewing lab needs a magazine rack.

At Central:

- a. An electric ice-box is needed.
- b. Several old machines should be replaced with new machines.
- c. A large display case in hall could be used to good advantage.
- d. Clothing lab could be made more attractive with addition of another picture, and in foods lab the addition of a dining table is needed.
- e. Dark shades needed for curtains so that room may be used for movies.

At Nakoma:

- a. Table tops need attention, either covered with linoleum, congoleum, or new wood tops provided.

At Lincoln:

- a. Lighting is very bad.
- b. Additional file is needed for storage of current material.

Respectfully submitted

LORETTO M REILLY

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
T A HIPPAKA  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
INDUSTRIAL ARTS DEPARTMENT

I. THE OFFERING

Grade 7

Shop Drawing (freehand)  
Electrical Work  
Woodworking  
Bench Metal Work

Grade 8

Mechanical Drawing  
Aeronautics  
Sheet Metal Work  
Woodworking

Grade 9

Applied Drafting (freehand and mechanical)  
Pattern Making  
Auto Mechanics  
Printing

Note: All of the above courses are of nine weeks duration, intended to be try-out and exploratory in character.

Grade 10

First Semester

Mechanical Drawing 10B  
Auto Mechanics 10B  
Printing 10B  
Sheet Metal 10B  
Woodworking 10B

Second Semester

Mechanical Drawing 10A  
Auto Mechanics 10A  
Printing 10A  
Sheet Metal 10A  
Woodworking 10A

Grade 11

First Semester

Mechanical Drawing 11B  
Architectural Drawing 11B  
Auto Mechanics 11B  
Electrical Work 11B  
Machine Shop 11B  
Printing 11B  
Sheet Metal 11B  
Woodwork 11B

Second Semester

Mechanical Drawing 11A  
Architectural Drawing 11A  
Auto Mechanics 11A  
Electrical Work 11A  
Machine Shop 11A  
Printing 11A  
Sheet Metal 11A  
Woodwork 11A

Grade 12

First Semester

Architectural Drawing 12B  
Electrical Work 12B  
Machine Shop 12B

Second Semester

Architectural Drawing 12A  
Electrical Work 12A  
Machine Shop 12A  
Woodworking 12A

## Explanatory notes regarding senior high school courses

1. All courses are of one semester duration
2. Courses in shop are entirely elective providing the student has had at least one semester of mechanical drawing
3. Any student who plans to enroll in the industrial arts department should do so with the understanding that he will take at least one year of work in the department
4. The pre-requisite to any shop course is one semester of mechanical drawing
5. Boys planning to enter a trade should elect the courses which best help to prepare them for that particular trade
6. Boys who expect to enter the university and especially the engineering school should:
  1. Comply with the required academic majors and minors
  2. Take as much drafting and shop work as possible.

## II. DIFFICULTIES IN THE MATTER OF SHOP SPACE

## Central High School

We have access to only two shops full-time, namely, a drafting room and a woodshop. Besides drawing we are teaching junior high school electrical work in the drafting room. In addition to woodwork, we are teaching junior high school metal work in the wood-shop.

From time to time the Vocational School takes our senior high school boys in their sheet metal shop, machine shop, electrical shop, and auto mechanics laboratory. If the amount paid the Vocational School for this work has not been scaled down, it should be.

## Longfellow School

The Longfellow shop situation has caused us considerable concern since the high speed wood working machinery was installed for the NYA work. This installation was temporary and really should be removed so as not to jeopardize the safety of grade school boys any longer. While the supervision has been good, and while our boys are not permitted to use the machinery, there is always that one chance for something serious to happen. Our general policy is not to place high speed machinery in our grade school shops. We permitted it in this instance with the understanding that it be temporary, and in order that this particular NYA project might get started.

## Emerson School

Something should be done for the opportunity boys whom our Mr Anderson teaches in the old boiler room which is small, poorly lighted, and without ventilation. These boys have started life with a mental handicap and should have a chance to do school work under better conditions.

## III. TIME CUTS FOR PUPILS

Grade 6

Some years ago industrial arts was eliminated completely in this grade. At no time in a boy's life is hand work more vital than it is here. Serious thought should be given to the restoration of it in this grade.

Parochial Schools

Many of our parochial school classes are not getting the time that they are supposed to get. Eighth grade boys should have a minimum of two hours a week, while the seventh grade pupils should have an hour and a half.

Recommendations of the State Department of Public Instruction

The State Department of Public Instruction recommends that every boy in our public schools receive at least two years of industrial arts. The nearest that we come to this recommendation is that we attempt to give every boy one year of industrial arts in grade seven. While there are many that receive more than two years of this type of training, there are many that enjoy only the minimum of one year. Living as we do in an industrial age this recommendation is a reasonable one.

## IV. THE EAST HIGH SCHOOL SHOP SITUATION

Additional equipment for these new shops was not included in the regular 1939-1940 purchases. Such equipment will be needed for the opening of school in September. Mr Randle has the list of equipment which we worked out with him.

## V. REDUCTION IN THE AMOUNT EXPENDED FOR SUPPLIES FOR THE SCHOOL YEAR 1939-1940

The curtailment here amounts to approximately 20% of the amount expended a year ago.

## VI. DRIVER TRAINING

Better than 400 boys and girls requested instruction in automobile driving last September. Due to the fact that Mr Teska could devote only half of his time to this work in the three junior-senior high schools only about half of these students were accommodated. At the end of the semester 65 passed the Police Bureau tests while 60 others qualified but were under age.

During the second semester twice as many asked for the instruction as were taken. 175 students completed the course. 125 received driver's licenses while 50 were under age.

The cost per pupil has been 16 cents. This figure, of course, does not include teaching cost.

It seems that with the terrific death toll in automobile accidents and in the light of the very nominal cost of the work, as well as the great demand for it, that Mr Teska should be placed on full-time as an instructor of driver training. He is well qualified and has done a fine piece of work.

The work has received considerable praise from parents, police, and public officials throughout the city.

Submitted by

T A HIPPAKA

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
MUSIC DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
ANNE E MENAUL  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
MUSIC DEPARTMENT

Organization plans for 1939-1940

While definite plans cannot be made for the entire year of 1939-1940, anticipation of an economical set-up may be made at this time. When economies are made, care should be used that they do not affect the quality of work.

By enlarging the music room at Central high the school music teacher would be able to handle all junior high classes. This would release four-tenths time of one music teacher in comparison with the present set-up.

In 1938-1939 a substitute teacher (Mrs Kellman) assisted with the large West High junior classes for four-tenths time. The teachers released from Central could assist with the West junior classes from September through the first semester.

It may be worked out in the large elementary buildings that a full-time special teacher is more economical than an itinerant one. The special teacher could have a home room and she could also teach music classes while the classroom teacher was teaching other subjects. The cost of a part-time itinerant teacher is saved.

The high school principals and music supervisor suggested that the high schools should not enter the State Music Contests this year. The contests are a great expense, disrupt the entire school system and disorganize the music department. A music festival was organized to take the place of these contests. This festival gave the Madison public an opportunity to hear an all city band, choir, and orchestra and brought most favorable comments from newspapers and citizens. The fine spirit of cooperation among pupils and teachers was especially commendable. The musical skill shown by these young performers is a tribute to the elementary music teachers as well as the secondary instructors who have given the children a love for music, technical knowledge and the spirit of cooperation.

Local newspapers gave the approximate number of persons attending the two performances of the Fifteenth Annual Christmas Pageant at the State Capitol at Christmas time as ten thousand. Each year that it has been given, there has been an increase in numbers attending. People start coming to the Capitol two or three hours before the performance is scheduled to begin. By the time the pageant starts all available space is taken and crowds are milling around the corridors waiting for the second performance which is likewise too crowded. Some plan should be made whereby the citizens of Madison and the neighboring towns could attend with more comfort and less hazard.

The result of the excellent work done in the Saturday morning string classes was evident this year. The orchestras in junior and senior high schools were at their best. Because this work has been discontinued, we may anticipate a continual let down each year, until the low standard of some years ago is reached.

The music department has on record cases of children, who have had no other training than Saturday class work, who have occupied the first chairs in the senior high school orchestras. Many of these children would have had this privilege denied them as they could not afford to take private lessons. Saturday classes are for talented under-privileged children.

During this school year there have been many favorable reactions on the part of parents and children to the morning broadcasts for "School and Home" over WIBA. These broadcasts were given in correlation with the music course of study used in the city schools. The appreciation and vocal music course of study correlate closely with the social studies.

Submitted by

ANNE E MENAUL

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
SCHOOL PUBLIC RELATIONS

Presented to the Board of Education  
by the Supervisor  
MARGARET PARHAM  
June 1939

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1938-1939  
SCHOOL PUBLIC RELATIONS

Probably the ultimate motive behind any school public relations program is better school support. With the schools utterly dependent upon taxes, it is vitally necessary for the people who own and support the schools to know all about them.

If free education is as necessary to a democracy as we believe it is, obtaining public support for the schools should not be a difficult task. But public understanding of the educational program must first be gained.

With the rapid growth of education, particularly secondary education, in the last fifteen years and the need to adjust the curriculum to meet social changes, educators were so busy they often failed to inform the public of their problems. Indifference and even misinformation was the result.

Faced with depleted treasuries during the depression, many communities naturally questioned the mounting costs of the schools and the so-called "fads and frills." In the crisis that followed, national and state governments came to the aid of education. Since then school authorities have instituted more comprehensive school public relations programs.

Media of educational interpretation long in use in the Madison Public Schools have been the Superintendent's Annual Report, Parent-Teacher meetings, speeches by staff members before various groups, open house, exhibits, school programs, pageants, school newspapers, and cooperation with educational committees of clubs.

In recent years definite programs of newspaper publicity and radio broadcasting of educational information have been developed. At first news was gathered from all the schools and printed in a weekly school page in the two city dailies.

This policy was followed by the issuing of a four page newspaper, "News of Your Schools," in conjunction with the local Parent-Teacher Associations. Illustrated with pictures of the children and their work, the paper was printed about four times during each school year for a period of three years.

The chief problem in getting school news to the people under this policy was that only two publics, the parents and teachers, were adequately reached. All groups not parents, -including many taxpayers, labor, professional, business, church groups, clubs, state and University employees, -were thus unapproached.

Beginning in the fall of 1937 news of the schools and board of education meetings as well as feature articles were prepared regularly for the city newspapers. Publicity programs for school opening, American Education Week, the Christmas pageant, music festival, and graduation have been developed.

Special features include stories on guidance, sight-saving, the deaf, the crippled, nutrition rooms, National Youth Association, soap carving, speech defects, art metal work, school history, manuscript writing, curriculum, finance, buildings

and playgrounds, home economics, manual arts, attendance, school newspapers, safety, health, and school libraries.

Problems attendant upon this type of school publicity are varied. First of all school news must compete with hundreds of other activities clamoring for public attention. Secondly, different types of stories must be written to appeal to the various publics. Moreover, each editor wants his original copy.

The first school radio programs broadcast from the local station were of the interview type, the conductor asking staff members pertinent questions about the schools. This series was followed the next year with "Robert Davis Grows Up", radio plays purporting to show advantages of modern education.

During the centenary year of the Madison Public Schools a series of radio plays, "Madison Through a Century", was presented. Highlights in the history of the community as well as the schools were included. Another type of program, "Music for School and Home", was also begun this year under the guidance of the music supervisor and continued through the second year.

By far the most comprehensive school radio plan was carried out during the current year, covering fourteen weeks in all. The Monday programs consisted of interviews on particular and often little known phases of education in the Madison schools such as the guidance program.

Dramatic programs, in some cases enacted by school children, were presented Wednesday. On Friday various types of programs including concerts, school news, and pep rallies were broadcast.

Another phase of school public relations that has been used in Madison in recent years is the publication of booklets and handbooks. Among them are "Madison" written by the Junior Civic League under the direction of the teachers, "Friendly Glimpses of Home Economics" by the home economics staff, Kindergarten Handbook by the kindergarten teachers, Primary Handbook by staff members, and "Capital Schools," a special Board of Education pamphlet for the Parent-Teacher convention in Madison.

During the last decade the Superintendent's Annual Report has been developed from a dry, statistical record to a lively, interesting booklet crammed with facts about the public schools.

Staff members have cooperated excellently in the various public relations activities of the Madison Public Schools. Still others have promoted educational interpretation through independent action. Among examples are writing for educational magazines and cooperating in radio programs in a specialized field. One high school teacher developed a unit of study on school finance and other problems for young citizens who will soon be voters.

But no school public relations program can be completely successful without the concerted effort and understanding of all members of the staff. Many of them seem unconscious not only of the importance of the public relations program, but also of the close tie between their incomes and the need to keep the public informed about the schools.

Tax limitation and other laws affecting school funds in Ohio were of such vital interest to the teachers that they organized a sound school public relations policy. Recognizing the value of a pictorial superintendent's report, the Cincinnati Federated Council of Teacher Organizations financed the publication, "600,000 Children".

This group also employed a publicity agent, a woman with newspaper experience, who was given desk room in the Board of Education building. Besides editing the report, she writes up information gathered by the research director of the schools, covers the Board of Education meetings, prepares the Federated Council news bulletin for distribution among the teachers, and does other related tasks.<sup>1</sup>

More than fifty per cent of the cost of "Opportunities," the most recent annual report of the Detroit Public Schools and also pictorial, was assumed by the local teachers' association in order that a copy might reach every home.<sup>2</sup> Countless other examples of staff participation in the school public relations program might be cited.

Teachers, because of their numbers and because of their frequent contact with the public, are the most important agents in the school public relations program. No better interpreter of a particular educational feature exists than the individual teacher.

The teacher who has had unusual success in remedial reading through the use of slides has a story with a sparkle; the one who encourages the development of hobbies has a human interest feature; even the math teacher has a good tale.

But does the Latin teacher sympathize with the music program? Will the science teacher cooperate in the guidance program? Does the classroom teacher understand the purpose behind the curriculum revision?

In order to make the school public relations program really effective each teacher must be equally cognizant and conversant about every other situation in the school system. Just as consumers expect the shoe clerk to know everything about his product, so does the public expect the teacher to be thoroughly familiar with every educational factor.

Ways of informing the teacher about school problems and facts are varied. Perhaps the most important medium for reaching the school personnel is a bulletin issued either by the administrative office or by the local teachers' association. An advantage of the former is that members of the clerical staff and custodians, both of whom are important in a school public relations program, could also be included. A printed bulletin is more effective than a mimeographed one.

Materials generally included in bulletins are as follows: news of the schools or classrooms, special articles, the calendar, notes from the superintendent's office, exchange news, personnel news, news of legislation, articles on taxation, editorials, book news, Parent-Teacher activities, national and state association news, minutes of the local association, college offerings and credits, health, recreation, etc.

1. Mrs Ruth Runyan, School Public Relations bulletin
2. Otis Crosby, School Public Relations bulletin

Probably the most effective school public relations program could be organized and developed by staff members themselves working in committees. Certain fundamental steps would be necessary to the success of such a program.

First of all, a study of the community, its problems, activities, agencies, etc, should be made. Secondly, the specific local problems should be located and defined. Committee studies of school finance, taxation, aids, educational problems, public relations, and the like would be most helpful. The bulletin would be an excellent organ for transmitting findings. Lastly, a careful program for informing the public should be organized.

Teachers possess a wide range of abilities and talents. Some meet the public well and are good at speech making. Others may prepare excellent statistic, posters, graphs, written articles, programs, and the like. Every teacher could contribute to the school public relations program through contacts with the children.

"A happy child, interested in his work, who feels that the teacher is interested in him personally and that school is the place where everyone gets a square deal, is the best advertisement the schools can have."<sup>3</sup>

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3. North Carolina Public Relations Handbook

Submitted by

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