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FOREWORD

As schools become larger and duties more specialized, it is to be expected that we know less and less about branches and departments of the school other than our own. For several years now, in an effort to familiarize each department with the work of other departments, the annual reports of the principals and supervisors to the superintendent and the board of education have been dittoed, bound in convenient form, and sent to each principal and supervisor as well as to members of the board. It is hoped that these volumes may be more than a routine gesture, that they may broaden the understanding and deepen the appreciation of each department for all others.

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1939-40.

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

"I prefer to impose as few requirements for the annual reports as possible. In general, I should like the reports to be the kind the individual principals and supervisors would like to make. The following outline is merely suggestive.

- I. Significant statistical data which you may have been reporting during recent years
- II. Achievements
- III. Special problems
- IV. Comparative or contrasting data on school today with school in past generations"

F H FALK
Superintendent

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORTS OF
PRINCIPALS AND SUPERVISORS

For the School Year 1939-1940

Reports are arranged in the following order:

High Schools

Central High School

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

East High School

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

West High School

Junior-Senior High School - V G Barnes
Junior High School - LeRoy Luberg
Guidance Department - Lillian A Reinking

Elementary Schools

Dudgeon School - Lucile Clock
Emerson School - Leo P Schleck
Franklin School - Stephen A Oellerich
Lapham School - Velmer D Pratt
Lincoln School - Renette Jones
Longfellow School - C Lorena Reichert
Lowell School - Annie D Axtell
Marquette School - Emily R Parsons
Nakoma School - Walter W Engelke
Randall School - Alice E Rood
Washington School - Pearl Leroux

Special Departments

Art - Lucy Irene Buck
Attendance - Cassie E Lewis
Curriculum - Janet M Millar
Guidance and Special Education - Pauline B Camp
Mental Hygiene Clinic - Miss Camp and Dr Masten
Principal's Evaluation of the Mental Hygiene Clinic
Deaf School - Marcia Heath
Wisconsin Orthopedic Hospital School
Health and Physical Education - Fannie M Steve
Nutrition Centers
Services to the Schools by the Board of Health
Home Economics - Loretto M Reilly
Music - Anne E Menaul
School Public Relations - Margaret Farham
Recreation - Harry C Thompson

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 WAHLER
VIDA V SMITH
ERNA N TAYLOR
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

In the somewhat uncertain year just closed, Central high school has operated about as usual. Special achievements have perhaps been more limited while special problems associated with our particular situation have remained with us.

We graduated this June 108 young men and 88 young women - a total of 196.

Our total enrollment for the six year school was 1,234, - 551 of which was in the junior high division and 683 in the senior high division. This compares with a total enrollment last year of 1,218 which was our low point for the last twenty years. This year's slight increase came in spite of the fact that the eighth grade of Lincoln School remained at that institution last fall. Our enrollment totals for the last six years have, even with several handicapping factors, remained approximately constant as indicated below.

Enrollment Table

Year	Junior High	Senior High	Total
1939-40	551	683	1234
1938-39	546	672	1218
1937-38	560	752	1312
1936-37	547	765	1312
1935-36	502	766	1268
1934-35	500	812	1312

However, in these six years the junior high enrollment has increased while the senior enrollment has decreased as is also shown by the table above. This fact has enabled us to reduce per pupil costs in the junior high school but has made it difficult to even maintain per pupil costs under the more highly departmentalized and more highly elective situation of the senior high school. You will recognize that these total enrollments were further affected by withdrawals and transfers during the year.

An interesting bit of our enrollment data shows a change in distribution of our enrollment as between boys and girls. Up to 1931 the number of girls exceeded considerably the number of boys in the school. Then for two years we had an almost identical number of boys and girls. Then in 1934-35 and 1935-36 the number of girls again predominated. In 1936-37 and 1937-38 the boys predominated, and in 1938-39 girls and boys were about equal in number. This year the girls again exceeded the enrollment of boys, and this same situation promises to hold true for the coming year.

SECTION II

Among matters of special achievement or change in the year just closed, considerable credit is due to our English department. Here a revised course to meet the new major-minor requirement set-up has brought, we believe, more valuable English classes to our pupils. The class in Oral English for one semester of the tenth

grade has become definitely established. A class in appreciations of English expression as found in the contemporary newspaper, magazine, movie, and radio programs was tried out experimentally with success. This class was offered in parallel to a class in American literature and a class in advanced speech in the 12a semester, thus giving seniors a triple choice. A testing program in essentials of English found many seniors woefully weak and was followed by a series of remedial clinics which proved their value in the results shown by a follow-up testing program. These clinics, however, would have been too great a burden in time, effort, and expense without the valuable help of University seniors under the cooperative plan worked out last year. The attention to remedial English had an added value in making both pupils and teachers more conscious of the problem and the job. We plan to continue with the project next year.

In the field of history, the world situation helped us to emphasize effectively the use of maps and to arouse considerable pupil attention and study along the lines of current events as a motivator for the study of historical growth of nations and ideas.

Our school book exchange has functioned thoroughly well and is a real service and saving to pupils and their families. However, I question the wisdom or economy of applying the considerable time and effort of a high salaried, professionally trained teacher to this work and believe it can be made the duty of a capable office or clerical worker.

Growth of our Student Council organization in purpose and work, as well as in acceptance by the pupil body, has brought for all pupils more meaning and experience in questions of responsibility and privileges of democratic organization.

In interscholastic athletics, we have had an unusually successful year. Our football team and track team finished in third place in the Big Eight Conference, and our basketball team finished in first place. In addition, we are able to claim the city championships in basketball, tennis, and golf.

This athletic accomplishment is all the more notable considering our limited space and facilities. The acquisition of the Reynolds property for our use gives us great hope for the future, but will create costs of development and maintenance. The Reynolds property this year, of course, had no value and will have none for the coming year due to delays and difficulties in its development. We had and still have hope, as an immediate and temporary facilitation to our boys' and girls' physical education classes, in the possible use of nearby Conklin Icehouse and old Washington school playground properties. Considerable development of the Conklin site through efforts of our NYA boys proved valueless, but we hope that with the further development now being carried out by the City Parks Commission, we will be permitted to use this area in the fall.

SECTION III

Among our great problems for the coming year is the one just indicated. Former playground and football practice areas used by us on the new Lapham school site and the new Washington school site have been made, we fear, entirely unavailable

for this September, and the new seeding being provided on the Reynolds property this summer cannot be touched by us this fall. Breese Stevens Field is not permitted as a practice field. We are "all dressed up and no place to go". We lost in death our athletic director, Mr Michael Koskey, whose valuable help in ironing our difficulties and in securing facilities in the past will be severely missed in this connection.

Another special problem for the coming year will be related to the reduction of our seventh and eighth grade enrollments due to the retention of some of these pupils in the new elementary buildings. Per pupil costs, teacher load, teacher transfer, class size, activity supervision, etc, joined with the uncertainty factor of future plan and policy, all enter into this problem.

Continuing are problems associated with old building maintenance, six year high school coordination and definition, identifying of a clear-cut high school area, development of a worthwhile but inexpensive program of remedial work for normally promoted but retarded pupils, etc. We respectfully refer you for a more complete but succinct statement of these continuing problems and of our situation and our hopes to our annual report for 1938-39, which outlines them well. The problems rising from failure to create a Central high school entity with definite area boundaries have been touched upon by every annual report since that of 1932-33, and we believe have grown each year more vital and more critical.

Basicly our building is sound, but courageous repairs, maintenance, and revision have been and are necessary, as well as foresighted planning, to make it serve well its present or proper purposes. Miss Smith's annual report for last year included the merited suggestion of an accurate survey toward that end and toward the end of meeting erroneous as well as justifiable public criticism. The North Central Association has sent us a warning notice of violation of its sanitary criteria as to toilet and ventilation maintenance and improvement.

Respectfully submitted

L A WAHLER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
CENTRAL JUNIOR HIGH SCHOOL

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

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

School Year	Pupil Enrollment	Number of Full-time Teachers	Number of Part-time Teachers	Teacher Time	Teaching Load Based on Monthly Enrollment for June	A.D.A.*
1930-31	518	16	22	22.8	21.6	21.0
1931-32	556	16	22	23.8	21.5	21.1
1932-33	496	15	18	24.7	19.0	18.3
1933-34	517	13	15	21.5	22.5	21.9
1934-35	500	12	18	20.1	23.3	22.5
1935-36	502	13	16	19.1	24.7	23.9
1936-37	547	15	16	20.2	25.7	25.2
1937-38	560	15	18	20.6	25.9	24.9
1938-39	546	14	17	20.6	25.1	24.1
1939-40	551	14	11	19.5	27.1	25.5

*Average Daily Attendance

II. RESULTS OF STANDARDIZED TESTS GIVEN TO PUPILS IN CENTRAL JUNIOR HIGH SCHOOL DURING THE SCHOOL YEAR 1939-40

All seventh grade pupils were given the Metropolitan Achievement Test, Advanced Battery, Form B.

The results of this test are given below.

Test	Standard Median	Central Seventh Grade Median
Reading	7.1	7.4
Vocabulary	7.1	7.1
Arithmetic Fundamentals	7.1	7.2
Arithmetic Problems	7.1	7.4
English	7.1	7.0
Spelling	7.1	6.5

The above data indicate that our seventh grade pupils came to us from the elementary schools with average or better than average achievement records in all subjects except English and spelling. The English is only one month below standard, and this is probably not very significant. The results of the spelling test do indicate that our pupils are not as well prepared in spelling when they enter the seventh grade as the average group of pupils upon which the Metropolitan test was standardized.

Our teachers have been aware of this fact and have attempted to help the children to become more spelling conscious and insofar as possible to avoid carelessness in spelling.

All of our eighth grade pupils were given the Iowa Silent Reading Test, Elementary Form Am (New Edition) and the Metropolitan Achievement Test in Arithmetic Form B. The results of these tests are given below.

Results of Average Score for Entire Iowa Silent Reading Test

Standard Median	8.1
Central 8th grade Median	8.4
Range from below grade 4.0 to above grade 12.0	
Third quartile	9.4
Median	8.4
First quartile	6.6

Results of Metropolitan Achievement Test in Arithmetic

<u>Test</u>	<u>Standard Median</u>	<u>Central 8th grade Median</u>
Arithmetic Fundamentals	8.1	8.1
Arithmetic Problems	8.1	7.9

The above data show that our eighth grade pupils rate above the median for their grade on the combined results of the Iowa Silent Reading Test, that they are at the norm in arithmetic fundamentals, but two months below the norm in problem solving.

Our eighth grade teachers have been aware of this defect in problem solving and have been emphasizing this type of work during the year and trying to develop independence and ability to think.

Our ninth grade pupils were given the Iowa Silent Reading Test (Advanced) Form A. The results of this test are given below.

<u>Test</u>	<u>Standard Median</u>	<u>Central 9th Grade Median</u>
Comprehension	9.1	10.4
Rate	9.1	9.1

The fact that these pupils had taken the Iowa Silent Reading Test, Elementary Form, in grades six and eight probably has tended to make this type of test easier for them at ninth grade level; and it therefore may not be a true indication of their reading ability. However, it does indicate that our ninth grade pupils read above the average for their grade level. Pupils who read below eighth grade level were given the Elementary Form of the Iowa Test for a better diagnosis of their difficulties. Teachers have been trying to give these pupils the type of work they can do and insofar as is possible in groups of all abilities to give the slow pupils the assistance necessary for improvement in reading.

III. PUPIL PERSONNEL

The results of the Terman Group Test of Mental Ability which had been given to the 524 pupils enrolled November 20, 1939, showed the following results:

- Median I.Q. of all junior high pupils - 103.5
- 47.5% of our pupils had ability ratings above 105
- 21.8% of our pupils had ability ratings between 95 and 105, while
- 30.7% of them had I.Q.'s below 95

Our pupils range in age from 11 years through 15 years of age. The median ages for each grade are as follows:

- Seventh grade - 12 years, 6 months
- Eighth grade - 13 years, 7 months
- Ninth grade - 14 years, 4 months

There were only twenty-seven pupils in the junior high who had passed their sixteenth birthday during the first semester of the present school year. This indicates that there has not been a great deal of retardation of pupils entering Central high school during the past three years.

Nationality of Pupils Enrolled at Central Junior high school

Pupils were considered American if their parents were born in this country and if each parent was of two or more nationalities. There were five cases in which the parents were Italian and some other nationality. These five were classified as Italians. The other nationalities listed are cases where both parents were of the same nationality and insofar as the questionnaire filled out by parents is accurate, these pupils are distinctly of that one nationality.

<u>Nationality</u>	<u>Total Number</u>	<u>Total Per Cent</u>
American	290	53.4
Italian	62	11.4
German	50	9.2
English	28	5.1
Norwegian	22	4.1
Irish	22	4.1
Hebrews	19	3.5
Negro	13	2.4
Swiss	10	1.8
Greek	6	1.1
Swedish	5	.9
Albanian	4	.7
Scotch	3	.6
French	2	.3
Yugoslav	1	.2
Dutch	1	.2
Sicilian	1	.2
Polish	1	.2
Danish	1	.2
Indian	1	.2
Unknown	1	.2
Totals	543	100.0

Birthplace of Parents of Central Junior high pupils

Both parents of 396 pupils enrolled at Central junior on November 27, 1939 were born in this country. Forty-three of our children came from homes in which one parent was born in this country and one in some foreign land. Ninety-five of our pupils come from homes in which both parents were born in some country other than the United States. While practically all our children were born in this country, yet we do have the problem of a foreign language being spoken in several of our homes.

IV. SPECIAL PROBLEMS

Heating and Ventilation

The overheated condition of the rooms on the ground floor has not been conducive to the best working conditions for pupils. This is especially serious in rooms 27, 18A, 18B, 8B and 8A. The ventilation in these rooms also is not the best although Mr Johnson tested it and said it was up to standard.

Lighting

The lighting in some of the rooms on the ground and first floors is not adequate. New light window shades rolling from the center of the window have improved this condition in three rooms but it still is not adequate in two of the three, and eight other rooms have not had even this improvement.

Upkeep of Building

Lack of keeping a building as old as Central in good repair and thoroughly cleaned and decorated has been a handicap in teaching children to have pride in their school and in developing a respect for public property. This is particularly true in case of the lavatories and shower rooms.

The halls are very unattractive. This could be improved considerably by having the walls painted as has been done on the Vocational school side of the building and by the replacement of some of the poorest old lockers on the ground floor and first floor by a few new double lockers. The hall floors are in terribly poor condition and need painting badly. They were painted once in the past ten years, but this was done just before school opened and the paint did not have time to harden before the building was put into use.

Room Size

Six of the classrooms used by the junior high are small and will not accommodate more than thirty-two pupils and only thirty with the size chairs that we have to use in two of these rooms. This makes it necessary to run four or five small classroom groups where otherwise we might run three or four larger sections. Mr Johnson definitely requested that I remove three chairs from one of these rooms this year.

The woodwork shop has benches and equipment for only twenty-four boys. Since the boys in the two shops alternate in the type of shop work each quarter and we have only the two shops, it means that we must run three sections if we have over

fifty boys taking shop at any one grade level. If the woodwork shop could be made to take thirty boys, then we could run one less shop class per semester. We were fortunate this year in that our seventh grade had more girls than boys, so we did not need to run the extra Vocational shop class for seventh grade boys as we have done previously and probably will need to do next year.

Equipment

The large tables in the science room take up so much space that the room can't be used to the best advantage, and they are too high to be used comfortably by some junior high pupils.

The number and size of lockers for the junior high is not adequate. In some cases two pupils have to use a small single locker. Parents have complained about this and are especially resentful when in the senior high of the same building each pupil can have his own locker.

The seats and desks fastened to the floor in room 25 are continually squeaking and are most annoying to both teacher and pupils. These should be replaced by movable chairs as the janitor reports that it is impossible to fasten seats securely with the cement floor underneath the thin wooden floors in the Central high building.

Uncertainty of Organization and Boundaries

The uncertainty as to what is to be done at Central each year regarding whether it will be a three year, four year, six year, or no school at all has made it very difficult to plan a teacher-pupil program that will be for the best advantage of all concerned. Added to this uncertainty has been the problem of no boundaries for the Central district. Pupils have been permitted to go to East from Wisconsin Avenue to the east end of the city and to West from Wisconsin Avenue to the west end of the city without special permits. At the same time the boundaries for children who may come to Central have been very strictly enforced. We have no pupils from west of Park Street except those on special permit of the Superintendent. We have none in seventh grade east of Ingersoll Street except on special permit. At ninth grade level the optional district has extended east to the Yahara River. This has not made much difference at ninth grade level as the pupils from Ingersoll to the Yahara have had to go to East for seventh and eighth grades and the only ones that can change are those that East sees fit to transfer and the Parochial school children in that area.

Pupil Folders

The elementary folders have been built with the idea of a six year school. There is no space for recording the data for grades seven and eight on them. Since pupils have come to us from Franklin and Lincoln which have been seven and eight year schools, this has been a bit of a problem. Folders probably should be made either for an eight year elementary school or uniform folders for the junior high and let those elementary schools that have seventh and eighth grades begin new folders at seventh grade level of junior high type.

Noise Disturbances

The noise from the boys' gymnasium is very annoying at times to classes on the ground floor. Some sound proof material should be used around the doors that open from the ground floor corridors to the gymnasium.

The fact that the store room for many of the supplies purchased by the Board of Education is on the ground floor of our building where there are ten junior high classrooms has been a bad arrangement. Goods are delivered during school hours and there is noise and confusion in unloading these supplies and putting them in the store room. Some supplies are stored in our halls and entrance for rather long periods of time. This has not happened so frequently this year as formerly but still does happen occasionally.

The janitors' room being on the main floor of the junior high detracts greatly from the attractiveness of the building, and also is the cause of considerable noise at times when janitors are making repairs, talking, giving directions for duties, etc.

Lack of Playground Facilities

Lack of playground space where boys and girls can get outside for part of their physical education class work in nice weather and also lack of space for after school sports for boys since the elementary schools were built on the space we formerly used is a special handicap to a good junior high program.

I have questioned for several years the responsibility the Board of Education might have to bear in case a child was seriously injured by the doors to the shower rooms being opened while children are playing on the gym floor. Two of the shower room doors open out onto the playing floor of the boys' gymnasium. The drinking fountain also is placed too near the playing floor for safety. The end walls should be padded for absolute safety since they are so near the edge of the playing floor.

V. IMPROVEMENTS WHICH HAVE TAKEN PLACE AT CENTRAL JUNIOR DURING THE PAST TEN YEARS

A. Physical Plant

The yard has been improved by addition of shrubbery, repairing of terrace and the boulevards are now being taken care of.

Four partitions have been removed by government help making it possible to have a large study hall, a private office for junior high, a junior high store room, and three good sized classrooms instead of eight small ones. The junior high now has exclusive use of sixteen rooms, ten of which are of adequate size and six which are limited in space. In 1930 we had fourteen small rooms and only four large ones.

The classrooms of the building have been redecorated only once during this ten year period. The halls have never been painted and need it badly.

New light window shades rolling from the center have been supplied for three rooms. This has helped the lighting of these rooms considerably. New shades are still needed for eight rooms.

Four junior high rooms have been supplied with new movable chairs. Three other rooms have had new desks put on the arm chairs which has made them quite presentable. This has been a great improvement. New four-drawer metal files have been placed in all except one of the junior high classrooms.

The girls' gymnasium has been equipped with new gang showers to accommodate larger classes.

Both home economics rooms have been equipped,--one with new sewing tables and some new machines, the other with new cooking tables.

B. Curriculum

A course in junior business training and one in general mathematics have been added to the curriculum.

Considerable has been done to fit the curriculum to the needs and abilities of the pupils, but there is still much left to be accomplished in this respect.

All textbooks being used by pupils in the junior high have been changed at least once during the past ten year period to help to keep up with modern trends in education.

Many new supplementary books, maps, globes, magazines, and charts have been provided as teaching aids.

The use of visual aids in teaching has been extended to the extent that our budget permits. These have been used particularly in connection with science, physiology, and to a lesser extent in social studies.

Our teachers have made use of field trips in acquainting pupils with the community in cases where such trips supplement the actual work of the classroom. In practically all cases these trips have been well planned and well followed up so that they are definitely educational and not merely a change of environment for the pupils.

Miss Lundeen has made every effort possible to extend the use of the library to all pupils and every classroom teacher. While we have not gotten the response we desire from some teachers and pupils, nevertheless I think there has been a definite step made in the right direction over the past three years, and it is hoped that this will improve next year.

C. Teaching Staff

At least ten members of our regular full-time junior high teaching staff have attended summer school one or more summers during the past ten years to help keep up with the modern educational trends. Several of them took the course in mental hygiene during the school year 1938-39, and some are taking extension courses or Saturday classes during the regular year. There is only one member of our staff who is not a college graduate.

D. Co-curricular Activities

The music department, under the direction of Miss Marian Huxtable, Mr LeRoy Klose, and Miss Anne Menaul, has built up the following organizations which did not exist during the school year 1930-31.

Girls' Glee Club of 86 members
Boys' Glee Club of 52 members
Ninth Grade Chorus of 56 members
Junior High Band of 80 members
Junior High Orchestra of 60 members
Seventh Grade Band of 30 members
Seventh Grade String Class of 8 members

The only provision for junior high pupils to participate in instrumental music in 1930-31 was by being dismissed from their sixth period class once a week and playing with the senior high band or orchestra. Now every pupil wishing to learn to play an instrument has a regular class period assigned for it once or twice per week plus one activity period.

The boys' physical education department has built up the following activities under the direction of Mrs Steve, Mr Diehl, and the late Mr Koskey, with the assistance of all men teachers in the junior high:

Intramural Sports

Soccer ball
Home room basketball
Soft ball
Baseball

Interscholastic Sports

Football
Basketball
Tennis
Golf
Track

Through the intramural program these men have done considerable to raise the general standard of conduct and loyalty to the school among the junior high boys. Practically all the boys in junior high have participated in some sport except those excluded from physical education by a doctor's permit.

We have been handicapped the past year in our spring and fall intramural program for boys due to the fact that the new schools were built on our playground space, and also by the past illness and untimely death of Mr Koskey, who was taking charge of part of the intramural program.

The girls' physical education department, under the direction of Miss Shepard and Mrs Steve, has built up the following activities for girls.

Dancing - Folk dances and	Soccer baseball
social dances	Basketball
Baseball	Tumbling
Volley ball	Posture work
Many games of skill to teach how to handle balls of various kinds.	

The following club activities have been provided for under the direction of all home room teachers and also Miss Metz, Mr Klose, Mr Diehl, and the late Mr Koskey:

Aeronautics	Hobby, Letter Writing or Charm
Anagram	Know Your City
Archery	Mathematics
Carving	Model Railroading
Checkers	Needle Work
Chess	Penmanship
Courtesy	Quilting
Dramatic Reading	Science
Fancy Work	Short Story
First Aid	Sports Officiating
Game	Stamp
	Tumbling

A home room program has been developed in the past ten years which is working moderately successfully. It varies considerably among the sixteen home rooms and is at various stages of development. In some rooms the organization is good and very profitable, while in others it has not progressed very far and needs considerable improvement before it can be wholly recommended.

The junior high has been much more conscious of the facilities available through the guidance department this past year than any previous time in the history of the school. Mrs Taylor has made it a point to be in her office during our activity period as well as before and after school which has made it possible for junior high pupils and teachers to contact her without leaving their regular classes. Mrs Taylor has been most helpful in attempting to help us solve problems needing special guidance. It has not been possible to solve all problems, but a step in the right direction has been made. All except one of the junior high pupils (except those on relief and mothers' pension) paid all their own fees and book rental this year. This has helped the general moral of the school and we find children taking better care of the supplies when they work to pay for these supplies than when things are given to them too easily.

There has been a definite improvement in the use teachers have made of material in pupils' folders.

Auditorium programs have been held every Friday during activity period. These have varied in type and purpose. Many of them have been programs by various organizations of the junior high, while others have been by outside talent.

The junior high has had a school play and an operetta or two school plays for the general public each school year for the past several years. These have given several children an opportunity to participate.

Each grade of the junior high has at least two parties a year which are one of their several benefits from the All-Activity Association. Other matinee parties are sponsored from time to time by the Student Council, National Junior Honor Society, or grade groups.

A noon recreational program has been provided so that pupils have the use everyday of the girls' gymnasium for social dancing, the boys' gymnasium for free throw contests and other types of athletic contests, the library, a study hall, and three lunch rooms. We also have the use of the two music rooms on Tuesdays and Thursdays during our lunch period. It is hoped that we may extend the noon recreational program next year through the help of the Student Council by the use of pupil supervision for games in other classrooms.

VI. SPECIAL SERVICES

Mental Hygiene Clinic

Attendance Department

The attendance department has been very helpful in making home contacts and helping us to get parent cooperation on some of our cases. Occasionally these have not been really attendance cases, but since they are our only source of making home contacts, we have occasionally imposed upon them for things other than attendance cases.

Board of Health

The Board of Health has been particularly useful to us this year in clearing up practically all cases of athlete's foot by insisting that these children get under the care of their family physicians or be taken care of at the Board of Health if the conditions are such that they are Board of Health cases.

The change of school nurses has disrupted our school nursing program to some extent, but Miss Bohan is making a serious attempt to adjust to the nursing program of a junior-senior high after having dealt with elementary children for several years. The change has been great and difficult to make. We have had a nurse in the building for the greater part of each day and this has been of some value. The eye testing in junior high was prolonged until nearly the close of school so was not of much value for the present school year. However, Miss Bohan assures me that she will contact the parents of children with defective vision during the summer and have as many cases taken care of by the time school opens as possible.

New health cards are to be made during the summer period. These are very much needed.

Respectfully submitted

VIDA V SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
CENTRAL HIGH SCHOOL GUIDANCE DEPARTMENT

EDUCATIONAL GUIDANCE

Testing

The Terman Group Test was given to all new pupils and retests were made wherever the resultant I.Q. was very low, or where work done by the student was not deemed commensurate with the mental capacity as predicted by former tests.

Since I.Q.'s are used extensively in programming, etc, the guidance department has been careful to secure as accurate a measure of mental capacities on each pupil as it is possible to do with present tests.

A statistical compilation of the results of the tests, norm I.Q.'s, etc, is appended.

The guidance department this year made use of McKnight's Interest Inventory for high school seniors. These tests were given only in cases where pupils evidenced a complete inability to define their interests, aptitudes, etc, in any vocational choice. The results were not very satisfactory, and we feel further expenditure of money on this type of test for high school pupils is unwarranted.

Failure and Condition Reports

Home room teachers reported all pupils who were failing in two or more subjects. Individual reports were sent to all teachers of these pupils in an effort to determine the reason for failure or success in particular subjects. Pupils were interviewed, and the reports carefully gone over so they might understand the reason for success in some subjects and failure in others, and apply the successful method of study in all subjects.

Teachers were notified after the interview had been recorded and invited to read the completed reports.

Programming

All tenth grade programs were carefully checked with Miss Smith and the junior high teachers in an effort to group these pupils homogeneously and to insure courses of study in which each pupil could achieve successfully according to his ability. A chart was drawn up listing I.Q.'s, semester grades during the seventh, eighth, and ninth grades, and teacher's recommendations for each pupil. Another chart recording the social adjustment of each new tenth grader was filled out by the home room teachers. We hope to be able to do a more intelligent job in programming and helping the tenth grader to adjust more rapidly to his new surroundings in the senior high school with these records.

All senior high programs were checked in a similar fashion, and recommendations for class placement were made. In addition the mathematics department chairman made recommendations for advanced groups in order that pupils who had displayed lack of spatial aptitude might be discouraged from taking courses which they could not

pass. The English department chairman made similar recommendations for programming pupils into remedial reading and reading and correspondence courses.

VOCATIONAL GUIDANCE

This year each senior was interviewed individually and an attempt made to start him thinking along occupational lines in which he might achieve success. This plan was an experiment, but it proved well worth the time it took. The opportunity to make each pupil aware of the funds of printed material, the local labor markets, how to apply for a job, and above all to be articulate about himself, was discussed. This kind of information can be given successfully only through the medium of the individual interview.

Lists of occupational material in the library and the college catalogues in the guidance office were dittoed and sent to each home room for posting.

In my opinion the high school should provide the tools necessary for pupils to make intelligent choices in occupations. By enlarging the occupational horizon of each pupil, the chances for a job in which his particular qualifications are needed are greatly enlarged. The present system of presenting occupational material to all pupils is weak and plans are being made for a better presentation.

Central high school was fortunate this year in placing a great many of its employable graduates.

SOCIAL GUIDANCE

Again this year a sincere effort was made to help the maladjusted pupil find himself and to adjust to a normal existence.

Due to the splendid cooperation of the teaching staff and the administrative group much was accomplished toward helping these pupils.

Some twenty cases were sent to the Mental Hygiene Clinic. Individual reports on these cases have been sent to Miss Camp's office.

It is my sincere hope that next year the Madison school system will have a bureau equipped and manned to do a thorough job on these cases. It is imperative that written reports and definite recommendations be sent to the school referring a case by the psychiatrist. Follow-up work by a trained psychiatric social worker or specific instruction to a member of the administrative staff are necessary if we are to cope successfully with these problem cases.

MISCELLANEOUS ACTIVITIES

The guidance office was responsible for furnishing books and clothing to indigents, and for securing part-time jobs for those qualified and in need.

All N.Y.A. records were kept by this office, and follow-up grades, time, and success on the job maintained on records.

Graduates returned for additional advice on jobs, college courses, and a number of personal problems.

Several thousand conferences with pupils, parents, members of the faculty and the various social agencies were held during the school year.

Supervising Student Council Orientation activities for the new pupils and helping these pupils become adjusted was also part of the guidance program.

Several talks were given during the year to university class groups and to vocational guidance clubs in the city.

RECOMMENDATIONS

1. Record Keeping

Since the social record card is no longer in use in the elementary schools, the guidance office will be forced to rely on other methods of record keeping. In my opinion all pertinent material should be kept in a pupil folder in the guidance office. This would include the record blank from the junior high school, a list of standings on all achievement and psychological tests, and record of all interviews between pupil and teacher, teacher and parent, etc, an up-to-date record of participation in activities, and all other information which would have bearing on the evaluation of the pupil.

2. A series of talks sponsored by the Student Council on girl-boy relationships, etiquette, good sportsmanship, etc, to be held twice a month and open to all students wishing to attend. Speakers should be of the type and kind who would conduct such talks in an interesting, dignified manner at high school level.

3. Since accurate record keeping takes a great deal of time, and since the guidance director has very little time for desk work, it is urgently recommended that part-time clerical services now afforded be augmented with N.Y.A. help from the district office. This would not entail the expenditure of any additional money, and it would enable the guidance office to function more effectively and efficiently.

4. A set of courses in English, mathematics, shop, and home economics designed especially for those pupils of low ability ratings be added to the curriculum. It would be extremely helpful to introduce occupational courses in retail selling, warehouse stock keeping, etc, which would serve to interest these people in definite job specifications and aid them in securing work.

5. An arrangement whereby the guidance director, the home room teacher, and the subject matter teacher meet together in order to discuss pupil problems. The conference method has proven successful in various other fields; it should be of equal value in the school.

FINIS

It is with deep regret that I terminate two happy, interesting years at Central high school. The cooperation and friendly relationship between faculty, administrative offices and the guidance office were exceedingly gratifying, and the confidence of the student body and parents in this office were inspiring.

We wish to express our thanks for the help and cooperation of the attendance office, the mental hygiene clinic, Miss Camp's department, and the various social agencies.

Respectfully submitted

ERNA N TAYLOR

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

Senior High - 1939-40

	<u>Number</u>	<u>Per cent</u>
Retarded (I.Q. below 95)	124	20.0
Average (I.Q. 95 to 115)	352	56.7
Superior (I.Q. over 115)	145	23.3
TOTALS	621	100.0

Average I.Q., all pupils - 106.19

Junior High - 1939-40

	<u>Number</u>	<u>Per cent</u>
Retarded (I.Q. below 95)	146	28.0
Average (I.Q. 95 to 115)	258	49.4
Superior (I.Q. over 115)	118	22.6
TOTALS	522	100.0

Average I.Q., all pupils - 104.03

MENTAL CAPACITIES OF GRADUATES AS REVEALED
BY TERMAN GROUP TESTS OF MENTAL ABILITY

June 1940

	<u>Number</u>	<u>Per cent</u>
Retarded (I.Q. below 95)	42	21.3
Average (I.Q. 95 to 115)	114	57.9
Superior (I.Q. over 115)	41	20.8
TOTALS	197	100.0

Average I.Q. of graduates - 105.25

CON LIST

Senior High School
First Semester, 1939-40

	<u>Retarded</u>		<u>Average</u>		<u>Superior</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Cons or Fails, 2 subjects	5	3	6	7	2	
Cons or Fails, 3 subjects		1	5	1	1	
Cons or Fails, 4 subjects						
TOTALS	5	4	11	8	3	0

No. of boys - 19

Per cent of all boys - 6.0

No. of girls 12

Per cent of all girls - 3.7

Total 31

Per cent of all pupils- 4.8

No. of pupils in Central high school, first semester 1939-40:

Boys 316; Girls 328; Total 644

Second Semester, 1939-40

	<u>Retarded</u>		<u>Average</u>		<u>Superior</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Cons or Fails, 2 subjects		1	2	5		
Cons or Fails, 3 subjects			2	1		
Cons or Fails, 4 subjects						
TOTALS	0	1	4	6	0	0

No. of boys - 4

Per cent of all boys - 1.3

No. of girls 7

Per cent of all girls - 2.0

Total 11

Per cent of all pupils- 1.7

No. of pupils in Central high school, second semester 1939-40:

Boys 309; Girls 355; Total 644

CON LIST

Junior High School

First Semester, 1939-40

	<u>Retarded</u>		<u>Average</u>		<u>Superior</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Cons or Fails, 2 subjects	4	3	2	2		
Cons or Fails, 3 subjects	6	1	2	3	1	
Cons or Fails, 4 subjects	3			1		
TOTALS	13	4	4	6	1	0

No. of boys - 18

Per cent of all boys - 6.9

No. of girls - 10

Per cent of all girls - 3.5

Total 28

Per cent of all pupils - 5.1

No. of pupils in Central junior high school, first semester, 1939-40:

Boys 259; Girls 286; Total 545

Second Semester, 1939-40

	<u>Retarded</u>		<u>Average</u>		<u>Superior</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Cons or Fails, 2 subjects	1	1	3	3	1	
Cons or Fails, 3 subjects	4	2	1			
Cons or Fails, 4 subjects			2			
TOTALS	5	3	6	3	1	0

No. of boys - 12

Per cent of all boys - 4.9

No. of girls - 6

Per cent of all girls - 2.2

Total 18

Per cent of all pupils - 3.4

No. of pupils in Central junior high school, second semester, 1939-40:

Boys 245; Girls 276; Total 521

WITHDRAWALS

Senior High School

First Semester, 1939-40

REASON	B O Y S			G I R L S			Totals
	Ret	Ave	Sup	Ret	Ave	Sup	
Moved out of city		6	1	2	12	4	25
Other city schools	3	7	3	1	8	5	27
Vocational	1	1	2	6	2	1	13
Ill	1		1		1		3
Over 18 - dropped out			1	2	3		6
Married				1	1		2
Military Academy, N W		1					1
Army		1					1
Navy		1					1
To work		1					1
TOTALS	5	18	8	12	27	10	80

Total Boys - 31

Total Girls - 49

Second Semester, 1939-40

REASON	B O Y S			G I R L S			Totals
	Ret	Ave	Sup	Ret	Ave	Sup	
Moved out of city		3		1		1	5
Other city schools		1			1		2
Vocational	1	3	1		2		7
Ill		2			1		3
Over 18 - dropped out			1				1
Working		1			2		3
Expelled		1					1
Ran away						1	1
TOTALS	1	11	2	1	6	2	23

Total Boys - 14

Total Girls - 9

WITHDRAWALS

Junior High School

First Semester, 1939-40

REASON	B O Y S			G I R L S			Totals
	Ret	Ave	Sup	Ret	Ave	Sup	
Moved out of city	3	5	2	4	2	3	19
Other city schools	2	1	2	3	4	4	16
Vocational		1		1	1		3
TOTALS	5	7	4	8	7	7	38
Total Boys - 16				Total Girls - 22			

Second Semester, 1939-40

REASON	B O Y S			G I R L S			Totals
	Ret	Ave	Sup	Ret	Ave	Sup	
Moved out of city	3				1		4
Other city schools	1		1				2
Vocational	2	3		2	1		8
Ill		1		1	1	1	4
Destination Unknown	1						1
TOTALS	7	4	1	3	3	1	19
Total Boys - 12				Total Girls - 7			

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

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

FOSTER S RANDLE

LOUISE H ELSER

MARGARET FOSSE

June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

The total enrollment of the East junior-senior high school at the close of each school year has been as follows:

Year	<u>Junior High School</u>			<u>Senior High School</u>			<u>Both Schools</u>	
	Number	Per cent of Increase	Per cent of Decrease	Number	Per cent of Increase	Per cent of Decrease	Total	Per cent of Increase
1933	956			1132			2088	
1934	1003	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0

II. Junior High School Total Enrollment by Grades

Grade	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40
7	305	296	307	284	265	315	276	289
8	270	316	292	305	300	281	326	301
9	381	391	447	430	480	440	450	507
	<u>956</u>	<u>1003</u>	<u>1046</u>	<u>1019</u>	<u>1045</u>	<u>1036</u>	<u>1052</u>	<u>1097</u>

III. Increase in Enrollment

Based on the total enrollment, the increase for the eight-year period is as follows:

<u>Junior High School</u>		<u>Senior High School</u>		<u>Both Schools</u>	
No. Pupils Increase	Per cent Increase	No. Pupils Increase	Per cent Increase	No. Pupils Increase	Per cent Increase
141	14.74	167	14.75	308	14.75

IV. Additional Teachers Added During Eight-Year Period

The junior-senior high school type of organization has been carried on for the past eight years, and during that time the enrollment has increased by 308 pupils, and the number of additional teachers added to the faculty has been as follows:

Year	<u>Junior High School</u>			<u>Senior High School</u>			<u>Both Schools</u>		
	Number Pupils Enrolled	Number of Teachers	Pupils per Teacher	Number Pupils Enrolled	Number of Teachers	Pupils per Teacher	Number Pupils Enrolled	Number of Teachers	Pupils per Teacher
1933	956	34.3	27.8	1132	40.2	28.15	2088	74.5	28.02
1940	1097	35.75	30.6	1299	47.15	27.55	2397	82.9	28.91

Number of teachers added: Junior high school - 2.8
Senior high school - 6.95

Pupil-teacher load figured by the rules of the North Central Association of Colleges and Secondary Schools (add the administrative officers and one-half the office workers) gives us a total of 89.4 teachers.

2397 pupils divided by 89.4 members of the school staff equals 26.7 pupils per teacher for the junior-senior high school, 25.7 pupils per teacher for the senior high school, and 27.2 pupils per teacher in the junior high school.

The North Central Association recommends that the maximum be one teacher for each 25 pupils. The association permits the adding of administrative officers and office workers simply to help schools to come close to the standard of one teacher to each 25 pupils.

Our 1940-41 staff, on the North Central basis, will number 89.4, and we will probably have more than 2445 pupils. The ratio will be one teacher to 27.3 pupils. The number of pupils per teacher will increase in the senior high school and decrease in the junior high school over that of the current year.

V. Number of teachers in each senior high school department the first semester of the school year 1939-40, and the number provided for the first semester of the school year 1940-41. Also, the average number of pupils to be assigned to each teacher for daily instruction in 1940-41:

<u>Department</u>	<u>Number of Teachers</u>		<u>1940-41 Department Average pupils per teacher</u>
	<u>1939</u>	<u>1940</u>	
English	10.0	10.0	125
Mathematics	3.6	3.6	156
History	8.6	8.0	135
Latin	2.0	2.0	150
Modern Languages	2.0	2.0	121
Science	4.4	4.2	109
Commercial	6.4	6.2	124
Home Economics	1.4	1.6	130
Manual Arts	3.6	4.2	124
Art	1.0	1.0	175

The 1940 department pupil-teacher averages are based on the pupil elections and may not prove to be correct.

Again this year the science department is the only department that is not at least up to the city minimum of 120 pupils per teacher per day.

We have to have 16 periods of teacher time for study room supervision. The study room assignments increase the class size of a study room teacher's classes or decrease the departmental pupil-teacher average. As a usual thing, the departments showing the lowest departmental pupil-teacher average furnish most of the study room supervisors.

VI. High School Graduates

Since 1932 the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	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
1939-40	20	389	409	1299	31.40

From 1922 to 1932, during the time that the East high school was organized as a four-year high school, the total number of graduates was 1467. The grand total is 4082.

During the last eight years the graduating class has averaged 26.65 per cent of the senior high school total enrollment. The per cent graduated seems high, and perhaps it cannot be much improved upon until our curriculum offerings are revised so as to make better provision for our pupils of real low academic ability and interest.

VII. Graduates Going on to Higher Institutions

Year	Number Graduated	Graduates Entering Colleges	Per cent of Graduates Enrolled in Colleges
1937-38	406	112	27.6
1938-39	361	114	31.5

VIII. University of Wisconsin record of East high school graduates entering freshman class during the school year 1939-40:

Graduates of College Preparatory Course	Graduates of General Course	Graduates of Secretarial and General Business Courses	Total
74	13	8	95

University grade point average per credit made by all entering graduates:

<u>College Preparatory Course</u>	<u>General Course</u>	<u>Secretarial and General Business Courses</u>
1.51	.66	1.19

The grade point average per credit of all freshmen from our school for the year was 1.39.

During the first semester of 1939-40 the grade point averages of the different classes at the university, as reported by the registrar, were as follows:

Freshman	1.17
Sophomore	1.47
Junior	1.64
Senior	1.77
All Years	1.48

When we consider the fact that probably some of our poor students would not have entered the university and attempted to do college work if it were not that the University of Wisconsin is located in Madison, it seems that our graduates did better than average work. However, out of 95 pupils who attended the university, 37 did not make as many grade points as the total credit value of their work. The 58 students who did satisfactory work made a very good average and brought up the average of the entire group to a higher average than that of the university freshman class.

The record of our graduates who earned fewer grade points than credit hours:

Rank in their high school graduating class:

<u>Upper Third</u>	<u>Middle Third</u>	<u>Lower Third</u>	<u>Total</u>
7	12	18	37
	Highest I.Q.	130	
	Lowest I.Q.	85	
	Median	110	

Highest Henmon-Nelson Percentile Rank	98
Lowest Henmon-Nelson Percentile Rank	2
Median Henmon-Nelson Percentile Rank	73

Grade point average:

The 7 pupils who graduated in the upper third of their high school class	.67
The 12 pupils who graduated in the middle third of their high school class	.53
The 18 pupils who graduated in the lower third of their high school class	.40

The record of our graduates who earned more grade points than credit hours
Rank in their high school graduating class

<u>Upper Third</u>	<u>Middle Third</u>	<u>Lower Third</u>	<u>Total</u>
43	13	2	58
	Highest I.Q.	135	
	Lowest I.Q.	97	
	Median	115	
	Highest Henmon-Nelson Percentile Rank	100	
	Lowest Henmon-Nelson Percentile Rank	32	
	Median Henmon-Nelson Percentile Rank	88	

Grade point average:

The 43 pupils who graduated in the upper third of their high school class	1.92+
The 13 pupils who graduated in the middle third of their high school class	1.27+
The 2 pupils who graduated in the lower third of their high school class	1.27

Grade point average of all East high school graduates in the University of Wisconsin freshman class of 1939-40 by high school scholastic rank

Upper third of high school class (50 pupils)	
Average grade points	1.76
Middle third of high school class (25 pupils)	
Average grade points	.89
Lower third of high school class (20 pupils)	
Average grade points	.49

The conclusion from the above report seems to be that anyone who ranks in the upper third of his high school graduating class would have a very good chance of meeting with success in university work. Also it seems that about all pupils who rank in the lower third of their high school graduating class should not plan to continue their formal education at an institution of higher learning.

IX. Report on Tenth Grade Reading Classes

The plan is to select pupils who need special help in reading and to organize them into special English classes. Pupils in the reading classes receive credit for tenth grade English and ^{are} put back into English classes at the end of the year or as soon as their improvement warrants.

The results of the 1939-40 tenth grade reading classes are shown on the following page.

TENTH GRADE READING CLASSES

Grade Level	Traxler F ₁ May, 1939 9th Grade	Traxler F ₂ September, 1939 10th Grade	Traxler F ₃ February, 1940 10th Grade	Traxler F ₁ May, 1940 10th Grade
12+				1
11 ⁵ - 11 ⁹				
11 ⁰ - 11 ⁴				2
10 ⁵ - 10 ⁹		1	1	
10 ⁰ - 10 ⁴			1	5
9 ⁵ - 9 ⁹		1	3	(1) 6
9 ⁰ - 9 ⁴	2	4	7	(1) 8
<hr/>				
8 ⁵ - 8 ⁹	12	8	(2) 8	(3) 12**
8 ⁰ - 8 ⁴	11	11	17**	(4) 9
<hr/>				
7 ⁵ - 7 ⁹	8**	6**	(3) 9	(2) 5
7 ⁰ - 7 ⁴	8	8	(4) 7	(2) 8
6 ⁵ - 6 ⁹	4	9	(4) 3	(1) 1
6 ⁰ - 6 ⁴	2	2	(1) 1	(2)
5 ⁵ - 5 ⁹	2	1	(3) 1	
5 ⁰ - 5 ⁴	2	3	(1) 1	(2)
4 ⁵ - 4 ⁹		1	(2)	(2) 2
	<u>51</u>	<u>55</u>	<u>59</u>	<u>59</u>

**Median Level

Eight pupils entered in reading classes in September, 1939, were not retested by Traxler in May, 1939. There were so many failures in 9A last June (1939) that enough pupils were taken from the middle group of Iowa's to make up personnel of reading classes and to relieve regular 10B classes. The eight pupils chosen were the poorest in the middle group.

() Pupils who formed a 10B class in February, 1940.

Report on retesting of pupils who had been in the special reading classes:

The pupils who were in special reading classes in the tenth grade (1938-39) were retested in May, 1940, and their test scores checked against their test scores of May, 1939, to see how well they retained the reading progress they had made during the time they were receiving special reading instruction. The result is shown in the table below.

Eleventh Grade Record - May, 1940
(Pupils in Reading Classes in Tenth Grade 1938-39)
Showing Gain in Years and Months

<u>Gain</u>	
<u>Traxler F₃ - May, 1939</u> <u>Traxler F₁ - May, 1940</u>	<u>Number</u>
More than 3 years	1
More than 2 years	5
More than 1 year	17
O ⁵ - O ⁹ (5 to 9 months)	11
O ¹ - O ⁴ (1 to 4 months)	14
Remaining the same	3

<u>Loss</u>	
O ¹ - O ⁴	2
O ⁵ - O ⁹	10
More than 1 year	8
Total	71

Mean Gain O⁵ = 1 semester

Miss Crink, the reading instructor, states that "some of the loss may be accounted for by deliberately 'slowing down' the rate of a few readers who were reading far too fast for their comprehension in September, 1938".

The above report on our special tenth grade reading instruction makes the value of the work seem clear and reflects credit to the instructor, Miss Crink.

X. Improvements of the year

Among some of the accomplishments of the year as reported by the heads of departments are:

1. Offered for the first time a course in creative writing.
2. Experimented with the 12BC classes by teaching English literature the first semester and composition with magazine reading the second. The traditional survey method was used in one literature class and the "type" method in two others in order to make comparisons. The latter method gave more opportunity to teach contemporary material.
3. Experimented with a course in English fundamentals for twelfth graders judged deficient in English. The results were not satisfactory, chiefly because the majority of pupils resented being placed in such a class after having received a passing grade in the preceding course and because they had a defeatist attitude.
4. Received some real benefits from seven university practice English teachers in senior high school and four in junior high school in their participation in classes, working with individual pupils, and their assistance with correction of themes and tests.
5. Acquired new sets of books for eighth and ninth graders in slow English groups.
6. Set minimum requirements for oral and written composition in grades 7, 8, and 9 to insure more adequate practice for all pupils. The filing of representative written work was requested.
7. Borrowed several hundred books from the curriculum office for supplementary reading in junior high school.
8. The Metropolitan achievement test in advanced arithmetic was given to all 8th grade pupils in May. This test, together with the recommendations of the class teacher, will be used as a guide in placing pupils in the ninth grade mathematics classes for the school year 1940-41.
9. A departmental test in geometry was given to all 10th grade pupils, and the Seattle solid geometry tests were used in the 11th grade solid geometry classes.
10. Tests, reviews, and supplementary materials developed by all teachers in the department were revised and filed in the mathematics office.
11. Suburban and rural students have made distinctive contributions to the knowledge and attitudes of their city fellows in the series of group surveys offered in the problems course of the history department. Hitlerian theory and tactics as exhibited in "Mein Kampf" have been the

subject of critical study in the case treatment of several subjects in the course.

12. The Wisconsin state chemistry test was given to the college preparatory classes. The median scores of 104.5 and 113.5 were made. Last year the highest median score was 110.5. The state average median score is 82.
13. For the first time a different basic test has been used in the general and the college preparatory biology classes. The difference in work books and texts permitted the carrying on of the instruction on quite different levels, varying the work to fit more nearly the ability of the pupils.
14. The greenhouse was again a fine teaching device with several experiments in the use of "B" and other fertilizers being carried on with apparently beneficial results.
15. The state test (Form A) was given to the biology classes in both courses. The results seem to indicate that the general course classes are in need of more drill in class than the plan in their workbook gives them.
16. Films expressly made for and adapted to classroom purposes were shown to various classes in the commercial department during the year.
17. The stenography 12A classes were divided into three sections based on pupil ability. It was felt that the ability grouping was of great help to both the teacher and the pupils.
18. A definite schedule whereby each class in the commercial department has charge of the department display window for a week has been very successfully carried out this year.
19. The commercial department has sponsored this year a series of convocations. Speakers have been invited to talk before selected groups on subjects of particular interest to that group.
20. In the manual arts department the outstanding feature was the opening and reorganizing of the new shops. Also, the senior high school manual arts pupil elections were considerably increased.
21. The girls in the three home economics clothing classes volunteered to substitute for two problems of their own one for the Red Cross. As a result, about ninety-five dresses have been turned over to the Red Cross, the remaining dresses being held for the exhibit for American Education Week.

The heads of our departments report many other improvements in the curriculum, subject organization, and materials used, but this does not seem to be the place to present an extensive list. There have also been organization improvements, and the year ended with the senior class all taking part in the

commencement service and presenting a patriotic historical appreciation of democracy in our country.

XI. Problems

1. During the year we have continued to find it necessary to call upon some junior high school teachers to carry an unreasonable pupil-teacher load. It is hoped that with the loss of our unusually large ninth grade, this problem can soon be taken care of.
2. We have a feeling that an inequality still exists in the cost of high school education. We have been wondering if a per pupil cost could not be established and each high school operate under the established cost figure. As far as the East high school is concerned, we would welcome a cost study and the developing of a clear understanding as to just what the pupil-teacher load should be.
3. Again we request that since the Central high school has the use of a passenger elevator, all pupils who cannot use the stairs be assigned to that school. We have had a number of crippled children sent out to us, and they have had the feeling that we would not be helpful because we could not let them use our freight elevator.
4. Our greatest problem continues to be that of providing for the education of all pupils in the lower third of the ability group. We hope to work out a new course of study for the pupils of low I.Q. developed around the core subjects of manual arts and home economics.
5. Sometimes we feel the problem more keenly than at other times of our inability to develop an understanding on the part of the faculty of just what services a large high school is supposed to offer. Our classroom instruction is being taken care of by a strong staff of teachers, but after performing their classroom duties, some members of the faculty seem to feel that they have no responsibility to the school organization. Someone has said that the most valuable member of any organization is the one who does best the important things not provided for in his contract.

Respectfully submitted

FOSTER S RANDLE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
EAST JUNIOR HIGH SCHOOL

I. Enrollment

The total enrollment for the year was 1097. In contrast to this is the enrollment of 1932-33, when the total was 956 pupils. The ninth grade class this year is the largest there has been to date. The number of tuition pupils in this grade is 118.

II. Achievements

While the junior and senior high schools operate separately for the most part, there have been definite attempts to combine programs for special occasions. This was particularly true of the education week program and the Christmas program. In the latter case, the program used pupils from both schools and was presented to each student body. Since the auditorium is in great demand at all times for practices, the one program for the two schools is a decided advantage.

After the first orientation day last year, it seemed advisable to invite again the pupils who would enter next September to spend an afternoon at our school. From a questionnaire handed to our present ninth graders from the rural and parochial schools who had attended the program last year, it seemed evident that the pupils had felt it worthwhile. Nearly five hundred pupils attended the program this year.

For the most part the club program was carried on in much the same way as last year. Each teacher was sponsor of a club. The activity period was again used as the time for meeting. The same criticism could be offered that the time was too short for certain clubs, as the boys' chef, sketch, and craft clubs, where more time would be desirable. On the other hand, the thirty-minute period seemed a long enough period for other groups. The girls' glee club was entirely too large, as were some of the others.

Two new clubs were organized this year, the archery and recreational clubs. The members of East's chess club went to Central to meet that team in a tournament, and Central's group came out to East. This, it would seem, is a splendid idea and should be encouraged.

The service club, which was made up of ninth grade boys, was active in taking care of the traffic in the halls, checking on entrances at noon, and ushering for the school play. This work should be continued and encouraged.

The student council helped with the orientation day program, worked on the ninth grade party, and had charge of ticket sales for the school play.

The play "The Prince and the Pauper" and the program entitled "America Sings" were evidence of the splendid cooperation of the various departments in the school. The music, speech and English, and art departments combined to make the programs a success.

Each week there has been an auditorium program with a teacher in charge. The members of the art, music, and speech departments have often cooperated in making these programs possible.

The ninth grade chorus elections were so large that it was necessary to have two classes this year. Since this is an elective course in the ninth grade, it would indicate that the work in the seventh and eighth grade music classes is the type which pupils should have and do enjoy.

III. Special Problems

Again the pupil who must have a special program becomes a problem. This year one of the seventh graders was at East for four periods and at the end of that time reported for special help with the deaf department. The girl has done above average work and is a fine pupil, but with the handicap of deafness, it is difficult for the regular classroom teacher who is already carrying a heavy load to give the special attention necessary.

Two pupils, one in the 7th grade and one in the 8th grade, have been attending the sight-saving class. These pupils have been reporting to Emerson school for special help for three and one periods, respectively. While the 7th grade teacher has the pupils for English, mathematics, and social studies for three periods, the work can be more easily adjusted there than in the 8th grade, where four different teachers would be concerned. This would undoubtedly make it more difficult for the teacher in the sight-saving room as well, because the work would cover a broader field. While much depends on the nature of the pupil, the experience in the past two years has been that it has taken nearly a semester for the child to become adjusted to the work in two schools. It also means that the teacher must become adjusted to the new type of assignment, and that is difficult when that teacher already has regular classes to handle.

This year there have been twenty members of our junior high school attending the nutrition room at Emerson school. This means that these pupils must necessarily be scheduled for the classes in the first two periods and the last two periods of the day. This means that the seventh grade pupil must necessarily have a special program and perhaps not join his group in all the classes. While there has been excellent cooperation with the nutrition room, any change in the daily schedule of activities means special arrangements to be made for these pupils by both schools. With the number of pupils in both junior and senior high schools, an ideal situation would be to have the provision for rest and food within our own building.

Each year the bicycles become more numerous, and less parking space is available. In a junior high school in another city a large enclosure which was kept locked solved the problem. The pupils who lived within an area of nine blocks were not allowed to ride bicycles to school. However, the bicycle problem will need some special attention.

The two pupils who entered East high school with extremely low reading ability as 7th graders two years ago have had special programs last year and again this year. But as one approaches ninth grade work, the problem becomes increasingly difficult.

Respectfully submitted

LOUISE ELSER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

The activities in the guidance department have been carried on this year as usual, with perhaps a more definite emphasis on certain phases of the work, due to the present world set-up. The state of unrest in our country, increasing unemployment, a feeling of insecurity, and a tense fear of "What shall I do now?" prevail among our young people today. More practical, intelligent counseling, occupational information and advice, employment service, time and consideration should be given to this group of youth so that it may enter the adult world with a feeling of confidence.

I. Significant Statistical Data and Summary of Activities - 1939-40

A. Social Guidance

The material welfare of pupils is an ever increasing problem in a school of this size and in this particular community. Therefore, necessarily, much of the time of the guidance director is spent in this work. Following are some of the specific activities:

1. Books and Supplies

To take care of the large number of students from low income families who are financially unable to purchase all of the necessary books, a rental system of one-sixth of the original cost each semester is used. Students from families who receive city relief or mother's pension have their supplies furnished. Many of these are given the opportunity to work out part of their fees, giving them a feeling of having helped in the financial situation. We are very anxious that our young people do not become pauperized, expecting to have every supply furnished without question.

Summary of Books and Supplies for Indigents

<u>Type of Help Used</u>	<u>Number Receiving Help</u>		
	<u>Jr. High</u>	<u>Sr. High</u>	<u>Total</u>
Book rental system	92	103	195
City Relief Department	6	4	10
Out-of-city Relief Department	3	2	5
Mother's Pension Cases (Furnished by Board of Education)	26	10	36
Borderline Cases (Furnished by Board of Education)	10	7	17
Totals	137	126	263

Rental Money Collected from Students

(1/6 original cost per semester)

First Semester.....\$101.00

Second Semester.....\$ 86.55

2. National Youth Administration

The N.Y.A. movement has become an accepted part of our school organization, and we feel that it is most worth while, both to the students and the faculty working together. The student workers receive a practical work experience, aside from the actual financial aid. Many interesting stories could be told about the influence of N.Y.A. on some of our young people.

Financial Report of N.Y.A. - 1939-40

	<u>Number of Workers</u>	<u>Total Amount</u>
September	49	\$270.00
October	51	270.00
November	54	270.00
December	50	240.00
January	57	303.30
February	59	288.00
March	57	295.80
April	57	295.50
May	56	281.40
Total		\$2514.00

3. Employment

The employment services of this department have been increasing each year, since the community has begun to use our office more. Most of the jobs are part-time work, paper routes, odd jobs, taking care of children, room and board homes, filling stations, clerking, etc. The personnel workers on the papers use the schools entirely in securing their paper boys, relying upon our recommendations from the boys' school records and work habits.

4. Miscellaneous

The guidance office has always been a clearing house of miscellaneous small financial activities. Clothing, free tickets to the Clare Tree Major plays, the Christmas Empty Stocking, and small loans are all handled throughout the year. The Women's club has been very active in furnishing both boys' and girls' clothes during the school year, and especially for graduation. The faculty members and friends of the school are always most cooperative in this work.

5. Orientation

We feel that it is important to help new pupils become adjusted quickly to their new school situation. The rural and parochial schools are all visited in May, before they enter our 9th grade. Plans are made for courses, questions are answered, and the students feel as though they have a pleasant contact with their new school.

The orientation party given on May 22 to all the incoming 7th, 8th, and 9th grade pupils was very successful. Over 400 attended the program in the auditorium, and tours of the building were conducted by student council members.

This year in October and November about 200 new 9th grade students from the rural and parochial areas were interviewed to see what adjustment each one had made. They were encouraged to join the various activities possible.

New transient pupils coming throughout the year are interviewed by the guidance director. Members of the student council then take charge of showing the new boy or girl the ways of our school.

6. Withdrawals

Before a student may withdraw from school, a conference is held with the guidance director. The parents' permission must be secured, often through conferences, home calls, telephone, or letter. The attendance department and the school nurse have cooperated in investigating certain cases. Often a withdrawal may be averted by some definite change such as placing the student on an N.Y.A. job, finding a board and room home, etc.

Table of Withdrawals - 1939-40

<u>Reason</u>	<u>Sr. High</u>	<u>Jr. High</u>
Transfer within the city	7	18
Vocational school	12	3
Moved out of the city	19	20
Over eighteen	8	0
To work	4	2
Illness	9	4
Married	6	1
Deceased	1	0
Rural	10	3
Excluded	0	2
To Industrial Schools	3	0
To C.C.C. camp	1	0
Totals	80	53
Total junior-senior high school - 133		

7. Conferences with Pupils, Teachers, Parents, and Agencies

Whenever a problem arises with a boy or girl, we feel that it is necessary to talk to the people who know his situation - his parents, his teachers, and any social agencies with whom he may be connected. In this way we secure a more well rounded picture of the student and may be more able to help with his problems.

The Madison mental hygiene clinic has been available this year for special psychiatric case work. We appreciate the work of Dr Masden and Dr Pessin with the pupils we referred.

We are very fortunate in having so many excellent social agencies situated in this city. The guidance office is in constant contact with each of them, but especially has worked with the Family Welfare and Probation department.

The special handicapped children, including the crippled, sight-saving, deaf, stutterers, heart cases, and nutrition pupils all need individual attention with separate programs, transportation reports, according to each one's need.

B. Educational Guidance

1. Testing Program

- a. The Terman group tests, Forms A and B, were given to the following pupils in 1939-40:

New pupils, transfers	85
Grade VII	268
Grade IX	444
Parochial schools	82
Total	879

The following charts show the distribution of results in the 7th and 9th grade tests:

Grade VII - Given in October, 1939

<u>Interval - I.Q.</u>	<u>Number in Each Group</u>
140-145	3
130-139	18
120-129	33
110-119	49
100-109	74
90- 99	39
80- 89	31
70- 79	18
60- 69	3

Total 268

Median I.Q. 105

Grade IX - Given in May, 1940

<u>Interval - I.Q.</u>	<u>Number in Each Group</u>
140-145	1
130-139	12
120-129	58
110-119	119
100-109	148
90- 99	70
80- 89	29
70- 79	7

Total 444

Median I.Q. 108

b. Henmon-Nelson Percentile Rank - given by the University of Wisconsin to 388 sophomores and 411 seniors

c. Achievement Testing Program

(1) Grade VII - Metropolitan Achievement Test, Advanced Form, given in October, 1939, to 276 pupils

Distribution of Results

<u>Grade Level</u>	<u>Number in Each Grade Level</u>
XI	0
X	0
IX	10
VIII	52
VII	105
VI	91
V	15
IV	<u>3</u>
Total	276

Median grade 7.2

Normal Median grade 7.2

(2) Grade VIII - Iowa Silent Reading Test given in October, 1939

Elementary given to 215 students

Advanced given to 62 advanced students selected on the basis of intelligence and probable achievement

Distribution of Results

<u>Grade Level</u>	<u>Number in Each Grade Level</u>
XII	8
XI	6
X	13
IX	27
VIII	36
VII	54
VI	40
V	21
IV	8
III	2
II	<u>0</u>
Total	215

Median grade placement 7.4

Note: The normal result for this month would be 8.2. If the advanced group of 62 were included, the median would be much higher.

Advanced Test

<u>Grade Level</u>	<u>Number in Each Grade Level</u>
XIV	9
XIII	1
XII	0
XI	3
X	7
IX	25
VIII	<u>17</u>
Total	62

(3) Grade IX - Iowa Silent Reading Test given in May, 1940

Elementary given to 380 pupils

Advanced given to 95 advanced pupils

Distribution of Results

Elementary Test

<u>Grade Level</u>	<u>Number in Each Grade Level</u>
XII	54
XI	35
X	80
IX	93
VIII	60
VII	35
VI	15
V	7
IV	0
III	<u>1</u>
Total	380

Median Grade Placement - 9.6

Note: The normal result of this month would be 9.8. Since this group does not include the upper 95 advanced pupils, the median seems lower.

2. Program Making

From the 7th grade and on, special care is taken during the period of making programs so that each pupil will take the courses best adapted to his needs. College entrance requirements and job requirements are studied with the pupil so that his high school plans may be made with a definite goal in mind. Information on each pupil is available to the home room teachers.

3. Conferences with Pupils Concerning Conditions, Failures, and School Adjustments

All pupils receiving two or more conditions are interviewed at each grade period, and also many others who are not working up to capacity. The parents are often called in to the conference, and the information is given back to the teachers.

4. Records

The cumulative records have come up through the ninth grade. The social record card will be used in senior high school until the new type reaches the twelfth grade.

5. Scholarships

McPyncheon.....	\$4.00 per month to four boys
Christian R Stein.....	\$15.00 each semester
Rotary.....	\$50.00 to a senior
East Side Women's club.....	One year's tuition at University Business and Professional
Women's club.....	\$5.00 per month
U. of W. Legislative.....	One year's tuition (One candidate from each school)
Theodore Herfurth.....	\$25.00 to a senior

C. Vocational Guidance

1. Senior Conferences

Every senior was given an opportunity to discuss his future plans, either for further schooling or definite work plans. The Cleeton "Vocational Inventory" was given to about 225 seniors. Pamphlets, school catalogs, and articles were loaned, and whenever possible, definite suggestions were made.

2. Use of Occupational Materials

The magazines, articles, pamphlets, and school catalogs are in constant use by the pupils. We have several new additions this year, the "Vocational Trends" magazine being the most popular. The English and manual arts departments have correlated this work into their curricula, and units of from two to six weeks were spent in many of the classes.

3. Home Room Guidance

The guidance activities have been carried on during the Wednesday activity periods. Seventh grade groups follow the orientation "get acquainted" program set up for them. Eighth grade groups have their occupation work books, giving the first simple survey of the field of work. The ninth grade program is carried on in the auditorium, each home room being responsible for one Wednesday's program. Most of the plays and skits are on occupational subjects, how to apply for a job, etc.

In senior high school material including possible programs for the year is given to each home room. Some of the home rooms have conducted successful, worth while meetings, while others have had difficulty in the work.

II. Special Problems

- a. Home room guidance reorganization
- b. Pupil failures, causes
- c. The new rural and parochial ninth grade group
- d. Employment follow-up
- e. To make information on pupils available to all teachers
- f. Cumulative records

III. Plans for Next Year

- a. To reorganize the seventh grade home room guidance programs
- b. To investigate eighth and ninth grade home room guidance programs
- c. To continue senior conferences
- d. To attempt to make home room and class room teachers more conscious of the available information about their pupils
- e. To increase employment services and employment follow-up
- f. To have a more complete pupil failure check-up
- g. To continue the testing program
- h. To bring in more outside speakers on occupational subjects

The guidance work in any school can be carried on only with the help of every member of the staff. May I thank the entire East high school faculty for its splendid cooperation throughout the year.

Respectfully submitted

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 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
WEST JUNIOR-SENIOR HIGH SCHOOL

PROVISIONS FOR FAST, AVERAGE, AND SLOW GROUPS

ENGLISH DEPARTMENT

Our English course, in the main, is as follows: From the ninth grade through the twelfth grade we have at least two divisions of work: that for pupils in very slow sections, and that for pupils in the regular sections. The work for the slow sections bears no relation to the work given in the regular section, but is planned to meet the special needs of pupils of very slow mentality.

The work in the regular English is also varied or modified to meet the needs of the pupil of average ability and of the pupil of superior ability. Whenever such differences are made, the work varies in quantity and quality, the plan being made possible by supplies of supplementary books.

The account given above covers the required work in grades nine through eleven. In the last year, the twelfth year, we offer elections as follows:

1. College preparatory course (Survey of English literature. This includes modern American poetry.)
2. An experimental English course, entirely unlike the college preparatory course. It is largely modern literature done through intensive plus extensive reading.
3. Speech

The only English that is required in the twelfth year is the English for the very slow group I mentioned before.

MATHEMATICS DEPARTMENT

The essential differences between the work done in fast, average, and slow classes in mathematics 10b and 10a is presented below in an outline of the subject matter content. Of course there are differences in presentation of subject matter also. As for instance, in a slow class one must often precede deductive reasoning with an inductive approach, else there will be too great a difficulty in understanding.

Tenth Grade Mathematics

To slow groups in geometry only those propositions are given which are necessary to maintain the logical structure of the subject. To this list of propositions is added simple originals within the grasp of the group. Socially functional material, such as history, practical applications, etc., is given to all pupils.

To medium or average groups the minimum essential list plus the subsidiary propositions are given, and as much and as difficult originals as the pupils of the group can handle.

To the fast groups, in addition to the work outlined for the average groups, originals of a more difficult type are given. They are also given supplementary topics not required of slower groups. Projects with instruments are sometimes given if time and weather permit. However, there is quite a variation in fast classes from year to year. A good fast class does a very great deal more than an average class, and an average class does a great deal more than a slow class.

HISTORY DEPARTMENT

Slow classes in 10b and 10a history -- World History

Basic Text -- The Story of Nations by Rogers, Adams, and Brown

Method of Presentation: The narrative in history is stressed, in a simple, general way eliminating technical details. Some emphasis is placed on the biographical element. It is necessary to give specific aid in the technique of reading. Both the reading rate and comprehension in the slow pupil is limited. The interest interval is very short, so that the teaching has to be varied: reading, discussion, recitation, map work, objective testing.

Testing: The objective test seems to be more successful. Few of the slow pupils have ability to organize facts into a rounded-out discussion of a topic. These pupils can do the mechanical map work, but are unable to interpret the map drills.

Average classes in 10b and 10a history -- World History

Basic Text-- Today's World, by R. O. Hughes

Method of Presentation: History is presented through larger units: Renaissance, Reformation, French Revolution, etc. More details are taught with emphasis on their relation to the basic topic.

Testing: The objective test is used as a device to stress the more important facts that are essential to the understanding of the larger unit. The essay type of discussion test is used at the completion of the unit. Map drills are given but interpretation is expected, orally in class using the blackboard wall maps or the single, desk-sized ditto map.

Fast classes in 10b and 10a history--World History

Basic Text -- Today's World, by R.O. Hughes

Supplementary Textbook: In one class of fast pupils we are experimenting with a supplementary text, Story of Civilization, by Becker and Duncalf.

Method of Presentation: History is presented on the basis of units as in the average classes. Supplementary work is done through use of definite sets of supplementary readers, viz. Hayes & Moon, Ancient and Medieval History, etc. Library work is assigned. Pupils read from choice the various books listed on reading list devised to enrich the background of the fundamental units: Feudalism, Medieval Church, etc. They prepare written outlines on the work read. These are corrected and returned to the pupils with the definite purpose of aiding pupils in the technique and mastery of outlining. Individual projects are suggested.

Testing: The written work embraces both the objective and essay type of test. The element of quality enters. The fast pupil is better able to do a more scholarly piece of work. He develops some skill in interpreting maps and graphs.

12b and 12a History - United States History

Basic Text--Our Nation's Development, by Barker, Dodd and Commager; this text is the only one used in all three sections. We feel this is a decided handicap in the slow sections where the text vocabulary is above the level of the average reader's comprehension.

Method of Presentation: In presenting history in the slow classes we have deleted all but the main essentials. A very limited knowledge of these basic facts is expected and only the text is used. Since much of the material is beyond the slow pupil's comprehension, the teacher has to interpret the text, clarify it, and teach it previous to the study period.

The average class uses the text as the primary source of information, but in addition uses the supplementary texts: America by Faulkner and Kopner, Historic Currents, Growth of the American People, etc. Some library work is done occasionally on specific topics.

The quality of work done and the use of more and varied supplementary library facilities differentiates the fast classes. Unit or guide sheets for study are teaching aids in both the average and fast sections. These sheets contain an outline of the topic, viz. "Big Business", definite study questions under each main division of the unit, specific library references as guides to further understanding of the unit. The pupil presents a written unit on the topic at the completion of "Big Business". He writes a rounded-out discussion either in statement form or in outline form of the unit. This forms available material for review previous to the final test.

Testing: The same scheme is used in senior testing that is done in the sophomore class.

Respectfully submitted

VOLNEY G. BARNES

COMPARATIVE TEACHING LOADS IN MADISON PUBLIC HIGH SCHOOLS
AS INDICATED BY PUPIL-TEACHER RATIO*

	<u>1935 - 1936</u>	<u>1936 - 1937</u>	<u>1937 - 1938</u>	<u>1938 - 1939</u>	<u>1939 - 1940</u>
	P.T.R. in A.D.A.	P.T.R. in A.D.A.	P.T.R. in A.D.A.	P.T.R. in A.D.A.	P.T.R. in A.D.A.
WEST SENIOR	27.41	28.27	27.53	27.93	28.9
EAST SENIOR	26.27	27.00	28.03	27.31	27.0
CENTRAL SENIOR	22.28	22.23	22.61	20.35	22.3
WEST JUNIOR	27.88	25.65	27.14	26.25	27.1
EAST JUNIOR	26.83	28.70	28.06	27.95	29.1
CENTRAL JUNIOR	24.40	25.93	24.82	25.21	26.3

P.T.R. - Pupil Teacher Ratio

A.D.A. - Average Daily Attendance

1. Divisors were taken from official divisors established by the Superintendent.
2. Enrollment figures are from monthly attendance reports dated October 4, 1935; October 30, 1936; October 1, 1937; September 30, 1938; and September 29, 1939.

*Prepared for Mr Barnes by Mr Christoffersen

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
WEST JUNIOR HIGH SCHOOL

During the 1939-40 school year we attempted to give particular attention to the needs of our boys and girls and make provisions for these needs. Our curriculum and its content is one of the most essential features to be considered in making the needed provisions for our pupils. One of our innovations of the past year which has been successful enough to merit continuance is that of home mechanics for 7th grade girls. Mr Trafford of the manual arts department instructed these 7th grade girls for periods of nine weeks. The girls were taught the theory and given an opportunity to practice in the skills which make for efficiency and safety in the home. Much of the course was devoted to safe methods in working with electricity, kerosene, gasoline, and all home fuels and appliances. It seems advisable to seriously consider the possibility of having a comparable course for boys. Our present plans will include such a course for 1940-41.

Mr Olson again conducted his class in civics without the use of a regular textbook. By using all available materials in the library, good current events material, and through some research on the part of students, the textbook did not seem to be needed. Of course, Mr Olson contributed by supplying a very complete and logical outline which served as a most useful course of study for the pupils.

In view of the constantly changing emphasis in social studies materials for junior high people, it seems reasonable to allow a teacher with Mr Olson's good judgment to continue constructing his own course of study. This plan seems particularly sound in view of the fact that he always keeps in mind the major and specific objectives which have been developed by the social studies committee for secondary schools.

As soon as it is feasible, we should like to revise the 7th and 8th grade social studies work. At present geography is taught the first semester in 7th grade and second semester of 8th grade while history is taught in the second semester of 7th grade and the first semester of 8th. Revision in the order in which these social studies units are given may seem a bit superficial, but there is need for a concerted effort in the development of a strong course and I believe this will be helped considerably by a more unified approach to geography at one time and history at another. This should in no way diminish the opportunity for unifying the work. In such a manner the social studies will not be broken down into specific compartments. It may be so organized that the broad fields which social studies work implies may be supplemented by and projected into many other departments.

Our work in physiology included even more representatives from the medical profession in lectures than in any previous year. About 20 doctors and professional men in the city lectured to our 9th grade pupils this year and carried on discussions with them in the attempt to more adequately interpret laws and facts of physical and mental hygiene which are pertinent to these early adolescents. Our "A" lunch campaign this year was a success as in the past and the organization for financing it was less cumbersome and we believe more reasonable. This year

the children paid one-half of the cost of the meal when purchasing the tickets. The other half was supplied through paper sales and other all-school activities. This project is such a splendid field for junior high people to be engaged in that we felt it imperative to reorganize the plans for financing it in order that this aspect of the work would not endanger the continuance of the project in succeeding years. Although we made considerable progress in extending the program of health education to the 7th and 8th graders this past year much more must be done and can be done through the combined efforts of the physiology teachers and 7th and 8th grade home room teachers. Additional steps can be taken next year.

As we reported last year, two classes in pre-math were organized for 9th grade pupils who had difficulty in their early training in mathematics and did not show promise of being successful in algebra. Because these classes were smaller and teachers gave more attention to the individual child than to the scholastic requirements there were no failures. Furthermore, the achievements of these pupils who received this help in small classes was much beyond our expectations. According to the standard tests which were submitted, some of these children made two years of progress in arithmetic in the one school year. It is necessary that we continually re-appraise this program of mathematics in order to eliminate much of the work which compels boys and girls to be presented with tasks in mathematics which are beyond their comprehension, and for whom there has been meager provisions for work at their level. This may imply remedial work, but not necessarily. Some of them are only at fifth and sixth grade levels in spite of their eight years in public schools.

Our work in dramatics was enriched this year because Miss Jax was able to devote more time to it. The 8th grade speech class presented four programs for the auditorium. Miss Jax also directed three other plays. It is the presentation of classroom work in the auditorium which seems very much in keeping with the basic philosophy of the junior high school. In this way much of the creative work of pupils can be demonstrated to the entire school community without forced and artificial training which often accompanies the usual programs which are prepared just for public consumption, and not as representation of student activities in actual classroom situations.

The class in aeronautics, physical education, and English as well as dramatics and music contributed this year. We shall attempt to continue this in the coming year.

Pupils have again gained in self-control through our noon hour program. Our student traffic club again assisted materially in making the many activities which were offered possible. Mr Femel and Miss Gerling of the physical education department were directly in charge of the activities and more than five hundred children participated. Although we feel it essential for teachers of academic subjects who have such heavy loads as our people do to be relieved of noon hour supervision, there is a great opportunity being missed by not having them participate. It would be well for them to see pupils when not in the classroom, but when being engaged in an activity which they choose and in which they are very natural and relaxed. It may be well for us to look ahead to the time when teachers will more and more participate with pupils in this manner. This seems particularly necessary in junior high school. The need is not so great for teachers who work with junior high school pupils throughout the day, for they

are responsible for social activities as well, but teachers who are chiefly concerned with academic efficiency in senior high school often fail to understand the strength and abilities and interests of thirteen and fourteen year olds.

Some of our teachers again found it possible to continue their training in service by visiting days. We believe that visiting days which are properly used stimulate interests and serve to improve teaching technique. Further, it serves to cause the professional teacher to re-appraise his work and evaluate more closely the results he has looked for in pupil activities. Although no definite arrangements have ever been made for visiting days, the staff and school principal have attempted to substitute wherever possible in order that staff members may be freed from their classes for a day without injuring the work of the pupils. Next year we plan to do more visiting out of school as well as some visiting within the school. In classes where it seems helpful teachers will be freed of classes that they might follow pupils whom they are guiding through their entire school day. This would be particularly helpful for those in charge of 7th graders, for they will be their counsel for three succeeding years. This would again focus our attention to pupil needs as well as to scholastic requirements. It should allow us to give more attention to the pupil as junior high schools were originally designed to do.

In our report of last year a recommendation was made that teachers be allowed to cooperate more closely in administration of the school. This recommendation was given consideration and teachers did participate more. Committees were organized for the "A" lunch campaign, social activities, the budget, pupil control, noon hour program, school demonstrations, and school publications. Next year we shall give still more attention to the teacher's part in formulating school policies.

The orientation of the 7th graders in September has always been a problem to which we have given considerable attention. The fact that a teacher has 7th grade children for three academic subjects has helped considerably in the establishment of satisfactory pupil-pupil and pupil-teacher relationships. However, the faculty was of the opinion that the orientation program should not begin in September but in the preceding spring while our new 7th graders were still 6th graders. We experimented this year and had the 6th graders of the Dudgeon and Randall schools, who anticipated entering West in 1940, come for a two-hour program of entertainment and general visitation. There was little difficulty in carrying on this program. Since the elementary principals involved, Mrs Rood and Miss Clock, felt it to be beneficial, we believe we shall continue it next year. A much better evaluation of the effectiveness of this program can be made this September when the pupils arrive at our school.

A much greater need for satisfactory orientation is that of the 9th graders who come to our school for the first time after having been in rural schools, parochial schools or the Franklin and Nakoma schools. We have often assumed that these pupils who are older can more adequately care for their own needs and make their own adjustments. That is not true. Many of them need more attention than the 7th graders. Further, these pupils who come from parochial schools and rural schools have had such a different type of training and different kind of control that the general conditions with which they are confronted in our school tend to baffle them just a bit. We discover that they often misuse the freedom that we attempt to give our junior high people. By the middle of the year we discover that much of our attention is being devoted to these

people in the 9th grade who are failing to make satisfactory progress in academic subjects, special subjects, or in self-control. The problem is accentuated by the fact that the parents are also new to the school and many are not accustomed to having conferences with the teachers concerning their children. We shall take time next year to have special meetings for these new 9th graders to aid them in becoming adjusted to their new school. If the two hundred people who are new in the 9th grade learn to understand their new responsibilities and privileges, as well as those who are here in the 8th grade, we should be able to improve the effectiveness of our teaching considerably.

Our Parent-Teacher association was much more effective last year than in previous years. It was more effective because more attention was given to study groups and general information about school problems. We hope that we can carry out the plans now temporarily made for discussions about wise selections of subjects in advanced work in our school. We also hope to use the facilities of the Parent-Teacher association for discussions on the value of college training.

Our junior high school is handicapped by not having a large study hall available for our 9th graders. There is a lack of economy in having four or five teachers supervise study halls in regular classrooms rather than supervise them in a large study hall provided for that special purpose. We have attempted to utilize what facilities are available to the utmost during the past year. The school cafeteria was used for a study hall during the 6th period of the day. Teachers alternated supervising the 140 pupils who attended. This scheme made it possible for four teachers to be free four days of the week at this hour for conferences and library work. We shall carry on this plan next year and attempt to extend it to at least one other period of the day.

Our school enrollment increased considerably this year in the ninth grade and caused our class load to be exceptionally heavy. Three of our ninth grade teachers had five mathematics classes - three of which averaged forty pupils per class. One hundred of the pupils who enrolled did not register until two days before the opening of school. We have attempted to secure all available information concerning our new pupils in order to prevent this large influx at the opening of school. There is no possibility, however, of securing accurate information as long as the parochial schools of this area are not allowed to have children enrolled with us in the spring as we wish them to. Those in charge of the schools do wish to cooperate with us but they are not allowed to have their children make out programs at West high until parents have had the summer to consider the feasibility of their children enrolling in the Edgewood school.

At the present time our 7th grade shows possibilities of having an enrollment of 183. We have organized five sections to care for them which will mean an average of 36.6 per section. If an influx occurs here as it did last year, it will be essential for us to form another section and secure additional teaching help. This cannot be determined until school actually begins. Last year at this time there were only 153 pupils enrolled in the 7th grade, but the total enrollment turned out to be 180 the second day of school.

Our junior high school has not given enough attention to integration of the work of the various departments toward some general goals. This coming year we shall attempt to have the music department, art department, and the dramatic assist in the development of units in the social studies department. This can be done without interfering with the general work of the departments.

There are many other improvements we should like to see our school not only consider but make possible. However, the many achievements we would like to see actually take place will not occur until all of our staff have at least one free period during the day in which to use the library, confer with pupils, confer with other teachers, have conferences with the guidance department and visit pupils and teachers at work in other departments and classes of the school. We recognize, however, that our physical resources, community resources, and human resources are much superior to most cities and schools of the nation.

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

<u>1939-40</u>		<u>1940-41</u>	
7th grade	187	7th grade	185
8th grade	186	8th grade	180
9th grade	<u>405</u>	9th grade	<u>375</u>
Total	778	Total	740

Respectfully submitted

L E LUBERG

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
WEST HIGH SCHOOL GUIDANCE DEPARTMENT

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 1939-1940 is again submitted on the same general outline of previous reports.

Emphasis is still 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

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 of the home room teacher.

This year a new method has been tried in the junior department. Each pupil now has the same home room in 7th, 8th, and 9th grade. Upon his entrance in the senior department, he 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 the individual needs, abilities, and interests.

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 is still 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 this year has worked out a year's calendar for each 10th, 11th, and 12th grade home room. 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

The study of the distribution of grades of all classes is being continued. This year it was found that the tendency again seems to be to distribute the low grades to the slow pupils. The distribution of grades and the per cent of failures tend to follow a normal curve, apparently, to a greater extent than they did in a similar study in 1934-1935.

These tendencies were pointed out at faculty meetings and to heads of departments in an effort to suit the work of the slow class to the pupils' capacities.

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 661 pupils. Most of these were pupils who entered West for the first time this year or who plan to enter in the fall. All 9th, 10th, 11th, and 12th grade pupils were 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 342 sophomores, and upon the return of the results, I.Q.'s were calculated. Because the price of these tests were advanced, they were not given to seniors this year.

We also worked with Dr Rothney of the university on a testing program in the junior department and hope to continue this study next year.

Scholarships - 1939, 1940

<u>Name of Scholarship</u>	<u>Number</u>	<u>Amount</u>
McPyncheon	5	\$100.00
Business and Professional Women	1	45.00
Stein	4	30.00
Theodore Herfurth	1	25.00
University of Wisconsin	3	165.00
Rotary	1	50.00
		<hr/> 415.00

Indigents - Books

	<u>Number</u>	<u>Cost</u>	<u>Billed to Relief</u>	<u>Rental Ret'd</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
1939-40	125	145.00	58.41	34.75

	<u>No. Indigent Pupils</u>			<u>No. Crippled Pupils</u>	
	<u>Receiving Free Lunches</u>	<u>Cost</u>		<u>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
1939-40	1	9.47		3	91.00

Parent-Teacher Welfare Fund

The Parent-Teacher association raised about \$150.00 to be used for pupils who would otherwise be deprived of participating in school activities and the like. About \$122.00 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>	<u>39-40</u>
Amount raised by association	90.00	90.00	130.00	100.00	150.21
Amount expended	70.00	84.73	122.38	76.00	131.85

Activity Survey

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

Condition Report

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>Per Cent of Total Enrollment</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
1939-40	18	.02

Vocational Conferences

A more intensive program of vocational conferences was initiated this year. Instead of opening vocational talks to all pupils who might be interested, as has been done formerly, pupils were asked to indicate if they desired an individual interview with someone in the profession. About 50% of the pupils took advantage of this opportunity to discuss individually their problems in about twenty fields of work. Some of the townspeople gave an entire afternoon to the following conferences.

<u>Occupation</u>	<u>Counselor</u>	<u>No. of Pupils</u>
Art and Architecture	Miss Lucy Buck	30
Athletics	Mr Willis Jones	16
Aviation	Mr Howard Morey	50
Beauty Culture	Miss Sullivan	24
Commercial	Mrs Earl Barnhart	50
Dietetics	Miss Hazel Manning	25
Engineering	Mr Ben Elliott	25
Forestry	Mr F B Trenk	40
Interior Decorating	Miss Eleanor Mathews	19
Journalism	Mr Robert Neal	40
Law	Mr William Ela	20
Mechanics	Mr Roger Trafford	10
Medicine	Dr Arnold Jackson	26
Music	Miss Elizabeth Buehler	30
Nursing	Miss Ida Collings	25
Printing	Mr Lloyd Benson	10
Radio	Mr James Robertson	15
Social Work	Miss Gay Braxton	15
Teaching	Mr V G Barnes	20

Vocational Interests

Some of the girls' vocational interests in order of their preference:

Secretary	68
Nurse	60
Music	44
Teacher	35
Designer	31
Stenographer	30
Beauty Culture	30
Art	25
Home Economics	21
Journalism	

Some of the boys' vocational interests:

Aviation	47
Engineering	46
Forest Ranger	41
Athletics	32
Accounting	26
Chemistry	24
Government Service	23
Science	21
Architecture	19

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>	<u>39-40</u>
Permanent placements for salary - girls	5	12	0	10	14	15	0	14
Temporary placements for salary - girls	29	32	4	46	48	50	15	45
Temporary placements for salary - boys	2	2	0	2	6	5	2	5
Placement for room and board - girls	8	9	8	12	10	0	1	3
Placement for room and board - boys	1	1	1	0	2	0	0	0
Number of applications for work - boys	19	40	44	49	82	80	20	7
Number of placements for work - girls	38	49	29	37	49	55	29	50
Number of calls received - salary	21	51	24	65	96	97	25	70
Number of calls received - room and board	17	29	22	30	34	35	9	8

TABLE
WEST JUNIOR SENIOR HIGH SCHOOL

DISTRIBUTION OF MEDIAN I.Q.'S FROM TERMAN GROUP TESTS
 BY GRADES AND CLASSES

As of Grade	1938	1939	1940	1941	1942	1943	1944	1945
12	106.54	108.83	108.27					
11		109.15	107.71	108.84				
10			108.86	108.91	110.22			
9				108.08	111.88	109.50		
8					112.50	112.50	111.33	
7						112.80	112.33	112.09

Withdrawals - Senior High

The cause of withdrawals in senior high school shows the following comparison with former years, indicating again that pupils no longer find it necessary to withdraw from high school because the program offered does not meet their interests or ability. We no longer find that a large per cent withdraw to Vocational school, or because they have reached the compulsory school age limit.

	<u>28-29</u>	<u>29-30</u>	<u>30-31</u>	<u>31-32</u>	<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>	<u>39-40</u>
Over 18	.17	.13	.14	.13	.05	.09	.09	.04	.11	.13	.11	.09
Work	.19	.16	.06	.12	.06	.06	.11	.04	.02	.03	.06	.02
Vocational	.22	.31	.17	.06	.07	.15	.05	.02	.11	.03	.11	.07
Transfers	.19	.24	.29	.23	.20	.12	.02	.04	.17	.22	.04	.11
Left City	.10	.12	.19	.19	.35	.18	.27	.28	.32	.40	.31	.28
Post Graduates	.04	---	.08	.10	.08	.18	.30	.17	.08	---	.08	.04
Illness	.09	.03	.03	.13	.10	.15	.11	.35	.08	.05	.13	.09
Married	---	---	.03	.02	.07	.04	---	.02	.04	.03	.02	---
No Report	---	---	.01	.02	.01	.01	---	---	---	---	---	---
Rural District	---	---	---	---	---	.01	.05	.04	.06	.11	.10	.16
Court Cases	---	---	---	---	---	---	---	---	---	---	.04	.07
Graduates	---	---	---	---	---	---	---	---	---	---	---	.07

Withdrawals - Junior High 1939-40

Vocational	.08
Transfers	.08
Left City	.68
Illness	.12
Rural District	.04

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>33-34</u>	<u>34-35</u>	<u>35-36</u>	<u>36-37</u>	<u>37-38</u>	<u>38-39</u>	<u>39-40</u>
115 & Above	.22	.34	.37	.31	.30	.35	.30
95 - 115	.63	.52	.50	.51	.55	.55	.53
Below 95	.15	.14	.13	.18	.15	.10	.17

of the 327 graduates of June, 1940, 197 have already made application to the University of Wisconsin, and 26 to other colleges, a total of 68% who plan now to go on to institutions of higher learning in the fall.

A 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>	<u>1940</u>
Number in class	166	199	203	239	271	263	327
Will work next Sept.	79	63	72	---	87	95	143
Already hired	21	15	18	---	23	20	37
Will continue school	92	139	143	---	193	191	243

*For tabulations for 1937

School Survey

A survey of the entire school was made possible this year through the help of three students from Mr Rothney's university class. A questionnaire was given to all pupils, grades seven through twelve. Because the report has just recently been returned by the student responsible for the summary, only a few interesting and significant items are noted here. A more complete analysis of the summary will be made next fall.

	<u>Junior High</u>	<u>Senior High</u>
Per cent of homes having a telephone	.86	.86
Per cent of pupils born in Madison	.67	.58
Per cent of homes where language other than English is spoken	.16	.20
Per cent of pupils planning to continue school	.68	.76
Per cent of pupils decided on occupation	.39	.44
Per cent of pupils who have always attended Madison public schools	.53	.40

Per Cent of Pupils Who Have Entered Each Grade Per Year

	<u>No.</u>	<u>Grade</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
7th Grade	177		100					
8th Grade	181		.89	.11				
9th Grade	398		.54	.06	.40			
10th Grade	341		.40	.05	.41	.14		
11th Grade	338		.39	.03	.41	.10	.07	
12th Grade	338		.46	.06	.27	.10	.08	.03

PER CENT OF PARENTS EMPLOYED

	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>Total</u>	
Neither parent employed	.02	.02	.05	.03	Junior High
Only father employed	.87	.82	.83	.84	
Only mother employed	.03	.06	.06	.05	
Both parents employed	.08	.10	.06	.08	
	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>	
Neither parent employed	.05	.02	.01	.03	Senior High
Only father employed	.86	.86	.86	.86	
Only mother employed	.06	.05	.07	.06	
Both parents employed	.03	.07	.06	.05	

NUMBER OF SCHOOLS WEST JUNIOR-SENIOR HIGH SCHOOL PUPILS HAVE ATTENDED

Including West High School

<u>No. of Schools</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
2	.59	.57	.58	.46	.49	.43
3	.17	.22	.17	.13	.24	.22
4	.07	.08	.07	.07	.11	.11
5	.03	.05	.04	.24	.05	.06
6	.01	.03	.03	.03	.03	.05
7	.06	.01	.02	.01	.03	.02
8		.04	.05	.02	.02	.02
9	.01	---	.02	.01	.03	.06
10	.06	---	.02	.03	---	.01
11	---	---	---	---	---	.02

Follow-Up Study

A follow-up study of the 2,145 graduates of West high school since its opening in 1929 was undertaken this spring in cooperation with a university student. A letter was sent to all graduates in April. More than 30% return has been made. The study will not be ready until summer and will not be available to West high school until next fall, but it is hoped that the results and findings will be useful for faculty and curriculum discussion next year.

Plans for Next Year

1. Work out a home room outline for grades 7, 8, and 9 in calendar form.
2. Analyse all parts of the high school questionnaire with a view to its implications to West high school.
3. Analyse the follow-up study of graduates with a view to curricular implications to West high school.
4. Provide a more accurate and systematic employment service.

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

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. To U. W.</u>	<u>Per cent</u>	<u>No. Ent.</u>	<u>Per cent 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	139	.51
June, 1939	263	168	.63	128	.49
June, 1940	328	197	.60	*	*
Total To Date**	2145	1359	.63	1237	.58

*Cannot be determined until September, 1940

**Does not include June, 1940

Respectfully submitted

LILLIAN A REINKING

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
LUCILE CLOCK
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
DUDGEON SCHOOL

Throughout the year Dudgeon school has continued to serve each individual child to the fullest extent possible. As in former years we are continuing our program of such study with detailed information which better enables us to place proper emphasis upon individual needs.

The completion of three large rooms of the second story has made it possible for us to accomplish certain desired results in physical education and art. One room has been used as a regular classroom due to rapid growth in the school district. The temporary gymnasium situation, although far from ideal, has been a great improvement over our former arrangement. Mr Harris' work with the boys has been very valuable not only because of his keen interest in the boys, but also because of the fact that for the first time we have had a place at least partially adapted to the needs. The large room made available this year for art and other activities has enabled us to improve instruction in these subjects--in fact it would have been impossible to manage without the present available facilities as minimum equipment. We are looking forward to the time when Dudgeon school will be on a par, as to gymnasium facilities, with the other elementary schools of the city.

In this community parents are keenly interested in such gatherings as father-son banquets and mother-daughter banquets. Every effort is made to keep parents informed about the activities of the school. Such meetings as our annual Founder's Day and American Education Week meetings are received with enthusiasm by mothers and fathers alike. The attitude toward school is a wholesome and desirable one--one which should be maintained always. On certain committees where it seems expedient we have co-chairmen for our Parent-Teacher committees--such as Hospitality and Program. In such cases a classroom teacher serves jointly with the parent in the work of the committee. This not only makes for desirable parent-teacher relationships but places several teachers on the executive board of the PTA. This we have found very successful.

This year our study groups have been very effective, and the PTA has conducted some panel discussions which proved very valuable.

Attendance of the principal at the State Parent-Teacher Convention was well worth while.

Parents have been very cooperative about accompanying children and teachers on excursions and welcome such opportunities for learning more about the functioning of the school.

This year for the first time we organized a Student Council composed of representatives from all grades. School problems of general interest were discussed and matters important to the school were conducted through this channel. Occasional assemblies were held and programs on safety, good citizenship, etc, were sponsored by this body. Next year we plan to carry out this idea more extensively.

The guidance department has rendered helpful service with individual problems. The attendance department has been helpful in making home calls, and served a special need last fall when our unanticipated increase in enrollment made the creation of an extra classroom necessary almost overnight.

Every teacher has met the challenge of doing a fine job. The new reading set-up in the primary grades has been a keen stimulus to those teachers and they feel the advantage of it. A fine body of teachers is one of the prime requisites to an efficiently run school. We are looking forward to such teachers to fill the vacancies created in our building this year.

Special problems include:

1. The necessity of a regular gymnasium for boys and girls separately with showers and lockers for each
2. More classroom space proportionate to the increasing growth of the district, especially in Sunset Village, Sunset Point, and Westmorland
3. Reconditioning during the summer of low muddy areas on the playground including repair of the cement work and steps leading from the playground
4. The building of a retaining wall and fence around the playground next year
5. Provision for a suitable nurse's office, including running water and toilet facilities in that office
6. Revision of the principal's office should include an outer office to replace the small waiting room which has been used as a makeshift outer office for years.

Due to increase in kindergarten enrollment, provision must be made for two first grade teachers this fall. Due to the resignation of a first grade teacher, a third-fourth grade teacher, and the librarian, these vacancies must be filled by September, 1940.

Provision must be made for at least one more regular grade classroom before school opens in September.

Respectfully submitted

LUCILE CLOCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EMERSON SCHOOL

Presented to the Board of Education
by the Principal
L P SCHLECK
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
EMERSON SCHOOL

I. ACHIEVEMENTS

A. During the past year the work of the school was so organized that children were able to learn from first hand experiences. This type of learning grew out of the effort of children to understand the meaning of their own environment. The teacher acted as a guide in the selection and interpretation of the experiences. The school had endeavored to do away with so-called "make believe" experiences, and in turn substitute whenever possible these direct experiences.

B. The Emerson school children are making good use of the school's library both in recreatory reading and work-type reading. The types of books which have the largest circulation were:

1. Natural Science	4,725
2. Useful Arts	2,325
3. Fairy Tales	2,044
4. Literature	1,778
5. Travel	1,524
6. Fine Arts	1,046

The grand total circulation of books for the school was 40,557, of which 20,911 were non-fiction and 19,646 were fiction.

C. The guidance department ran group tests in the kindergarten and fourth grades. Pupils whose achievement has not measured up to the scores obtained in the group tests were given the Binet test. However, if certain pupils had difficulty in making the necessary adjustment to the school, they were studied carefully by the members of the guidance department. The teachers too gave what service they could in helping the pupils to make a satisfactory adjustment.

D. The mal-adjusted child has continued to receive the needed attention on the part of the teachers and guidance workers. As soon as this child was 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.

E. The following university extension courses were carried by Emerson teachers this past year:

1. Mental Hygiene course - 12
2. World Affairs - 2

- 3. Sociology - 1
- 4. Elementary Curriculum - 2
- 5. English History - 1

Besides reviewing a recently published book on the elementary school, teachers were encouraged to read professional magazines and books. The progressive teacher is always reading to improve himself so as to be a better teacher from year to year.

F. Teachers' meetings were held every two weeks during the school year. The first semester meetings were devoted to travel talks by members of the faculty who took trips during the summer vacation. At the second semester meetings Dr J Murray Lee's recently published book, "The Child and His Curriculum" was reviewed by the teachers. Group discussions followed the reports of the several chapters. The reviewing of the entire book gave the principal and teachers a better insight as to the newer type of elementary school.

G. Interesting Parent-Teacher Association meetings were held this year. They helped to bring about a congenial and helpful relationship between parents and teachers.

H. In carrying out the auditorium activities this year, we have tried to spend some weeks on the following units in speech:

- 1. Bodily Action
 - a. Rhythm work in lower grades
 - b. Pantomimes in upper grades
- 2. Voice Sounds
 - a. Grammar
 - b. Good speech
 - c. Tongue-twisters
 - d. Speaking correctly
 - e. Pronouncing sounds

3. Monologs and Dialogs

Children originated their own sketches. We tried to base sketches on scenes from stories and books, so there will be less "nonsense sketches". In this way a perfect correlation with library work resulted.

4. Oral Reading and Interpretation

We did a great deal of this throughout the year, attempting to carry good expression into oral reading. We chose good magazine stories, so the class would be interested in hearing the stories, and the reader would enjoy reading the material.

5. Poetry

Using the poetry books we did both individual and group reading.

6. Dramatizations

Classes were divided into groups of four, with one child being the director. Rehearsal periods gave children a chance to go over plays before presenting them on the stage.

Dramatizations were both creative and formal. Formal ones were more for auditorium programs, such as Columbus Day, Memorial Day, and the like.

7. Club Meetings
This gave an opportunity for parliamentary law. Officers were selected and they conducted meetings. Programs were based on good citizenship, humane work, courtesy, thrift, Red Cross, and thelike.
8. Talks
Interesting talks concerning children's experiences and those pertaining to the units of work were given.
9. Radio Work
By using the microphone, plays, poetry, talks, and radio sketches were given over the air.
10. Debates
Sixth grades carried out several debates this year. Issues of the day encouraged reading and discussion.
11. Movies
Movies were shown during assembly periods. In addition to the Dudley Series, the following were shown:
 - a. Some Friendly Birds
 - b. Bicycling with Complete Safety
 - c. New York World's Fair
 - d. Christmas Time in Toyland
 - e. When Winter Comes
 - f. Sculpturing in Soap
12. Story-telling
Good expression, vocal and facial, was developed through this medium.
13. Auditorium Programs
Armistice Day
Thanksgiving Day
Christmas
Washington-Lincoln Birthday
Memorial Day

I. Teachers have visited the homes of their pupils throughout the year. This program started about five years ago, and each year shows growth in understandings. This is evidenced in the written reports filed in the child's folder by the teacher, and in the manner in which problems are handled. This plan is now accepted as part of the school's job--just as much a part as actual teaching. This change in attitude has come with time and satisfactory results.

J. Our work in Natural Science has been most fascinating. The great out-of-doors is full of things to know about. Each seems stranger and more fictitious than the others until we verify it by some of the many methods at hand. Field trips were taken during the year to know more about the great out-of-doors. These trips were more than just hikes; they were for exploration and discovery. The sense of appreciation is sharpened through such trips, and the experiences and factual information which are provided help to acquire and interpret additional experiences. In addition to this type of visual aids, other types made their contribution. These included the motion picture, specimens, glass slides, film-strips, and the like.

II. PERCENTAGE OF RETARDATION OVER A SEVEN YEAR PERIOD

<u>Year</u>	<u>Percentage</u>
1933-1934	4.4
1934-1935	7.3
1935-1936	3.8
1936-1937	3.3
1937-1938	6.3
1938-1939	6.4
1939-1940	6.3

III. AGE GRADE TABLE AS OF MARCH 1, 1940

<u>Number pupils</u>	<u>Percentage Normal Age</u>	<u>Percentage Over Age</u>	<u>Percentage Under Age</u>
704 (Kdg-6, incl)	65.8	20.9	13.3

With the aid of the guidance department a study of the factors involved in the over-aged group will be made. This will be similar to the one reported in the annual report, 1936-1937.

IV. THE SCHOOL OF TODAY

- A. Child-centered
- B. Enriched curricula
- C. More individualized instruction
- D. Greater emphasis upon health of child
- E. More integration of art and music
- F. Greater emphasis upon the child's capacity to do the work, causing less retardation
- G. Greater flexibility in programs of work
- H. Greater use of first hand experiences in supplementing and in interpreting the courses of study which form the school's curricula
- I. Greater use of up-to-date visual-audio aids in supplementing units of work

V. PLANS FOR 1940-1941

- A. To expand reading program through more recreatory reading - a closer tie-up with the school library - a more balanced reading program
- B. To expand the auditorium program by bringing about a more concentrated tie-up with the units of work as carried out in the home room. Since the auditorium is the hub of the platoon or duplicate school, every activity should revolve around it.
- C. To continue our natural science laboratory so the scientific facts may become more meaningful to the pupils
- D. To continue "Home Visitation" by teachers
- E. To supplement the units of work through radio, visual aids, lectures by outsiders, and the like
- F. To make a study of over-ageness
- G. To encourage more "School Visitation" by parents through school activities--bringing home and school in closer relationship with each other
- H. To continue testing program with mental and achievement tests
- I. To individualize instruction whenever possible

Respectfully submitted

L P SCHLECK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal
S A OELLERICH
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
FRANKLIN SCHOOL

I. Curriculum

In our general grade set-up for this year we discontinued some of our combination grade rooms that we had last year. This left us with only one combination third and fourth grade room this year.

The plan of having three reading groups according to reading ability in the primary grades has been carried on again this year and continues to be very successful.

We are still in the process of enlarging our science program for the seventh and eighth grades. The plan of getting additional new texts and items of equipment has been rather slow, but we hope that by adding supplementary text material and some new equipment each year we shall have a satisfactory science program for these upper grades before long.

The past year has seen a noticeable increase in the number of pupils we have been able to accommodate in our instrumental groups, both band and orchestra. From all indications these groups will continue to grow as the interest of pupils as well as parents increases from year to year.

We have continued our Reading Clinic this year beginning October 1 and ending on June 1. Our general plan for this clinic had been outlined in the principal's annual report of June 1939. This year we have again allowed 20 pupils of the fifth, sixth, seventh, and eighth grades to be given the advantage of this plan, after their regular grade teacher had recommended them to be placed in this clinic. During the first week of the clinic these pupils were given either the Metropolitan Primary Reading test or the Durrell-Sullivan Intermediate Achievement test in order to gain immediate information as to their reading abilities. These same tests were repeated at the end of April and the results showed an average improvement for each pupil of over two years in reading ability. In general, oral reading was found to be more effective than silent reading, chiefly because the group seemed to prefer the social atmosphere which was created by oral reading. They had acquired so many bad habits from silent reading which seemed to be easily corrected through oral reading. We also found that the reading material which they enjoyed in content was in some respects too difficult for them to read without help. Throughout the year an effort was made to give reading experience in as many different types of material as possible. Teachers as well as pupils were very well pleased with the results gained in the clinic this year.

In cooperation with the university school of education we have had two student teachers assisting in our art room and seventh grade English classes during this past year. As an experiment these young people have been willing to do anything they could to help our regular teachers. Because of the relatively short time that these folks spent in our building, and because it is the first time that

such an experiment has been carried on, it would be difficult to come to any definite conclusion as to the real value of having these people with us in the future; although we shall be willing to carry on the experiment next year if we are asked to do so.

II. Teacher Improvement

We are indeed fortunate in having a staff at Franklin school that continues to cooperate with one another in all school problems both with regard to curriculum problems as well as problems of administration. This is not only an observation of mine during the past six years, but of many parents in this community as well.

During the past school year several of our teachers have taken university extension work. During the second semester I have taken two university classes, one at 4:30 Wednesday afternoons, and one at 10:30 Saturday mornings. We have also had two teachers on leave during the second semester who will return to us next September as far as we know at the present time. There has also been an opportunity during the vacation periods of this past year for a number of teachers to travel extensively. We have attempted to encourage such plans, for these traveling experiences prove to be most valuable to teachers.

Our regular faculty meetings continue to devote some time for the presentation and discussion of various present day educational problems and procedures. It has been our desire to dispose of many routine school matters through general notices from time to time, rather than to take too much faculty meeting time for such items.

Home visits by teachers from time to time have also been encouraged, and without exception have resulted in a better understanding between the pupils, parents, and teachers. We hope that an increase in such visits will be possible in the future.

III. Administration

Franklin school is one of two remaining elementary schools that continues to have seventh and eighth grades. This combination of elementary grades along with the junior high school grades presents many problems in administration that are not found in other elementary schools of the city. These problems have been solved insofar as we have been able to solve them, and our seventh and eighth grade program is as nearly like those found in the junior high schools as we have been able to make it.

This past year we have been fortunate in having the assistance of an N Y A office worker for several hours each week. The need for at least a part-time office assistant is more apparent than ever, and we hope such assistance will be provided in the future.

IV. Special Services

The guidance department as well as the clinic has continued to give us their whole-hearted cooperation this year in individual and group testings, as

well as other guidance services. We feel that from year to year the service that the guidance department and the attendance department give us becomes increasingly valuable from many standpoints.

The reading clinic that is referred to in other parts of this report is another special service we feel to be most worthwhile to those youngsters who have been able to take advantage of it.

V. Public Relations

Franklin school serves a community that is almost a community within itself, therefore the school is a most important factor in that community. Some of the activities and programs that have been carried out by the school and the community together during the past year have been various PTA programs both afternoon and evening, noon luncheons sponsored by the PTA, a Father and Son banquet, a physical education program, a spring music concert, and a hobby show. Such activities have resulted in an increased understanding between the community and the school, and shall be carried on again next year with some additions.

As has been true in the past, several rooms of our school have been opened to a number of groups during the evenings throughout the entire year. These consist of gym classes for both men and women, band activities for the south side band, and the junior optimist club. The PTA has also sponsored a community sewing class one afternoon a week.

Our library continues to be used as a community library for two evenings a week, a service that we feel is most valuable for our particular community.

VI. Building, Grounds and Equipment

Up until this past February Franklin school has had the distinction of being the newest elementary school in the city. Our rating from the state department of public instruction has been an excellent one. On site the ratio is 92 to 110, on building construction 225 to 250, classrooms 164-190, service system 217-235, accessory rooms 85-90, and equipment 93-125, giving a total rating of 865-1000. If we eliminate the items of site, equipment, and grounds from the score and leave the building as such only, this score would be 690-765. In interpreting the above, the larger figures of the various ratios refer to the standard, so that our building rates 865 points out of a possible score of 1000 points, which puts us in the "very good" class.

There are several items relative to building equipment and improvements that have been noted in the budgets for the past two years which we have been promised for this coming year. This includes 16 new light fixtures for four rooms in the old section of our building, an additional door to be cut through the wall of our stage, scenery supports for the ceiling of our stage, the installation of a sink in the manual arts room, four folding gates to be installed on stairways in order to shut off our ground floor from the rest of the building during evening activities, a storage room for the custodians, surfacing material for our playground on Potter street, and shrubs for the lawn on Lakeside street.

With the addition of a new film strip projector and a beaded screen, plus the installation of dark shades in one of our extra rooms (which we hope to have done this summer) we are planning an enlarged visual education program.

It has been possible during this past year to take some of the funds earned by our concerts for the purchase of another classroom radio which is carried from room to room for various educational programs during the week.

VII. Pupil Personnel

Our present school, as in the past, is made up of pupils from many social, economic, racial and religious classes. We still believe that such a situation not only proves to be an interesting one, but creates a real challenge to everyone on the staff. These families, as well as pupils in general, indicate in many ways their appreciation of what the school is attempting to do for them.

Our grade distribution has been pretty well taken care of during the past year with the exception of a very large fifth grade group which totaled 46 for a part of the year. This situation was exceptional, and could not be foreseen or eliminated at the time. One teacher carried this large class through the entire year without too much confusion or difficulty.

Our tuition group of pupils this year coming to us from outside of Madison numbers about the same as last year. From some indications we feel that this tuition group may be slightly increased next year.

VIII. Record of Graduates

It is interesting to note that this is the first year that slightly over half of our eighth grade graduates are planning to attend Central high school. The remainder are going to West high school. In the past it has been the rule that the majority of our June graduates attended West high school the following September.

Respectfully submitted

S A OELLERICH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
VELMER D PRATT
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
LAPHAM SCHOOL

Organization and Enrollment

Our enrollment for the first half year in the new Lapham has been:

Kindergarten	64	1 teacher
First grade	65	2 teachers
Second grade	56	2 teachers
Third grade	44	1½ teachers
Fourth grade	62	1½ teachers
Fifth grade	61	1½ teachers
Sixth grade	53	1½ teachers
	405	11 teachers

Deaf department 33 4 teachers

To take care of this enrollment we have only used 15 of our 22 classrooms which allows us ample opportunity for growth and expansion. Under our present set-up pupils have spent most of their time in their home rooms, going to the library, gym, music, and art rooms for work with special teachers. We have felt handicapped for lack of sufficient help in music and health. It is hoped that this situation may be improved next year. Auditorium work and classes in science have been carried on by the classroom teacher.

Achievements

Whether it be so or not, moving into the new building seems like the biggest achievement of the year, and to every teacher and pupil who were so fortunate as to share in that event February 5, 1940, will always be a memorable day. The enthusiasm and appreciation which the children showed on that opening day has continued unabated and their joy in their new surroundings has made teaching a real pleasure.

Probably among the many opportunities which the new building has had to offer, "gym" ranks first, but the library is a close second, and the astounding reality of the library has often been expressed in these words, "We never had a library in our old school." Of course, time spent in our spacious and well designed art room has been thoroughly enjoyed, and everyone has worked with keen interest and delight in our sound proof and pleasant music room. Although classwork in the science room has been limited this year to the sixth grades, other grades have made frequent exploratory trips to the science room and have shared the solarium for their seed planting and study of plants.

No less appreciated has been our attractive auditorium with its beautiful mural. The theme of the mural is "Hiawatha" and it is of interest not only because of its beauty in line and color, but because it is the work of a group of East high

school students who worked under the direction of Miss Ruth F. Danielson, art teacher in East senior high school. Art critics who have seen the mural consider it an outstanding piece of work. Although we have not had a special teacher for dramatics, our auditorium has been used frequently for free dramatizations, oral reports, puppet plays, and programs for special occasions. It has been an effective factor in training our boys and girls in listening as well as in speaking.

Much interest and pride has been shown in the landscape project, the completion of which will add beauty and dignity to our spacious grounds. No less important in the minds of the children is the plot of ground that has been reserved for the children's own flower garden. It is hoped that within a year or two we may have in it a fine collection of perennials--a beginning toward that end is being made this year--but for the most part our flowers this year will be annuals which the children started from seeds. Children from every grade have participated in this project.

Needs for the Year 1940-41

1. A full time music teacher.
2. One full time art teacher. (Sharing two art teachers with other schools has not proven to be satisfactory.)
3. At least three days a week for each of the two health teachers.
4. Another third and another fifth grade teacher.

Plans for the Year 1940-41

1. The usual emphasis on the fundamental subjects reading, arithmetic, English, spelling, and social studies.
2. A richer visual education program.
3. Increased stress in our science program along these lines:
 - a. To give our children a wide variety of experiences so as to stimulate an interest in, and an enjoyment of, their natural environment.
 - b. To develop their power of observation.
 - c. To give them opportunities to perform simple experiments and to guide them in forming correct conclusions.
 - d. To give them training in the care of materials and specimens.
4. To improve our auditorium technique, and to be alert to the opportunities which the auditorium offers for creative work.

Anticipated Enrollment for 1940-41

Kindergarten	70
First grade	70
Second grade	70
Third grade	60
Fourth grade	50
Fifth grade	65
Sixth grade	65
Deaf department	33
Total	483

Respectfully submitted

VELMER D. PRATT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
RENETTE JONES
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
LINCOLN SCHOOL

Much of the work of the year has been a continuation of the "major educational objectives" suggested in the annual report for the year 1938-39.

The new school has social aims to develop the whole child, to help him to realize his fullest potentialities as an individual and also as a member of society.

The acquisition of "school learning" is regarded as valuable only so far as it contributes to these ends. The modern child must be allowed to read for a purpose, to find out something that he wants to know for his own use or for use in a group. It is essential that he be provided with sufficient material.

The inadequacy of the old type of materials is apparent.

The individual and social needs of pupils are more earnestly studied in the modern school than at any time in the past.

Respectfully submitted

RENETTE JONES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
C LORENA REICHERT
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
LONGFELLOW SCHOOL

This year has been the first in more than thirty years that the pupils of the Longfellow school have been housed in one building. This has made for greater unity, and for improved and closer relationships among the various grades and the pupils of the school. We have tried to develop a school environment for the children in which each child is interested and happy, in which he has a feeling of security, of success, and of healthy relationships to the group.

I. Achievements in the Field of Curriculum

Children have shown a tremendous interest in science. Miss Schiller has tried to have the children gain much of their information through actual first hand experiences. The children have brought in many things about which they were talking and reading. They have constructed simple apparatus. Two sixth grade boys who were particularly interested in astronomy made a telescope. The children took many trips during the fall and spring to observe and study plants and birds. The science program seems to satisfy their interest and curiosity about things in their immediate environment and their desire to construct and experiment.

In the field of English we have tried to give added interest and stimulation to the subject by publishing an all school newspaper. Through the paper the children were encouraged to write of their own experiences and to express their own ideas upon things in which they were vitally interested. Each grade had a room editor, while sixth grade pupils were the staff officers of the paper. In addition to giving the children a motive for writing we found that the all school newspaper encouraged school spirit and brought about a closer relationship between the home and the school. Through the paper the home was informed of what the school was doing. Enough copies of each issue were mimeographed to have one go to each home.

After our cramped library quarters of past years we have this year enjoyed to the utmost our new and enlarged library room. It is now possible for children to use the library for reference purposes at the same time that it is used for library instruction. Pleasure reading is also an integral part of the program. It is a valuable experience for children to read during leisure moments books which give them sheer joy. Also with better working conditions it is possible for our librarian to give more attention to the interests and needs of the individual children.

The speech work by Miss Rasmussen was planned to supplement the English teaching in other classes through various activities, such as talks, dramatics, poetry reading and speaking, plays, puppet shows, holiday programs, P T A programs, and correlated activities. In addition Miss Rasmussen has set up and followed through a new experiment in speech about which she says the following:

"For years we have felt that giving each child as many opportunities as possible to express himself clearly without self-consciousness has been of paramount

importance, and we have worked toward that end. But this year we wanted to go a step further and see if by the cooperative effort of the home room teacher, the speech correction teacher, and the regular speech teacher we could raise the level of improvement in the seriously effected speech defectives.

"Beginning with the second semester I met twice a week all the speech defectives, above the first grade who could read and write, together with twelve normal speech cases.

"Speech defects as such were not discussed. It was agreed that all people have difficulty in saying certain words. For example, no one in the class could say 'Methuslah' on the first try. The children decided to try to say difficult sounds and see who could master them first. One day they worked on 'th', the next day on 'g', etc. Sometimes they did Choral Speaking --they spoke in unison sentences and poems containing many of the sounds they were working on. At other times they took turns writing sentences on the board rich in certain sounds, then saying them together. They had sound spell-downs. They played games with sounds.

"By using small mirrors they learned how to physically make the different sounds. Then they all worked on them, big and little, normal and deficient. They had fun, but they worked hard.

"The home room teachers and the speech correctionist, Helen Schindler, supplemented the work done in this special class.

"The results in many cases have been surprising. There has been decided improvement in certain cases."

This year we have enjoyed our music work in the new soundproof music room. Miss Andrews has continued the work in the fifth and sixth grades with the tonettes and given the children in the fourth grades an opportunity to play simple melodies on the bells. The children have enjoyed and been most interested in this experience and on various occasions have given concerts to other groups in the school.

In art Miss Toepfer has tried to make available for the children a wide variety of materials in order that the children might have experiences with many types of expression and know the possibilities of the various media. They have expressed their ideas with paint, crayons, chalk, clay, wood, papier mache, plaster, and linoleum. The sixth grade boys found definite satisfaction in doing wood and linoleum block painting and produced better results with those media than others. Different types of work by the various classes were displayed in the show cases and on the bulletin boards.

In reading the experimental plan of having three reading groups in the first grade was again carried on and also extended into the second grade with the same grouping as recommended by the first grade teachers last year.

The use of three different books and types of seat work in these two grades has offered new and challenging experiences and interests to both the teacher and the pupils. This type of a reading program has seemed to meet the individual

differences in the abilities of the children. We have found that the children's reading progresses more rapidly when the material is new to each group and when it is easy enough for each child in the group to succeed.

In all grades much emphasis was placed upon vocabulary growth. Whenever possible opportunities were given to enlarge the children's vocabularies through personal experiences and direct contact with objects. Many children in our community have a meager experience background. This places a great responsibility upon the classroom teacher to supply experiences and to give direct instruction in vocabulary development.

In the social studies we have tried to help the child understand the environment in which he lives. The excursion has been used as one method of learning. Through it the child has obtained first hand experiences which helped to unify school work with actual life. By using motion pictures we tried to clarify concepts about which the children were reading. The use of the motion picture is especially successful with slow-learning pupils since it gives them understandings which they cannot get from the printed page.

The radio has contributed much to the social studies in the intermediate grades in making it possible for children to keep up with events of international and national significance.

In arithmetic in the primary grades much emphasis was placed upon the meaning of the number facts. If children in the intermediate grades must "think" about number facts it is necessary for children to have intelligent concepts about the meaning of simple number facts in the primary grades. Children in the intermediate grades cannot suddenly be made to think and reason out problems if the arithmetic work in the primary grades has been a mere verbal and unintelligent memorization of number combinations. In the introduction of fractions in the intermediate grades much emphasis was placed upon the meaning of fractions so that the children might have a sound and intelligent foundation for their work in the fundamental operations of fractions.

II. Contrasts between the Schools of Today and Those of the Past

Some of the changes which distinguish the schools of today from those of the past are:

1. Emphasis has been shifted from subject matter to the all-round growth of the individual.
2. The study-recite-test type of procedure is replaced by functional learning activities.
3. Definitely prescribed standards of achievement for each grade to be met by all are replaced by practices which provide for the regular and continuous development of the children of various levels of ability.
4. The old type report card in which all subjects were graded numerically has given way to a new type of card which notes progress in achievement and personality and behavior attributes.
5. Today the schools try to utilize the total culture of the times for the education of the child in contrast to the book learning of the past.

6. The use of one textbook with one point of view has given way to the use of many books with different points of view.
7. Out-of-date and incorrect statements of textbooks in regard to rapidly changing world events are kept up-to-date today by the use of the radio.
8. Most of the manipulative experiences which children had in the schools of the past were art experiences. Today concrete experiences are stressed wherever possible. Children engage in such experiences as taking trips to dairies, bakeries, making candles, carding and weaving wool, making butter, etc.
9. In the reading classes of the past all the pupils in the room used the same text and read the same assignment. Today reading materials are used to meet the individual needs of the pupils. Many books are used and authors of books are careful that their books are well graded, rich in meaningful concepts, artistically illustrated, and that they satisfy the interests of the children.
10. Instead of being censured for using his time for pleasure reading, schools of today encourage a child to use his leisure moments in recreatory reading. In many cases a library is housed in the school building giving the children easy access to books.
11. The classroom with screwed-down seats has almost disappeared. In its place we have modern, well-lighted, well-ventilated classrooms with movable furniture that is built for the comfort and the correct posture of the children.
12. The older traditional school placed emphasis upon the child's ability to learn facts from books, the schools of today stress not merely the mastery of subject matter, but the development of desirable attitudes, initiative, and leadership, and the ability to carry out enterprises through group cooperation.
13. In the health and physical education program instead of developing a few trained performers in games, calisthenics, and apparatus work for competitive or show performances, we today play games, have rhythms and folk dances for the enjoyment children get out of engaging in a large number of different activities, for the experiences which children gain by having contacts with other children of the same age group, for the opportunities which are offered for the development of leadership, and for the development of personality qualities which are demanded of us for living together in social groups. In the team games the object today is to have all children of the class participate instead of having one select group represent the class or school. Also today's curriculum in physical education contains not one or two sports, but a great number so that there are many opportunities to develop among the children group cooperation, experiences in leadership, and knowledge of and skill in many activities.

Respectfully submitted

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 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
LOWELL SCHOOL

Lowell school was opened in February, 1916, with an approximate enrollment of three hundred pupils in grades kindergarten through eight. At that time the feeling was growing strong that the schools should be utilized throughout the year as community centers, and Lowell school was built with that in mind. A combination gymnasium-auditorium was made the center of the school with the classrooms around it. This large open space with its echoes, to say nothing of the gymnasium classes held in it, sacrificed a great deal of efficiency of work in the classrooms through lack of quietness and calmness.

The use of the building as a community center has shown there is a need for that type of service. At first much of the neighborhood life was carried on there and two or three social and discussion groups met weekly. In the later years the activities have been confined largely to those of the PTA and its affiliated groups--kindergarten-pre-school mothers club, study groups, sewing classes, boy scouts, and girl scouts. The city recreation department and the library are extending their services in the building to the people of the community four nights a week.

Soon the school outgrew its bounds and the seventh and eighth grades were sent to Emerson school.

On the opening of the new addition to the building in 1928, the junior high was returned to the school until the East high school was ready to accommodate it. Since then there have been the grades through the sixth, with an enrollment of about 700 each year.

The constructional disadvantages of the building have been increased by the addition of the two long hard plastered corridors to carry sound. Otherwise, splendid provisions have been made for carrying out instruction in a modern educational center.

The school is conducted on a modified platoon plan, each year growing in its provisions for personal attention to the individual child. There has been a growth in appreciation of the fine arts--literature, poetry, music, art, handicraft, dramatics--and in nature, as well as growth in the skills and acquisition of knowledge in the academic subjects.

For the coming year class periods will be lengthened from thirty minutes to forty-five minutes for grades three through six. This plan makes it possible to conform more closely to the time allotment for subject matter as adopted by the Madison schools. Also, it allows the children to remain in one room and under one teacher a greater part of the day than with the thirty minute plan common to platoon schools. This reduces the number of movements of classes through the corridors, thereby lessening hall disturbances.

Intensified work on English the past year has brought marked and interesting results, especially as we made it not only a school but a community project by enlisting the assistance of our PTA members. We will continue to concentrate on this work another year, giving definite attention to those features which we have discovered need emphasis, such as:

1. The interpretation of accumulated knowledge and its translation into one's own vocabulary.
2. The ability to give free oral expression to accumulated knowledge.
3. The ability to carry on with ease a conversational discussion.
4. Vocabulary growth and clearness of speech.
5. Freedom in written expression.

A study carried on in the three upper grades disclosed that there now exists in the homes of these pupils the following sources of general information: radios - 99%; newspapers - 94%; magazines - 93%. The school now may expect the pupils to be prepared on items of general and current knowledge.

The school has grown as an active, intricate part of the community life by creating a vital and intelligent interest in it among the patrons. The children have been encouraged to realize their part in the community as a whole. The plans for the coming year include definite teaching on the part of all teachers to lead the children to more fully understand, respect, and truly cherish both the privileges and the duties of citizenship in Lowell school, in Madison, and in the United States of America.

Respectfully submitted

ANNIE D AXTELL

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
MARQUETTE SCHOOL

Presented to the Board of Education
by the Principal
EMILY R PARSONS
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
MARQUETTE SCHOOL

CONTRAST OF SCHOOL TODAY WITH SCHOOL IN PAST GENERATIONS

The average citizen of today has a rather vague idea of a modern school. He judges it in terms of his own experience in school attended years ago. The school of today is quite different. Newer methods of teaching require much more extensive use of books than did the methods of the last generation. Practically every activity of the modern school looks to the library in the solution of its problems. The library is one of the very important departments in a modern school. Children not only read better but they read much more than did the children of the same ages a generation ago. Children fail less, as corrective individual work in reading, arithmetic, and spelling is a part of each day's activities.

Instead of the traditional examinations of the old school, the school of today uses standard intelligence and achievement tests as a part of its program for the sake of the insight and knowledge which they throw upon the abilities of children. The modern school attempts to meet the different abilities of all the children as provision is made for those who are physically handicapped or mentally retarded.

Through new and advanced methods of teaching, through diagnostic tests and individual remedial work, the amount of time necessary for the mastery of the "Three R's" has been greatly reduced and that time thus saved is now being devoted to the development of more creative forms of work. Our pupils attain a higher degree of efficiency in the "Three R's" than did the pupils of a generation ago.

Art as formerly taught in our schools had little educational value. Strictly speaking it was not art at all. Today the art and music programs are tied up with the regular school curriculum, correlating with the social studies, language, health, and safety education.

It is interesting to note that these subjects which contribute to the well rounded development of the child were brought into the school by outside agencies, and not by school people. Drawing was first introduced by a group of business men in the East who realized that the European goods with which they had to compete had more artistic merit than their own; thrift education was introduced by an association of bankers; health and dental instruction by doctors and dentists; safety education by casualty insurance companies, and open air classes by life insurance companies.

The children in our schools today receive attention in terms of their individual needs as well as their needs as members of a group, and every advantage of the school of a generation ago is preserved.

Respectfully submitted

EMILY R. PARSONS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

NAKOMA SCHOOL

Presented to the Board of Education
by the Principal
WALTER W ENGELKE
June 1940

THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN

ANNUAL REPORT
For the School Year 1939-1940
NAKOMA SCHOOL

The teachers and pupils placed special emphasis this year on school assemblies, organizations, and general school courtesy. A written evaluation by both the teachers and the pupils disclosed definite progress in all three objectives. These reports were valuable too in pointing out where effort needs to be made next year.

The school assemblies were held regularly each week, with pupils acting as chairmen. Opening and closing ceremonies using the flag and the national anthem were followed in each assembly and were helpful in developing a good spirit. While most of the programs were natural outcomes of the work done in the classrooms, a few were put on by outside talent, notably the WPA orchestra and two professional programs booked through the university and paid for by the Parent-Teacher Association. A direct outcome from the frequency of assemblies was an improvement in assembly courtesy and general school pride and spirit.

School clubs have worked out very well. Most of them have been functioning for several years. The Tall Tales Club has brought new interest in the library. The Stamp Club began with more than 40 members, some of the most active being in the second grade. This type of club is well suited to elementary school because its activities can be followed with interest by persons of any age. The student council has operated quite effectively. A boy and girl elected from each room conducted room meetings, where experience in democratic procedure was gained by many pupils. The council met weekly and heard reports of club activities, discussed certain school problems, and agreed on methods of school improvement.

Assemblies and clubs were conducted in a way to infuse pride in school and a sense of individual responsibility for the group social conduct. While the teachers were more aware of this than the pupils and took most of the responsibility for developing better conduct, members of the council and such organizations as the safety patrol, welcome and ushers clubs, and locker inspectors became very conscious of their duties as an aid to a happier school. Itinerant teachers in particular reported fine cooperation and courtesy from the pupils in their classes. A new enthusiasm was evident in many of these activities because pupils began to realize the need for courtesy in many different forms.

Under the aggressive direction of the teacher there has been considerable activity in the kindergarten this year. A great deal of new furniture and equipment was brought in from the old schools or purchased new, some of it with the aid of the Parent-Teacher Association. The importance of parental interest in school at the kindergarten level prompted the teacher to organize a mothers club which became exceedingly active and a really fine opportunity for the teacher to know the parents and interpret to them what the school was trying to do for their children.

The major emphasis of all teachers, of course, was on adapting the curriculum to the children. In the lower grades the teachers report growing belief in the value of the new reading plan as they become more familiar with it and with the new materials available. In the intermediate grades the special emphasis has been on handwriting, with careful attention to the relative value of different methods of teaching. The Cole material receives the most favorable comment. Of special merit in the junior high grades was the work done in dramatics with the help of a student teacher. The pupils enjoyed this experience and most of them benefited materially in self-confidence.

The most difficult problem from the point of administration has been the large enrollments in kindergarten, second, and third grades. These have varied between 40 and 45 pupils. Through a transfer of tuition pupils and a combination room, it is expected that pupils may be sectioned into groups not larger than 30. The wide variation in the size of the entering group for kindergarten each year may make this a recurring problem.

Another problem has been caused by assigning too much responsibility for the teaching of health education in the lower grades to practice teachers. While very capable, some of the university senior girls have difficulty controlling youngsters. Although the classroom teachers were present, actual supervision was carried on by two members of the university faculty. While we want to retain the benefit of trained teachers of this special department, it will be much better to have the classes under a teacher of our own health education department with the university students as observers and assistants.

The necessity for arranging programs with so many itinerant teachers is a source of some dissatisfaction with the classroom teachers. This is more of a problem in the upper grades where several special teachers are in the building on the same day.

Physical plant limitations have been a handicap despite many favorable facilities. During most of the year only two entrances can be used, causing much crowding and confusion. The narrow stairways and halls likewise are the source of unavoidable noise. The use of the gym for classes often interferes with its possible use as an auditorium.

The history of Nakoma school may be traced by the change in the physical plant as it reflected the growth of the school population in this strictly residential section.

- 1856 - Documentary evidence points to this date as the beginning of the school when land was set aside for the purpose of erecting a school. The original frame building stood for more than half a century, during which time the enrollment probably never exceeded more than 25 pupils and one teacher.
- 1918 - The old frame structure was replaced by a four room building of brick and stucco. Enrollment increased sufficiently to require three teachers.

- 1923 - Two additional rooms and a gymnasium were added as the enrollment reached the 100 mark. It is interesting to note that the gymnasium was used for a community Sunday school at this time.
- 1929 - A very rapid growth in the number of new homes led to the most ambitious enlargement of the building. The original building remained as a wing of an entirely new school, whose exterior plan is the same today.
- 1931 - Up until this time the school district comprised not only Nakoma but the surrounding community. It had achieved the status of a state graded school and compared favorably with other schools of suburban Madison. In November of 1931 Nakoma was incorporated as part of the city of Madison and has since been one of the city elementary schools. The staff was enlarged, special services provided, and many other things provided to place it on the same basis as the other schools in the city.
- 1937 - The most recent improvement in physical plant consisted of adding four classrooms to the second floor, which had been left unfinished in 1929.

It will be evident from the above outline that a very rapid change took place in the physical plant during the past 20 years, contrasted with little or no change during the previous 70 years. This change was caused by the growth of Nakoma as a compact community and a consequent increasing enrollment. It may not be long before population pressure initiates further changes.

Respectfully submitted

WALTER W ENGELKE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
by the Principal
ALICE E. ROOD
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
RANDALL SCHOOL

In my report this year I should like to comment briefly upon those phases of work in the Randall school which have been particularly stressed during the past year. These are:

1. Continued efforts to make this a child-centered,--not a subject-centered school.
2. The development of strong feelings of social responsibility within every child.
3. Scholastic attainments in keeping with the natural endowment of the children and their cultural background.

First of all, every teacher has tried to be truly a teacher of boys and girls--not a teacher of a grade or a subject. To this end each teacher tried to learn all that she could about the abilities and the needs of each individual child entrusted to her care as early in the school year as possible, and planned a program to fit his or her specific needs so far as possible. In several cases this has meant a breaking down of grade barriers and giving to certain children the type of work needed instead of insisting that they struggle to do work that was beyond their grasp. At the same time a determined effort has been made to analyze the child's difficulties, to find causes, and to correct or overcome handicaps. If the difficulties seemed to be caused by physical factors or emotional or social disturbances the school has sought the help of parents, the school nurse and the guidance worker. If the child's skill in fundamentals was weak a special program was set up to meet his needs and to remedy the weakness.

On the other hand, the needs of the superior children have been equally studied. They have not been required to limit their work to the standards of the average but a greatly enriched program in social studies and in natural science has been set up for them, and opportunities for assuming leadership in committee work and in student government have been given them. This has been especially true at the sixth grade level this year where unusually high abilities seemed to be concentrated.

Meeting individual needs physically, emotionally, and mentally, is important. But equally important is the need for developing strong feelings of social responsibility. Little children are naturally self-centered, and usually the more brilliant the child the more individual he tends to be. In this day and age when cooperation is so badly needed we need to set up a program for developing group consciousness at the very beginning of school life. This year we have particularly stressed the feeling of community responsibility. We have undertaken the task of trying to make the Randall Community a comfortable and happy place in which to live and work. We solicited the cooperation of the homes and really feel that we have made considerable headway in overcoming some of the reputation for lawlessness and careless disregard for rights and comforts of others in the district as well as in our own school community. The very fine cooperation of the parents in this undertaking has been most encouraging and helpful.

In this connection too the Parent-Teacher Association sponsored a series of round table discussions at which a definite attempt has been made this year to inform the parents of the work the school is doing not only in the academic field, but also in the character building fields where cooperation is absolutely essential if the program is to be effective. At these meetings parents and teachers discussed problems common to school and home. The discussions were led by parents and were very profitable to those who were able to attend. They will be continued next winter and it is hoped a much larger group of parents will be reached.

So far as academic achievement has been concerned very satisfactory progress has been made. High standards commensurate with the background and the ability of the children have been insisted upon, and the intensive study of children by the teachers and their consistent effort to meet their needs have borne fruit. The sixth grade classes attained an unusually high standard this year and we shall watch their progress in junior and senior high school with a great deal of interest and I hope satisfaction. Their work in the fields of music, speech, art, and rhythm culminated in an operetta in which every member of the class was a participant. The production gave evidence of the excellence of training these children had received through their elementary school years. The average of the class in oral and written English was well above grade and their ability to get information from many texts and references in their social studies and natural science fields was commensurate with their reading grades.

The reading experiment in the primary grades continues to receive the enthusiastic support of the teachers. The test results in this building tend to show that the middle group has held its own, the fast moving group has developed most power, and the slow moving group in the second grade is slowly but surely making up for the extra time taken in building sound foundations for them. It remains to be seen whether they who normally would have repeated a grade will be able to gain sufficient power to do satisfactory fourth grade reading in one more year. On the whole the results seem to bear out the contention that if children are permitted to progress at their own rate of learning in the primary grades and teachers are permitted to take time enough to lay firm foundations for reading skills, there will be less need for elaborate remedial programs in the later grades.

The penmanship experiment in the comparative use of Cole and Laurel materials has led us to recommend the adoption of the Cole material because of the superior results obtained by its use.

All teachers of spelling above the second grade have cooperated in the city wide investigation of spelling as a tool in written expression. A collection of samples of written work of twenty children was sent to the curriculum office. In addition to this we have stressed the measuring of spelling ability by its functional use. That is, spelling words have been presented in sentence settings instead of in the spelling lists. This emphasis has helped to impress upon parents as well as children that satisfactory spelling attainment is dependent upon more than getting 100% upon weekly spelling lists.

Mrs Lee's investigation as to the possibility of modifying personality traits through auditorium and speech work has been continued and some interesting studies are being gathered. The daily newspaper in the primary grades has afforded valuable English and reading activities. We hope to do much more with this next year.

The boys of the fourth, fifth, and sixth grades have had a rich year in their health education work. High standards in sportsmanship have been maintained and Mr Harris' work along this line has been a valuable aid to our citizenship building program.

In reviewing the progress made by our schools during the last decades it seems to me that the outstanding difference between the schools of today and half a century ago lies in the fact that our practice seems to be slowly but surely drawing nearer to our philosophy. Looking back over the old courses of study one is impressed with the advanced ideas contained in many of them. By advanced ideas I mean ideas which we find emphasized again and again in our modern educational literature. From this we might wonder how far we have advanced, if at all. But if we compare activities of today with the classroom activities of fifty years ago we realize that the conspicuous difference lies in the practical application of the philosophy common to both periods. The emphasis in the elementary school especially has been transferred from subject matter to teaching the child because we have learned so much more about how children learn. For instance, in the field of character education the old school tried to modify behavior through the teaching of precepts and talking about such virtues as honesty, self-control, consideration for others, etc. Today we set up situations in which children are required to practice self-control and self-direction under guidance that makes use very often of these old precepts, but we believe that children really learn to do by having an opportunity to practice the desired behavior in varying situations.

Another outstanding difference between the old school and the school of today lies in what is required of children. Functional teaching of subject matter has eliminated a great deal of material which in previous years children were required to learn, but had no opportunity to use functionally until several years later. The emphasis in the teaching of arithmetic has been changed from a memorization of abstractions to a practical understanding of the meaning of numbers. The same is true in the field of geography and history. Instead of memorizing a great many facts which may or may not be significant in the lives of these children, the emphasis has been shifted to an endeavor to help the child to understand the world in which he finds himself and to help him fit his life into the present scheme of things. Much has been said in educational literature about training children to think but it has been only within the last few years that children have been encouraged to really do critical thinking. Even in the elementary school of today children are asked to seek problems, to hunt for a solution, to read widely in order to arrive at a satisfactory conclusion, and to support their solution or conclusion by adequate data instead of being asked to accept some one authoritative statement.

Next year we hope to make a rather critical appraisal of our entire English program, particularly our written English. We also wish to plan a more effective assembly program for all grades. A study of the wider and more effective use of our visual aids and radio will be made by the upper grade teachers.

Respectfully submitted

ALICE E. ROOD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School year 1939-1940
WASHINGTON SCHOOL

The total enrollment in the Washington school for the second semester was 554. Included in this were 62 pupils in the orthopedic department, 22 in the opportunity room, and 20 in the nutrition room.

This year our problems and achievements were those concerned with the organization of the new school building. The outstanding problems were the routing of children, adjustments among pupils of the three schools, adjustments with and among parents, teacher adjustments with parents, pupils, and reorganization, general adjustments within the new building, distances from school and the question of noon lunches, the combining of the orthopedic school with that of the normal group, the uniting of three PTA's.

An interesting observance was the reaction of the three groups of pupils brought together in one group. There were the shy groups, the aggressive groups, the groups that sought attention, the groups of leaders and good citizens, the groups of leaders and poor citizens, all like the potential adult looking for a place in a new situation. This was our immediate problem and a good citizenship problem for the whole semester. We will always have these problems to cope with in small groups, but they come to us gradually and are taken care of gradually.

While the routing of the pupils to the new school was done by a committee of policemen and other people, it was a problem to find ways of checking and encouraging pupils to observe these rules and regulations immediately. We appreciated the policemen's cooperation in reporting pupils to us who deviated from these regulations--also the talks by the policemen in assembly on traffic hazards and regulations. Our patrol boys took a definite responsibility on their way to and from school. Parents were concerned and cautious but cooperative and helpful. As a result of this combined effort, we received very favorable comments on the fine results. We think that the children feel a real responsibility for their safety and other pupils' safety in going to and from school.

There were several misunderstandings growing out of the noon lunches and the distances children had to walk, but that problem has been pretty well taken care of. The greatest distance pupils had to walk was eleven blocks. Only three pupils had this distance this year. Seven pupils had ten blocks. However, six of the ten pupils did not belong in the Washington School. They were sixth graders who lived in the Lapham district but because they would enter Central High school next year, we felt it would be wiser for them to stay with their class. About seventeen pupils had eight blocks and forty-three pupils had seven blocks to walk. The remainder lived within six blocks or less from the Washington school. It takes from about fifteen to twenty minutes to walk the greatest distance. With a noon recess of one and one-half hours in the upper grades and two hours in the lower grades, this gave children ample time to go home for their noon lunch. We discouraged pupils staying at noon for we think it is important for children to be away from the school group for a period during the day. Too much directed play during the day is over stimulating to pupils and the exercise of going home and the rest at noon is important to every child. There will always be provisions made to care for pupils on

stormy and cold days and for individual pupils who occasionally have legitimate excuses, but we sincerely feel that during the noon time the home contact and the relaxation at home are important to children. We did, however, have a large group this year, about ninety-five pupils, who had their lunch at school. This group included the sixty-two orthopedic pupils, twenty nutrition pupils, and twenty-two opportunity pupils. A definite program was planned by the teachers for the care of these children at noon.

There was also the problem of adjustment with many new parents, the new organization and contacts within the building to be made by teachers. I appreciated the effort on the part of all the teachers to compromise and help one another. The result has been a very smooth running organization with the finest harmony among the teacher group.

The Parent-Teacher Association was a helpful group. Through its cooperation and effort it was possible to carry on a very normal Parent-Teacher Association program the second semester. The three groups worked out a program together at the beginning of last year that would function as a combined Parent-Teacher Association the second semester. It was this effort that made the second semester's PTA work effective and harmonious.

We will appreciate the playground next year, but the lack of a playground made another good problem for citizenship training. The children were willing and cooperative in helping to solve that problem. They were glad to sacrifice the playground for the gyms and other facilities within the new building. They did not come to school so early in the morning and when they arrived they went to their rooms for study or quiet games until school began. Their fine attitude toward this problem helped to show their appreciation for the new building and also adjustments that can be made even by small children.

We do not feel that all our problems are completed for our school is still new, but we will continue to work on these problems where it is necessary. There are other studies for our group as a whole to work on, --a study of shrubbery, the study of the pictures in the building, the organization on the playground, and the getting acquainted with more of our new parents. All of our children from the third through the sixth will be taught the names of the shrubbery, the origin and care. The many pictures in the rooms will be studied and this information collected by the pupils for the school. We will continue to know more of our parents. Where it is not possible for parents to call at school a special effort will be made to call at the homes, particularly where there are definite pupil problems to work on.

I have written on these problems for I feel they were real situations for the teaching of good citizenship and cooperation. While they have worked out satisfactorily and harmoniously, they were achieved by the splendid cooperation and effort of the pupils, parents, and teachers.

Respectfully submitted

PEARL LEROUX

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ART DEPARTMENT

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
ART DEPARTMENT

Perhaps the most outstanding achievement of the art department during the year was the cooperation of the children, the art staff, and the members of the Wisconsin Art Project of the W P A in giving art interest to the new schools.

Forty decorative ceramic tiles were placed in the drinking fountain recesses and corridors, while forty-one more give considerable interest to the kindergarten rooms. The designing and making of these combined the efforts of children in all schools, a committee of art teachers, and the ceramics teacher at West High school, who supervised the molding, glazing and firing. She was assisted by her students, a former student now an N Y A worker, and a worker on the Wisconsin Art Project of the W P A.

The tiles placed in the Marquette school drinking fountain recesses have the Indian at work and play for their theme. They are made in low relief by pressing the clay on a stencil made of rubber matting with the design cut out. Those in the gymnasium lobby show sport figures and a marionette panel in mosaic. The kindergarten entrance is made happy with circus clown panels in cloisonne. The fireplaces have "Cinderella" and "Jack and the Beanstalk" tiles modelled in low relief.

The seven designs in the Washington school drinking fountains are historic in theme. The silhouetted heads of George and Martha Washington, of George Washington and Abraham Lincoln, the Washington monument and the flag, etc, are all finished in glaze painting or cloisonne. The kindergarten fireplace of this school is made gay and colorful with nursery rhymes, dear to every child's heart, modelled in low relief on seventeen tiles.

The six fountain tiles in Lapham school suggest in theme one of the interests of the great naturalist for whom it is named. Bugs, beetles, butterflies in delicate underglaze painting are shown together with a memorial panel to Increase Lapham in low relief, made by pressing the clay into a carved plaster mold.

Another feature which will enrich the environment of children attending Lapham school is the mural entitled "Hiawatha and His Brothers" done on the walls of the auditorium. It is the work of advanced East high school students and their teacher. The choice of subject was taken from a list of favorite stories of children. Longfellow's "Hiawatha" is read in the third grade and well liked. Adults as well as children like animals and, since this room is a meeting place for all ages, it is gratifying to find this mural acceptable to all. Besides the Indian figures, cubs and fawns as well as the full grown bears, deer, and smaller wild life are included in the composition. The stencil and spray technique similar to that of the air brush was used. The wall areas covered measure 8'x 55', 8'x 6', (of which there are two) and two 8'x 3'. The choice of colors was based on the colors already in the room. A gray acoustical plaster covers the ceiling and back wall. A light brown, natural finished wood panelling lines the lower half of the four walls. The seats are of the same wood. Two ceiling beams have been painted a warm earth-rose color. The plastered walls above the wood panelling were given two coats of neutral buff flat oil paint for the mural

background. The finished mural shows animals in tones of brown, the shrubby green, and the Indian flesh tones repeating the color of the ceiling beams. A soft gray for rock ledges repeats the gray of the acoustical plaster. Thus the mural becomes a part of the room which now glows with warmth for all who enter.

One of our teachers, who feels herself fortunate to be teaching in one of the new large well-equipped work shops, makes the following report: "In looking over the past semester's work I feel that growth in creative expression is most noticeable. This, I am sure, is due to the spacious room and atmosphere the child has to work in. When he first came to this room he drew small figures and objects. He had been accustomed to working on small desks where his hands could not draw the lines to create the active forms he so desired. These large tables we have here welcome and encourage him to swing in his lines freely with large arm movements. As one little girl said, 'I never drew horses until I worked on these large tables. One day I just drew a long curved line and at the end of it--there was a horse's head!' The head, of course, was imaginary and only suggested by the free line across the paper. Now she draws horses in various positions, but always the long curved line comes first.

"Another advantage of this art room," she continues, "is the growth of ideas being brought out. Children coming in and out of this room notice other children's work, and are inspired. They realize the different possibilities and freedom in expressing themselves as others have. There never seems to be an end to their individuality. I come to know children more by their drawings than by names because their individuality speaks in their art."

The task this spring of hanging pictures and casts in the new schools, which had come from the old, was one which took much time and thought. After conferences with principals and teachers regarding the children's choice, the best space was selected which would bring these into their vision and add interest to the room.

It seems timely to review the interest and cooperation which brought these fine art reproductions into our schools.

On the 20th day of January, 1905, a duly verified copy of the original articles of organization of the Public School Art Association of Madison, Wisconsin, was filed in the department of state. "The object of this organization is as follows", states Article 3, "(1) The fostering of art education in the public schools of Madison, Wisconsin, (2) The artistic improvement of public school buildings and their equipment in said city, (3) The obtaining and holding in trust for the public schools of Madison works of art and the placing of the same in the various school buildings of said city." The first board of directors were Mrs O D Brandenburg, Mrs T E Brittingham, Mrs F M Brown, Miss Ida M Cravath, Miss Mary L Edgar, Mrs A O Fox, Mrs F W Hall, Miss Charlotte B Norton, Mrs M V O'Shea, Mrs L F Porter, Mrs A E Proudfit, Miss Mary Ramsey, Mrs Lloyd Skinner, Mrs Leo Sommers, Mrs J A Swenson, Mrs Magnus Swenson, Mrs C H Tenney, Mrs R G Thwaits.

The following is taken from the president's report of that year: "In October, 1902, we had our birth in the educational department of the Woman's Club.

Mrs M V O'Shea, chairman of the educational department at that time, discovered in calling upon the principals of the ward schools that Miss Edgar had visited some of the Milwaukee public schools where considerable work had been done by the Milwaukee club women in getting good art in the school rooms. The Washington school was in process of reconstruction then and Miss Edgar suggested that it would be a good time to begin similar work through the club women here. Mrs A O Fox was made chairman of a committee to see what interest could be aroused. She was fortunate in getting together a strong committee of interested women (some members of the Women's Club, some not) who took hold of the work in a vigorous manner from the beginning. Their first thought was to begin with one school building to see what could be accomplished there. The Washington school seemed a favorable place because of its being in process of reconstruction and because of Miss Edgar's very active interest. The first work was to get the walls appropriately tinted, light put into dark corners, and the corridors freed from unnecessary obstruction. All of these things were successfully accomplished in this building, and so much interest shown by parents and members of the school board that it was decided to organize a committee in each ward. . . While all of the committees in the wards were ready and did begin immediately to work up picture funds for their schools, all agreed that the first need was to get the walls cleaned and tinted. The Board of Education agreed to have this done under the direction of the art committees in each ward. It unfortunately was not successfully accomplished except in the Washington and Longfellow schools. We have, however, a promise from the chairman of the building committee of the Board of Education that this will be remedied all in good time, and much, I believe, is to be done during this summer's vacation. . . Some of you may not know that in the Washington and Longfellow schools tints were used that had been worked out by Mr Jorgensen, the decorator of Milwaukee, with the assistance of an oculist, considering the special exposures of the school rooms and the effect of the colors on the eyes of the children. The satisfactory results obtained in these two schools could not have been accomplished had the committees not had the hearty cooperation of the workmen who did the tinting. . . In closing I wish to express my appreciation of the interest shown in our work by our Superintendent and members of the Board of Education, especially to commend all members of the Madison Public School Art Association for their faithful work in increasing the funds which not only place in the school rooms the influence of the finest products of the art world, but which will have a much broader effect in bringing into closer touch with our schools parents and citizens who through this interest will grow to feel the needs of our public schools as never before, and will be more ready to respond to the suggestions for necessary beneficial changes."

The foregoing has set the standard for continued interest in creating the best school environment for the children of Madison. The art department of the Madison public schools has always been conscious of its responsibility to this group of women who brought into being the Public School Art Association of Madison. At the present time Mrs E M Gilbert is chairman of the committee which continues the work. There has always been fine cooperation from the principals of all schools in referring to this committee all matters of selecting and placing pictures and objects of art.

Respectfully submitted

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
ATTENDANCE DEPARTMENT

Presented to the Board of Education
by the Supervisor
CASSIE E LEWIS
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
ATTENDANCE DEPARTMENT

This report covers in brief our child accounting and census, child labor and street trades, and the home and school visiting work.

CHILD ACCOUNTING AND CENSUS

Child Accounting: The importance of a child accounting system is best expressed in a pamphlet which was picked up casually at a desk where modern files were on exhibit last summer. The author, Dr John Guy Fowlkes, University of Wisconsin, says in part:

"It is imperative for a good school system to have an adequate and illuminating system of school records....Only data which are revealing and helpful in the execution of various school functions should be included in child accounting records....Some of the major areas of activity in which child accounting records are used by local school administrators are: determining building needs; determining instructional staff needs; ... instructional staff assignment; ... the public relations program; enforcement of compulsory school attendance laws; determining tuition charges for non-resident students; ... business management; ... and administrative analyses making possible greater efficiency and more functional opportunities for children."

At the N.E.A. meeting this summer, Dr C R Reed, superintendent of Minneapolis public schools, began his address on the pupil personnel work in the schools of that city by stressing the importance of child accounting. He said:

"Unless we can have proper records showing us where the children are and what we are doing for them, it seems to me that we cannot justify our growing expenditures for education."

From year to year the general procedure and routine of our local system have been included in the annual report, and so will be omitted here. It is important to emphasize constantly, however, the need of cooperation of every principal, teacher, and office clerk to make our records complete and accurate. It is easy to let a day slip by and not report new enrollees or children who have just withdrawn. The result is either a delayed or incomplete report.

Last year a supplementary report consisting of new enrollments, withdrawals, and transfers was requested to be attached to the six weeks' attendance report which is regularly sent to the superintendent's office. This report showed twenty-five pupil changes unreported. This indicated a need of staff record-mindedness.

On the whole most of our school personnel, including the parochial, deserve much praise for the day-to-day effort in keeping their own and our records complete. Our system is simple. Only practical useful data are requested.

The use of the postcard form of transfer and withdrawal begun in the parochial schools last year has worked out satisfactorily.

The use made of our central permanent file which contains the cumulative individual records continues. As stated last year we have many calls for the information daily from both school departments and community agencies. The records date back some twenty to thirty years. Few cities, if any, have a similar central file.

The city relief department probably made the greatest use of these files with the exception of the check for indigent tuition collection work assigned to Mr Bjarne Romnes. Letters from both Mr Romnes and Miss Mildred Gier, assistant director of the relief department, indicate this fact. Mr Romnes advises:

"Our greatest problem arises from verification of residence history in determining legal settlement.... In addition to residence verification, the attendance department files are our only source of information for the other data that goes on the tuition claims, namely--school, grade, year, and period of attendance including entrance and withdrawal dates. It is essential therefore that these attendance record cards be readily and easily accessible to whomever may be in charge of indigent tuition collections."

Miss Gier writes:

"May I tell you how much your child accounting system means to the Relief department.

"In the determination of legal settlement it is difficult to obtain exact dates of the family's residence at a particular address. The relief department has found that the child accounting system which is used by the department of attendance has been a valuable resource of information. The accuracy with which the cards are kept and the information contained thereon, such as the date of entrance of the child to school; the address at which the child was living at the time of the admittance; the withdrawal of the child from school and the reason for that withdrawal, has aided this department in legal settlement investigations and has in numerous cases been one of the determining factors in deciding where the family does have legal settlement."

Among the unusual requests for data this year were the securing of (1) information for citizenship papers, (2) proof of age for old age pensions, (3) proof of age for application to join the United States army or navy, or Royal Canadian air force, (4) information regarding patients who were formerly pupils in our schools and who are now in hospitals or institutions of this and other states.

Census: In May of this year the usual house-to-house census enumeration of our child population was made by twenty-two enumerators. In all but one section of the city a good piece of field work was done. Before the final report was released a painstaking effort was made by the entire attendance staff to locate any children missed. Through this re-check the names of more than two hundred children were added.

For the past three years we have included in our census the pre-school group not legally required--birth to four years. The age grouping which is now required by the state department is included in our compilation of census data. Since the statutes now require the enumeration of the "21-year-olds", this tabulation is likewise included this year for the first time. Probably everyone is familiar with the citizenship program for new voters which requires this listing. A total of 682 persons of this age is ready for the community organization program the coming fall. Last fall the supervisor organized the PTA groups to do this work. They did a commendable job.

An analysis of our child accounting and census will be found in the tables following this report.

In Summary: (a) The report shows a drop of 163 pupils in the total figures compared with last year. No increase in child population has been shown since 1936. (b) The age group table shows an increase of child population as the age increases--especially beginning with about the age of 12 years. This follows the general trend throughout the country. (c) The withdrawals show that 668 pupils withdrew from our schools during the year. This is an increase of 38 over last year's figures. Of this number 165 moved into Dane County. This helps to explain the decrease of our child population within the city. Exactly 162 pupils moved somewhere within the state. (d) A study of transfers and withdrawals is interesting. An educator who spoke at the N.E.A. this summer stated that the bulk of the transfers and withdrawals in a city studied represented the mobile population who were largely the unemployed--whose children suffered from the constant moving. Our figures this year include many who were transferred when the new schools opened the second semester, and they cannot be used to verify this statement. However, the figures show the following comparison in the elementary schools where the boundaries remain the same:

Withdrawals	1939	1940	Transfers	1939	1940
Dudgeon	9	20	Dudgeon	10	6
Emerson	25	35	Emerson	33	34
Franklin	13	15	Franklin	23	32
Longfellow	30	33	Longfellow	34	45
Nakoma	8	13	Nakoma	6	1
Randall	30	29	Randall	20	12

Expansion and Changes: The central file of individual cumulative records dates from previous to 1920. Franklin district, then known as South Madison, did not become a part of the city until September, 1923. A section that is now included in the Emerson school district, formerly known as Eken park, was annexed in September, 1927, although for some years previous to this date the pupils attended the Emerson school. Nakoma became a part of the city in October, 1931. College park, which includes the 2700 block of Stevens street, Kendall and Chamberlain avenues, was annexed about January, 1931.*

The rapid growth of suburban areas in recent years accounts for the decrease in population of families with children within the city.

*Dates given by City Engineer's office.

The federal census shows a growth of population in Dane County of 17 per cent over 1930, according to figures released in June of this year.*

Probably the most rapid recent growth is in the area of Sunset Village, which is reported to have 90 families, with additional home sites plotted and continued construction going on. This is part of district no. 9, Town of Madison. The children of this area attend our schools.

The census was taken by wards until the year 1929, when the procedure was changed. The old files are still available. They were used for the population map and study in the Segoe survey.

*State Journal, June 26, 1940

TABLE I
MADISON SCHOOL ENROLLMENT
1939-1940

Schools	Total Pupil Enrollment	Total	Non-resident Pupils Included	Total	Total pupil Enrollment less Non-resident
<u>Public</u>					
<u>High</u>					
Central Junior	522		8		
Senior	638		29		
East Junior	1,050		119		
Senior	1,212		302		
West Junior	753		150		
Senior	1,017		190		
Total		5,192		798	4,394
<u>Elementary</u>					
Dudgeon	258		85		
Emerson	720		0		
Franklin	377		45		
Lapham	404		0		
Lincoln	252		1		
Longfellow	471		28		
Lowell	654		10		
Marquette	726		0		
Nakoma	344		62		
Randall	674		79		
Washington	476		1		
Total		5,356		311	5,045
<u>Special Classes</u>					
<u>Opportunity</u>					
(Emerson, Washington, Longfellow)					
	97		3		
Crippled	59		36		
Deaf	33		21		
Sight-saving	16		5		
Total		205		65	140
Lakewood					
(Madison pupils living in vicinity of Superior Street)		63		0	63
Wisconsin High		304		103	201
<u>Vocational School</u>					
Full-time 71					
Part-time 43		114		22	92

(continued)

Schools	Total Pupil Enrollment	Total	Non-resident Pupils Included	Total	Total pupil Enrollment less Non-resident
<u>Parochial Schools</u>					
Adventist	10				
Blessed Sacrament	369				
Holy Redeemer	273				
Edgewood:					
Elementary	144				
High	353	497			
St Bernard's		467			
St James'		395			
St Joseph's		156			
St Patrick's		144			
St Raphael's		388			
East Side					
English Lutheran	54				
Holy Cross	42				
	Total	2,795			2,795
Grand Totals . . .	14,029	14,029	1,299	1,299	12,730

14,029 Total pupil enrollment
 1,299 Minus non-resident
12,730

*The number of non-resident parochial school students is not known.

TABLE II

REPORT OF WITHDRAWALS AND TRANSFERS
1939-1940

<u>Withdrawals</u>		<u>Transfers *</u>	
<u>School</u>	<u>Number</u>	<u>To</u>	<u>From</u>
Central	67	23	22
East	111	14	26
West	66	5	11
Brayton	5	8	11
Doty	3	7	13
Draper	1	1	7
Dudgeon	20	12	6
Emerson	35	52	34
Franklin	15	26	32
Harvey	5	6	15
Hawthorne	8	7	48
Lapham	21	40	15
Lincoln	16	14	46
Longfellow	33	46	45
Lowell	35	46	37
Marquette	34	38	51
Nakoma	13	16	1
Randall	29	23	12
Washington	36	55	40
Vocational	86	31	2
Wisconsin High	1	0	0
Parochial	28	25	21
Total 668		495	495

*Transfers in making adjustments at the new schools included.

<u>REASONS FOR WITHDRAWALS</u>	<u>Number</u>
Illness and accidents	42
Over 18	53
Moved:	
in county	165
in state	162
out of state	109
new addresses not given	45
Working in country	24
Placement - State charge	1
Court order and commitments	12
CCC	8
Married	9
Deceased	6
Miscellaneous	32
Total	668

TABLE III

SUMMARY OF CENSUS RETURNS FOR THE YEAR ENDING JUNE 30, 1940

School Districts	Age Group 4-19 inclusive			Age Group Birth to 3 inclusive		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Dudgeon	314	350	664	58	56	114
Emerson	856	843	1,699	220	197	417
Franklin	408	375	783	105	107	212
Lapham	807	756	1,563	202	177	379
Lincoln	123	180	303	32	46	78
Longfellow	957	876	1,833	182	203	385
Lowell	841	777	1,618	198	170	368
Marquette	1,064	1,030	2,094	286	292	578
Nakoma	282	266	548	53	45	98
Randall	1,064	1,090	2,154	185	197	382
Washington	912	1,020	1,932	274	224	498
District #8	189	185	374	43	51	94
TOTALS	7,817	7,748	15,565	1,838	1,765	3,603

1939 total - 15,728 Age Group 4-19 inclusive
 1940 total - 15,565

163 Decrease

1940 total - 3,603 Age Group Birth to 3 inclusive
 1939 total - 3,563

40 Increase

TABLE IV

Attendance

COMPARISON OF CHILD POPULATION FOR THE YEARS
1939 and 1940

School Districts	<u>Age Group 4-19 inclusive</u>				<u>Age Group Birth to 3 inclusive</u>			
	Totals 1939	Totals 1940	Increase	Decrease	Totals 1939	Totals 1940	Increase	Decrease
Dudgeon	657	664	7		140	114		26
Emerson	1,732	1,699		33	415	417	2	
Franklin	774	783	9		203	212	9	
(a) Lapham Brayton Lincoln	1,836	1,866	30		445	457	12	
Longfellow	1,791	1,833	42		408	385		23
Lowell	1,650	1,618		32	369	368		1
(b) Marquette	2,174	2,094		80	581	578		3
Nakoma	463	548	85		96	98	2	
Randall	2,223	2,154		69	378	382	4	
(c) Washington	2,064	1,932		132	440	498	58	
District #8	364	374	10		88	94	6	
TOTALS	15,728	15,565	183	346 163 decrease	3,563	3,599	93	53 40 increase

Because of changed school district boundaries the combined census total of:

(a) Lapham, Lincoln, and Brayton for 1939 is compared with Lincoln and Lapham 1940 census total.

(b) Census total 1939 Harvey, Marquette, and Hawthorne combined districts compared with Marquette 1940 total.

(c) Washington total 1940 compared with Doty, old Washington, and Draper districts, 1939.

TABLE V

MADISON CHILD POPULATION
AGE GROUPS BY SCHOOL DISTRICTS

Age Group Birth to 3 Inclusive

School District	A G E				Total
	-1	1	2	3	
Dudgeon	25	24	32	33	114
Emerson	98	109	98	112	417
Franklin	53	60	42	57	212
Lapham	83	98	100	98	379
Lincoln	34	16	14	14	78
Longfellow	195	108	96	86	385
Lowell	92	97	84	95	368
Marquette	131	161	135	151	578
Nakoma	16	23	31	28	98
Randall	94	95	95	98	382
Washington	136	133	112	117	498
District #8	27	26	16	25	94
TOTALS	884	950	855	914	3,603

Age Group - Birth to 3 inclusive - 3,603

TABLE VI

MADISON CHILD POPULATION
AGE GROUPS BY SCHOOL DISTRICTS

Age Group 4 to 19 Inclusive

School District	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTAL
Dudgeon	46	35	34	35	30	50	47	27	49	41	44	44	45	40	52	45	664
Emerson	115	104	95	104	105	109	122	112	105	116	111	99	101	121	84	96	1699
Franklin	54	43	60	49	37	49	49	49	45	54	51	46	48	48	43	58	783
Lapham	92	98	92	88	83	96	95	100	110	89	118	111	108	101	89	93	1563
Lincoln	14	11	10	22	12	18	19	13	21	13	20	22	19	14	38	37	303
Longfellow	101	106	87	97	97	96	126	106	130	112	140	123	121	130	129	132	1833
Lowell	84	102	94	106	99	115	102	103	110	112	106	94	99	111	88	93	1618
Marquette	120	144	113	113	128	134	134	142	133	122	140	148	126	143	130	124	2094
Nakoma	39	34	36	39	40	46	31	36	28	31	24	25	29	29	45	36	548
Randall	107	81	99	107	107	119	133	128	146	143	160	146	171	163	176	168	2154
Washington	94	87	82	106	105	104	111	127	129	128	135	120	132	127	161	184	1932
District #8	32	25	15	26	21	23	22	28	28	22	25	18	22	22	20	25	374
TOTALS	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	15,565

Age Group - 4 to 19 inclusive - 15,565

TABLE VII
CITIZENSHIP
Total 21 Year Olds

<u>School District</u>	<u>Total</u>
Dudgeon	25
Emerson	36
Franklin	54
Lapham	25
Lincoln	19
Longfellow	142
Lowell	35
Marquette	89
Nakoma	21
Randall	163
Washington	57
District #8	<u>16</u>
Total	682

CHILD LABOR AND STREET TRADES

The administration of the child labor laws which pertains to the issuing of permits for children to be employed is the only type of work of this department not directly under the supervision of the Board of Education. There has existed, however, a close cooperation between the Industrial Commission, who supervise child labor, and the schools through the attendance department which has been commissioned by them to issue the permits of employed minors.

The contact with children coming to the office for permits often affords an opportunity to work with them on their own problems of home or school. A job to pay for rental of books, school lunches, or clothes sometimes changes what appears to be a disinterested boy or girl at school to one who feels a part of the school group.

Child Labor: Although there have been added restrictions in employment of children during the last several years, we have issued 696 permits during the past year, July 1, 1939 to July 1, 1940. However, this is a decrease of 21 in comparison with last year's total figures. No permits are required for girls employed at housework jobs during the summer nor for boys working on farms.

The majority of these children secured their own jobs. The attendance office has given assistance in some cases and referred a few to the state employment office. In these instances it is usual for the supervisor to contact the employment interviewer, give something of the school record, our knowledge of the girl or boy, their work habits, etc. At the close of school this year in June a boy of sixteen living in an undesirable home and neighborhood environment and a problem in school, was placed on a farm for the summer through the efforts of this service.

Other children have secured jobs through the Vocational school employment office. These are chiefly housework jobs for girls enrolled in that school. The high school guidance departments have also secured work for girls and boys in their schools, in connection with their programs. These various offices and departments have been helpful in giving information regarding the requirements necessary to secure permits before application is made at our office.

Attached to this report is a tabulation of the types of work boys and girls of permit age, 14 to 18, have been engaged in in the past year. Below find also the number issued by months. April leads with 205, the largest number in any month. Of this number 115 were issued during the spring vacation.

<u>Month</u>	<u>Number of Permits Issued</u>
July	49
August	29
September	54
October	51
November	24
December	27
January	15
February	14
March	15
April	205
May	98
June	115
Total	696

In looking back to the record of 1923, the earliest we find, there were 208 permits issued to pupils to work in child labor. At that time children above the age of 17 were permitted to work without permits. There were also some limited types of employment for the age group 12 to 14. The records indicate a considerable number of violations which we believe have been largely eliminated due to added interest in laws relating to employment of children. Much praise is due to the field workers of the industrial commission. Their frequent contacts with local employers of children has brought about a greater regard for proper regulations and stimulated a spirit of better cooperation. While we still find violations of the child labor and street trades laws, the number of requests for information increases from year to year.

Street Trades: During the past year 823 new permits have been issued to 635 boys. Some of the street corner boy salesmen have secured several permits in order to work for the various news agencies. This number does not include permits that are still active which were issued in previous years.

Below is a tabulation of street traders by schools. It is of interest also to notice the number issued each month.

<u>By School</u>	<u>Number</u>	<u>Issued by Month</u>	<u>Number</u>
Junior high school	310	July (1939)	91
Senior high school	121	August	64
Elementary	51	September	105
Vocational	10	October	65
Parochial	116	November	51
Out of city schools	19	December	42
Wisconsin high school	8	January (1940)	36
		February	35
		March	86
		April	66
		May	68
		June	114
		Total	823 permits
Total	635 boys		

The circulation managers of the daily papers in our city and other news agents work very closely with our department in the employment of boys. Not infrequently we find them interested in some particular boy and they request some information regarding him and his progress in school. Occasionally an application is withheld until a boy can bring a satisfactory school report from his principal.

In the records of 1923 we find that 57 permits were issued during that year. Numerous violations were indicated, such as children found at work after hours permitted, and others under age. At that time the minimum age was twelve. In recent years it has been raised to thirteen.

CLASSIFICATION OF CHILD LABOR PERMITS

Issued July 1, 1939 to June 30, 1940

Employment	Total	KIND OF PERMIT			
		*Regulars		**Vacations	
		Boys	Girls	Boys	Girls
Bakery	6	2	0	2	2
Caddy	345	5	0	340	0
Camp	7	0	0	7	0
Contractor	11	8	0	3	0
Domestic Service	50	3	47	0	0
Garage	2	1	0	1	0
Hospital	1	0	1	0	0
Hotel	1	1	0	0	0
Laundry & Dry Cleaning	4	1	0	3	0
Manufacturing	23	6	2	13	2
Messenger Service	12	7	0	5	0
Miscellaneous	53	13	2	21	17
Office	20	4	10	2	4
Restaurant	39	8	0	31	0
Service Station	18	4	0	14	0
Store	99	18	7	54	20
Telephone	5	1	3	0	1
TOTALS	696	82	72	496	46

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

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

HOME AND SCHOOL VISITING

The beginning of each school year requires intensive work by the entire staff working together. While the office secretaries are making the name-for-name census-enrollment check to find if every child of school age is enrolled, the field workers aid with the home calls on pupils not found. The removals during the summer involve many changes and complicate this check. Through the lists of "uncalled-for" programs of the high schools, the help of city and telephone directories, school contacts and removal lists of the Madison and Wisconsin Foundation and many home calls--including contacts with relatives and neighbors--we finally locate the whereabouts of each child. The necessary adjustments are made where pupils have failed to enroll. The information on removals and changes has proven of value, sometimes after a lapse of several years.

(A few months ago an important message came to a boy who formerly lived here. In an effort to locate him immediately our office was called to assist. Our census check showed his family had moved during the summer a few years ago to a city of Madison in another state.)

The organization of schools also necessitates investigations for tuition, home calls where overcrowded or small grades require transfer of pupils, and often surveys in connection with the location of school boundaries.

The past several years the policy of the Vocational school has been to accept only those pupils above the age of 16 years. We have cooperated in trying to retain in our high school those pupils with ability to do the work where economic situation of the family was the only reason for requesting entrance in the Vocational school. Often remodeled clothing, an NYA job, a scholarship, assistance in aiding the parents to secure work or cooperation from a community agency relieves the situation. A few other cases require investigations and contact with the school principal and school departments and sometimes special counsel before a placement is made to insure pupil success.

According to a joint agreement all pupils in the Vocational school were interviewed individually by the attendance supervisor previous to acceptance by that school. This plan is followed throughout the year except in a few special cases. Pupils from special classes are referred to the director of the guidance department for recommendations. Certificates containing data helpful to the receiving school are given each pupil. These show school history and indicate if the child is employed, etc. Frequently home and school calls were made before a certificate was granted.

Our program then evolves itself chiefly into: first, seeing that every child has educational advantages; second, ^{the} work with causes that interfere with regular attendance and pupil progress throughout the year.

The two attendance workers spend only enough time at the office to make adequate case histories, give reports to schools and other routine matters. The remainder of their time is spent in home visiting and in making school visits and necessary calls on agencies and employers. Besides this, conferences with pupils and

parents at the office are a part of our usual program. The supervisor makes additional home and school calls, conducts conferences, and accompanies the field workers on some of their calls where difficult home situations exist.

The statistical report of the past year shows that the two field workers made 5,263 home and school calls. The largest number of home calls were made on pupils of junior high school age. The Vocational school although it has a small enrollment (90 within the city limits in June) ranked second highest. The senior high ranked third, elementary fourth, and the parochial schools (who do not report as regularly) had the smallest number.

The classification of home calls shows that illness is still the outstanding reason for the greatest number of calls. In some of these cases the physical condition was the major cause of the adjustment difficulties, in others it is a contributing factor. Investigations of home situations rank second. Among the other causes for non-attendance and other school problems referred to us were lax home conditions, inadequate income of the family, school maladjustment, long week-end visits away from home which usually included the whole family, and other inadequate environmental conditions. Ranking third in the number of calls are those which necessitated a re-call to find a working or absent parent. The cases where both mother and father work or the mother is the sole support deserve thought and attention. It is often she who has to leave home in the morning before the children have left for school. She often works too far away to return to lunch and comes home tired at night.

(During a visit on such a mother last winter, I learned she had to place her pre-school child in a home to be cared for by an untrained, incompetent person because her meager earnings were needed for necessities of her home.)

I wondered why the government project to which she was assigned did not also include home-making and permit this mother to make a proper home, under supervision if necessary. It was not surprising that recently her adolescent daughter was referred to a law enforcement agency for staying out late at night, since she knows little of what a good home is like. Proper home training would eliminate many children's home and school problems.

Our additional full-time worker the past year and a half has permitted the supervisor and field workers to give more time to interviews with principals and home room or classroom teachers and guidance workers. Particularly do I wish to stress the advantages to us to learn by direct contact the helpful information of the classroom teachers. I know also they appreciate the help and the exchange of information that acquaints them with home and neighborhood conditions. We have felt for a long time that this closer work with schools is imperative.

We have worked closely with those community agencies dealing with children and their families. We find that more cases where children are involved are being referred to school agencies for help from year to year.

(The past year the director of a governmental agency has worked with us on several 15 year old girls who had come from nearby communities or other counties and needed more supervision than could be arranged here. They were returned to their homes and placed in care of welfare agencies. A girl of 15 despondent because she had no real home was referred to a family case-working agency in our city.)

The juvenile court, probation departments, and police department have shown splendid cooperation during the year. Their requests for school reports on juveniles reported to them have received prompt attention. The reports have included principal and teachers' written comments and observations with such other data from our special departments as might prove helpful. Recommendations or suggestions are sometimes included in instances where a first offender has been a good school citizen, or home conditions are known to be a good or bad influence.

Throughout the year we have received the reports of juveniles who have come to the attention of the police department. Letters were sent to principals of schools which the pupils attend. This offers an opportunity for constructive effort of school and community agencies interested in these children.

We referred two cases to the juvenile court during the school year. Both were difficult and involved neglect of parent. As in many cases, the parent and not the child was the major offender.

In conclusion I wish to quote from a talk given by a woman judge of one of our counties. In discussing the problem of delinquency she stated:

"The greater percentage of juvenile cases which come before the Menominee juvenile court is from families where religious influences are weak, where home training and home ties are weak, and where home life is disintegrating, where poverty is prevalent, where housing and living quarters are crowded and poor, where wholesome living and recreation are lacking, and disreputable dance halls, slot machines, tough pool rooms, loafing places of the poorer kind, all night restaurants and hamburger stands exist....Absence of a happy home and adequate social life may be said to be the chief cause of delinquent behavior."*

The head of a local welfare agency remarked not long ago that Madison is doing a fine piece of preventive work through its schools. This certainly includes the character building programs, recreational activities, and beautiful school housing conditions which represent culminating influences exerted through combined efforts.

I wish my report and my year's program to express the philosophy of the speaker at the 1938 Tri-State Conference on Pupil Personnel:

"Certainly the attendance worker of any school has the same objective as does the school system as a whole. That purpose in the final analysis is to promote the welfare, development, and growth of all children entrusted to our care."**

*Marinette Eagle-Star - April, 1940

**Tri-State Conference on Pupil Personnel, 1938

Respectfully submitted

CASSIE E LEWIS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Supervisor
JANET M MILLAR
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
CURRICULUM DEPARTMENT

I. SIGNIFICANT STATISTICAL DATA

A. Pupil Personnel in the Elementary Schools

During the current year, 1939-40, the enrollment in the kindergarten has been about 850, while that of each remaining elementary grade has been between 700 and 800 pupils.

According to our present requirements the normal entrance age for each grade is:

kdg	4:7 to 5:6
first	5:7 to 6:6
second	6:7 to 7:6
third	7:7 to 8:6
fourth	8:7 to 9:6
fifth	9:7 to 10:6

The 1939-40 sixth grade entered kindergarten the first year of the annual promotions at which time children who were to be five on or before March 31 were admitted. The normal entrance age for this group was thus two months younger than the other grades, being 10:5 to 11:4.

A study of the range of distribution of chronological and apparent mental ages at each grade level gives a suggestion as to some of the problems of curriculum adjustment. That this is not a new problem can be seen by consulting the annual reports of many years past.

When the full range of chronological ages is considered there is a spread of more than five years at some grade levels. There are some children in the sixth grade who are younger than other children in the second grade. Even when the oldest ten per cent are disregarded there is still a two grade overlapping in ages. This is not true for the first grade, perhaps the reason for this being the definite provision that was made this last year for the retarded pupil in the second grade.

Less than ten per cent of the pupils in any of the grades are young for the normal entrance age. It would seem that whatever problem we have in regard to chronological age is mainly one of over-ageness.

In Table I there is a graphic presentation of the chronological age ranges by elementary school grades. The solid bar shows the spread of the middle fifty per cent of the pupils. When the striated bars are read with the solid it shows the range of eighty per cent. The dotted bars show the extremes to which the most divergent ten per cent at each end of the scale range. The arrows indicate the normal age range for the grade at the beginning of the year. All ages used are those of October 1939. It will be seen that there are arrows on both sides of the sixth grade bar. The one to the left indicates the normal range at the present entrance to kindergarten level, the one to the right indicates the normal range according to the ruling which was in effect when this particular class started school.

15:0

14:0

13:0

12:0

11:0

10:0

9:0

8:0

7:0

6:0

5:0

Age

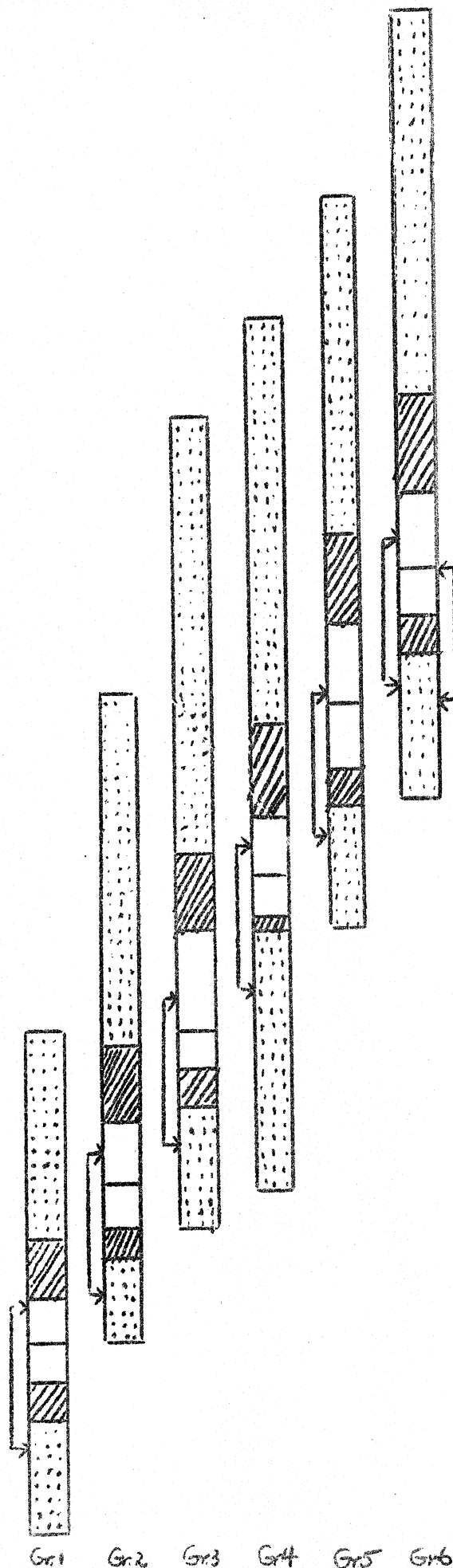


TABLE I

RANGE OF CHRONOLOGICAL AGES
In Grades One to Six in October, 1939

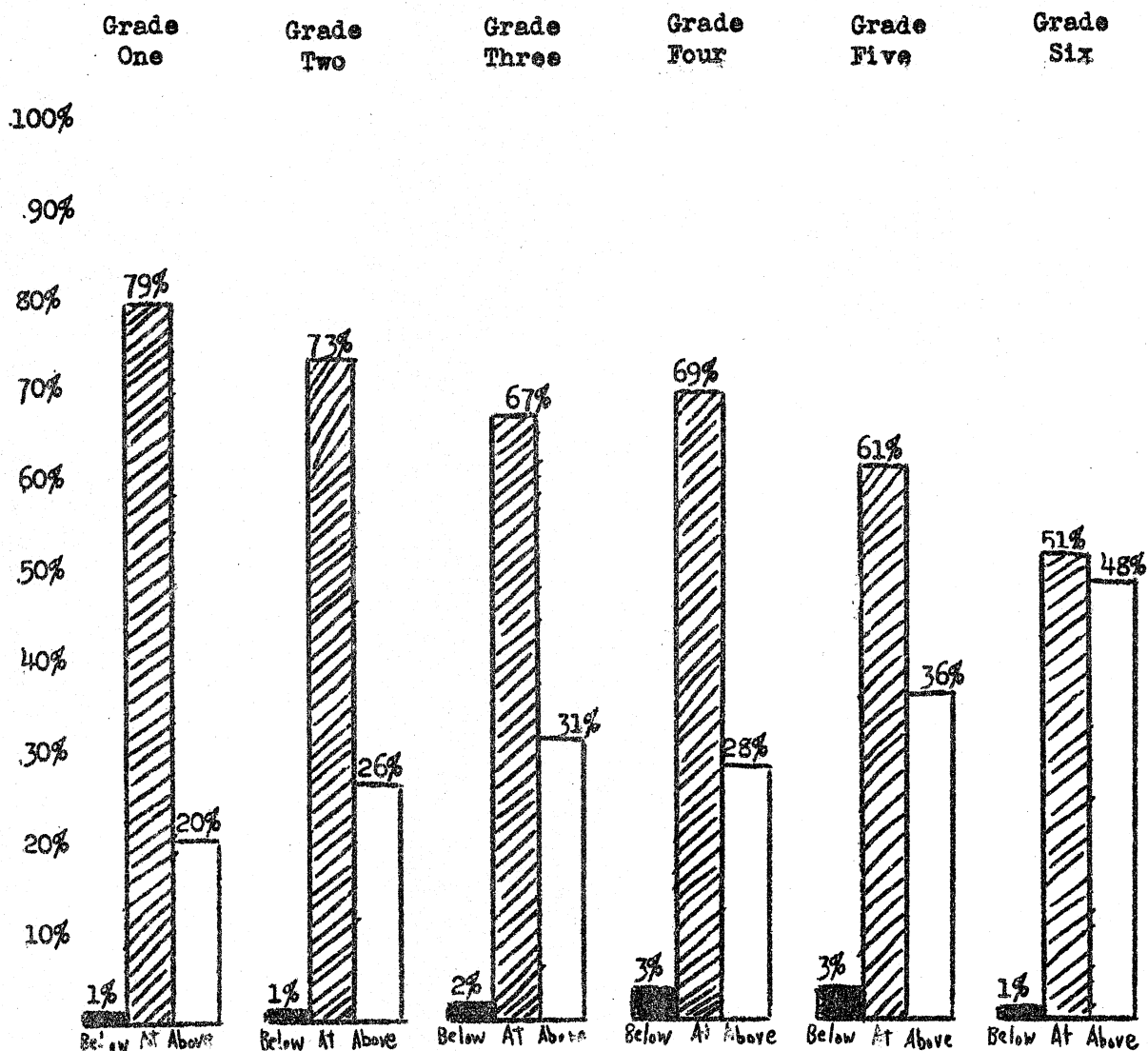
Solid bar - middle fifty per cent of the pupils. Striated bar - all of the remaining pupils except the most divergent ten per cent at each extreme which are shown by the dotted bar. Arrows to the left of bars indicate the normal range of entrance ages. Arrow to the right of the sixth grade bar indicates the normal entrance age for this particular group who entered school at an earlier age due to a change in regulations as cited in the text.

In connection with these figures it is interesting to note that the annual report for the school year 1908-09 showed even wider ranges at these grade levels. The greatest of these was a range of ten years at second grade, there being during that year pupils of both six and sixteen years in the second grade. At first grade there was a four year range while at fourth grade there was a nine year range.

Table II shows what proportion of each of the 1939-40 grades entered that school year at, below, or above the normal chronological entrance age. The proportion of over-age pupils shows a fairly steady rise so that at the sixth grade it is more than twice as great as at the first grade. Again the proportion of under-age pupils is seen to be very small.

TABLE II

PROPORTION OF EACH 1939-40 GRADE BEGINNING THAT SCHOOL YEAR BELOW, AT, or ABOVE THE NORMAL ENTRANCE AGE FOR THE GRADE



If the range of apparent mental ages were graphed it would show even more extensive spreading, in some cases about nine years. When these data are supplemented by less objective but equally important evidence in regard to the spread of interests, backgrounds, purposes, physical stamina, work habits, attitudes toward work, and other equally valid concerns of the school when planning the best experiences for the variety of pupils entrusted to its care, there is a beginning to the necessary perspective in which curriculum problems must be viewed.

There can be little doubt that the great spread of chronological ages is mainly the result of efforts to improve the relative homogeneity of abilities in basic skills among pupils of each grade. Whether this is done on the theory that the mass education in the public schools makes such an arrangement necessary if not desirable or whether this is done in the belief that because of the limitations to individual instruction which must obtain in a public school the good of the individual is best served when he is so placed that he is working with others of approximately his own level does not seem to matter in view of the following evidence.

In spite of the spread in age which presumably is the effect of attempting to reduce the spread of abilities at each grade level, there remains a wide range in abilities in all of the basic skills at each grade. The available evidence is more objective in some of the skills than in others, but there is sufficient evidence in all branches.

B. Results of Standardized Reading Tests

The Metropolitan Primary Reading Test was used in grade two, by giving parts one to four in October and parts five and six in May. The results quoted are the average scores thus achieved.

In October, half of the children scored within ten months range, 1.7 to 2.6. One fourth of the children scored 2.6 or higher, while one fourth scored 1.7 or lower. One tenth scored 3.1 or higher, while one tenth scored 1.3 or lower. The complete range of scores was nearly four school years.

In May the middle half of the pupils spread over a twelve month range. One fourth scored 3.8 or higher, one fourth scored 2.7 or lower. One tenth scored 4.3 or higher, one tenth scored 2.3 or lower, and the complete range of scores was greater by several months than it had been in October.

The remaining grades were tested in October only. In grades three and four the Durrell-Sullivan Reading Achievement Test was used. In grades five and six the test employed was the New Revised Iowa Silent Reading Test. It must be understood in interpreting the diagram given in Table III that the different tests are not directly comparable. In some instances it is not possible to obtain an exact figure for the extremes since certain pupils fell outside of the range for which the particular test was designed.

The test used in grades three and four allowed the pupils at the upper levels to do all they could do, but some pupils could not score at the lower reaches of the test. In the Iowa test both fifth and sixth grade pupils exceeded the test while some fifth grade pupils fell below the test. At seventh grade the

partial battery of the Metropolitan Achievement Test was used. The section which tests reading ability is necessarily less searching than the tests used in the previous grades. While the apparent range of reading abilities thus revealed is not so great as that shown by the more elaborate tests, it is still more than six school years.

As revealed by the standardized reading tests the range in reading abilities is extensive, reaching, at some grade levels, a range equivalent to the traditional third grade child and the traditional upper level high school pupil being placed in the same grade.

In reading Table III, P 90 is the point below which 90 per cent of the pupils scored, P 75 is the point below which 75 per cent of the pupils scored, and so forth. Thus the shaded area between P 25 and P 75 shows the distribution of the middle fifty per cent, the so-called average children. P 50 is the median, that point above which half of the pupils scored and below which half of the pupils scored. The broken ends on some bars indicate the instances in which certain pupils scored outside the range of the test.

Study of the chart shows good gains from grade to grade at all points of comparison, but it also shows that the pupils of a given grade are no more homogeneous as to reading ability than they are as to chronological age.

That this range of reading abilities presents a problem basic to all problems of curriculum adjustment seems fairly obvious. Knowledge of facts such as these has given impetus to the wave of concern which has lately swept the country and has manifested itself in the remedial reading program which has been so zealously seized upon. That any remediable gaps be filled in is, of course, advisable, but serious study of the history of the situation points to the fact that there has always been the problem of various learning rates to which the school has had to make some adjustment and there is no reason to suppose that this will not continue to be the case. Therefore, only a limited amount of help may be expected from the best sort of a remedial program and a major part of the problem must be met with a more direct attack.

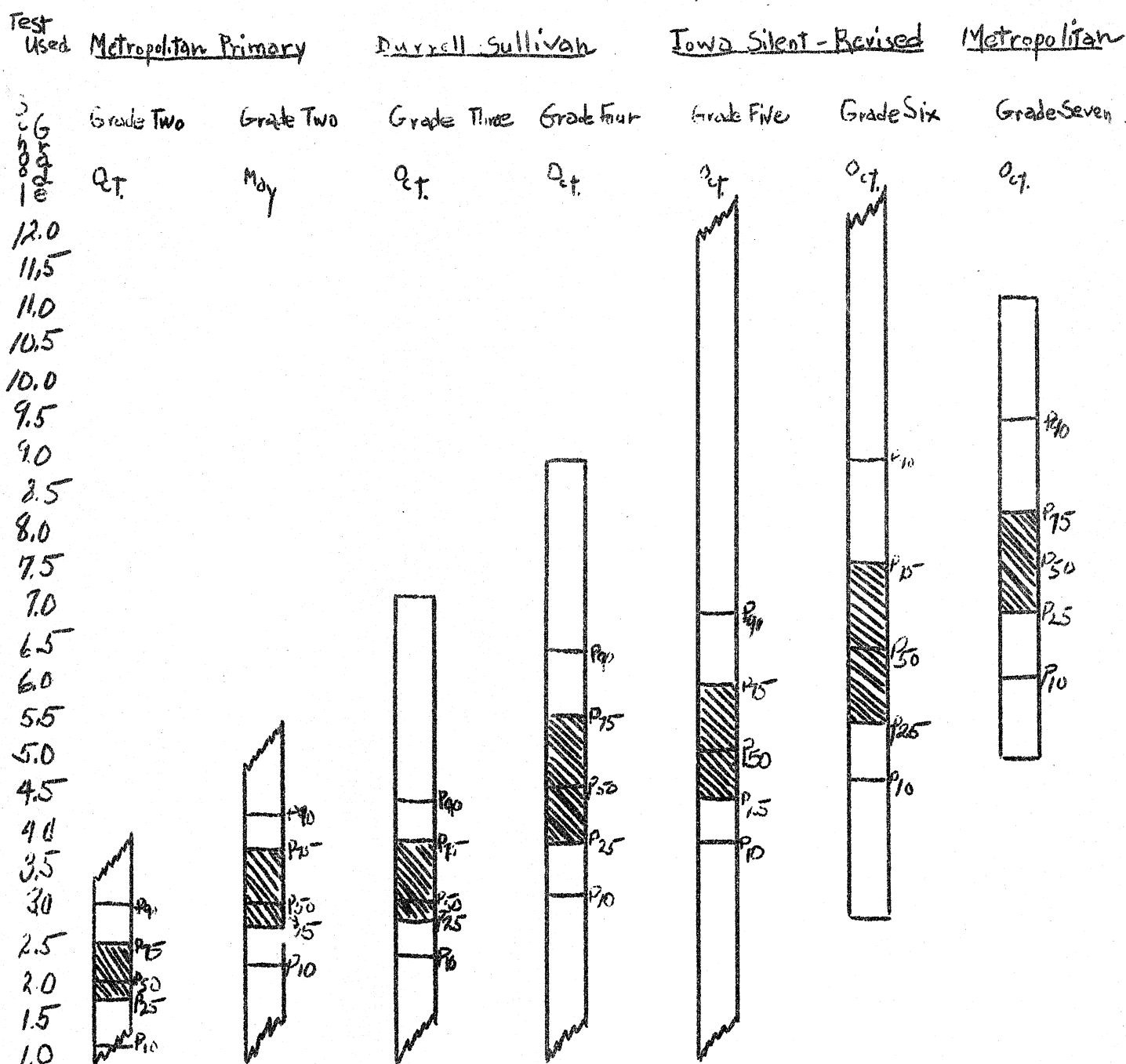
C. Arithmetic

During the current year there have been no standard arithmetic tests administered. Whenever such tests have been given the results have been much the same as the reading tests reported above. The spread has not usually been quite so wide, however, since as the children advance through the grades the work becomes rather specialized and, for the most part, even the bright, advanced children do not learn the complicated processes by themselves and thus the extent to which they may advance on a test is more limited than is the case in reading.

Much has been done in placing the various steps of learning in arithmetic at those grade levels at which scientific research indicates that the greatest economy of learning may be achieved for the greatest number of children. Progress has also been made in cutting dead wood from the arithmetic curriculum and improving the articulation between school arithmetic and modern life needs. Yesterday's course might have been entirely satisfactory at the time, but it may not cover many of the needs of today while it may include many unnecessary if not useless factors.

TABLE III

RANGE OF READING GRADES AS REVEALED
BY STANDARDIZED TESTS



It is of great concern to educators that the adjusting of the curriculum to the many be not allowed to mean a lowering of the demands placed upon the capable pupils. The stimulation of such pupils is always important.

D. Spelling

School records through the years point to spelling as the great stumbling block. There seems never to have been a time when the spelling of all of the pupils could be brought to a satisfactory standard even when the schools were highly selective and only those who were academically inclined were retained at the upper levels.

In recent years the story has been the same. A fairly satisfactory record can be established when testing follows closely upon teaching, but the permanent retention is disappointing. Because of concern over these facts a study of the problems involved in the mastery of spelling has been carried on over a period of several years. Among the findings of testing done in connection with this study are facts such as these. Pupils of all ages tested spell better words which they use out of their own vocabulary to express their own ideas than they do words which are dictated to them from a carefully graded list even though the latter may represent commoner words and, on the whole, words which would be considered easier.

Tested on a list of words which have been called the commonest words in the language, pupils in grades three to six revealed a widespread of error. Of the 220 words included no single word was correctly spelled by all even though "a", "the", and "I" were included in the list. On the other hand, the spread of error was so great that it was possible to pick out only a few words on which general teaching promised much help while for the remainder the only feasible plan of attack was one which would provide for much stimulation of the desire for improvement and much opportunity for working upon individual needs.

E. Handwriting

In the rating of handwriting samples of elementary school children each year's records show a range from beautiful writing which is a joy to behold to a pitiful collection of marks which are so nearly illegible and so painful to decipher as not to be properly considered handwriting at all. Likewise, the rate of writing, which is so important when the skill is considered as a tool, varies from the pen which can fly nearly as fast as the mind can flow to that which can only draw, but cannot really move at what could be called a writing speed.

F. Written Expression

In connection with the study of the use of spelling as a tool in written expression an interesting file of children's writing has been gathered. Whether attention be turned to the papers from third grade children or from pupils of the junior high a great range of abilities is seen. There are pupils among the older groups who have not yet mastered the simplest style of writing. To these the sentence still presents difficulties, capital letters are a source of trouble, vocabulary is not adequate, and other difficulties traditionally assigned to the lower grades demand teaching attention.

On the other hand, among the papers of the younger pupils are found examples of work of which junior high school pupils might be proud. Many young children find satisfaction in written expression and at an early date master for themselves many of the techniques which are reserved for teaching to the average pupils at a later date.

II. HISTORICAL PERSPECTIVE

Problems similar to those evident in the material presented above have concerned the administrators of the schools of our city for many years. Study of the annual reports from the early days reveals great dissatisfaction with the ungraded school. In the year 1862 the superintendent wrote:

"In passing pupils from one department to another, the capacity of the room rather than that of the pupil has been considered. This is an evil which can only be remedied by a more rigid adherence to a course of study, and by providing room so that each grade may be kept by itself."

The desired grading having been at least partially established, although it had not been possible to provide a separate room for every grade, the opinion of the superintendent as to the wise policy was expressed thus:

"No departure should be allowed from the prescribed course. If pupils cannot maintain their rank, they should be degraded to the class below."

Again in 1867 the thought was expressed that whatever maladjustment there was could be ascribed to failure to locate pupils at the exact grade for which they were prepared.

"Experience has fully shown the advantages of more exact grading. It sometimes happens that pupils make very little progress, and thus bring discredit upon the teacher and upon the school, when the entire fault is in the improper grading of classes, or because the established grade has not been strictly followed. The grade adopted by the board has worked well, although it has been found advisable to make some slight changes. . . giving a little more time to the studies in the primary and intermediate grades, thus affording a better foundation. . . ."

Some left-handed criticisms were hidden in the above paragraph and by 1868 a definite criticism of the established system of grading as the panacea to all ills was made.

"There is a defect in our grading, owing to the fact that our programme of studies is indefinite in that it is a programme by textbooks instead of a programme by subjects."

Nor was this the only critical statement in that report. The system of rigid grading with its attendant retentions and demotions began to seriously affect the holding power of the school.

"Most pupils leave school before completing their fifteenth year, and hence a large majority are in the primary and intermediate grades, and there they obtain most of their school education."

That individual differences were recognized as a factor in education in spite of the faith expressed in grading as a means of achieving a homogeneous group upon whom the same procedure could be exercised with the same effect is revealed by the following excerpt from the same report.

"The teacher must govern the school in mass. There is not time, as many suppose, to govern individually. The latter would be the better course, could it be done, and the more the teacher governs his pupils by private admonition the better. . . ."

Twenty-five years later in 1893 the following words appeared in the annual report:

"In the schools of our fathers. . . as a rule pupils received attention only at points of difficulty when assistance was needed, or when the exigencies of the case made chastisement necessary. . . .When the demand for education became more general and pupils more numerous the necessity of some means of classification became apparent. Step by step the details of the graded school were worked out. . . .That the graded system of schools has many advantages over the ungraded will not be denied by anyone. That a rigid system of classification is subject to serious evils is apparent. . . .The applying of uniform programs and methods of instruction simultaneously to large numbers of children, implies that all children are about equal in capacity and require about the same treatment. Everyone knows this is not so. . . . To put large numbers of children into one room, to give them all the same tasks, to demand of all the same progress, and to move them all in a body from grade to grade, is unnatural and unphilosophical. . . . Some natures develop slowly and must have more time to reach certain stages. Other natures develop rapidly and require less time. In a large class where all are doing the same work in the same time, it is very evident that the bright pupils must be held back and the slow ones pushed on. This is an injustice to both classes. The bright ones, not tried to the full extent of their ability, lose much of the discipline which they should gain, and instead of doing their best under the exhilaration of a conscious onward motion and the inspiration of engaging studies, they fall to the level of careless plodders. The slow pupils are strained to their utmost and are dragged over the ground without time to digest or assimilate what is offered to them. These frequently become discouraged and drop out of the class, and sometimes out of the school altogether. The most serious harm befalls those who fail to reach the standard for promotion. The work of the next year is entirely beyond their power, and to spend a second year going over the same work is disheartening in the extreme and has little promise of valuable results."

About this time it was thought advisable to lessen the interval between grades by introducing the half grade plan with semi-annual promotions. This was recommended to be tried although it was thought that the evil really lay in having a certain set time for general promotion. A plan was suggested which would have provided for ability groupings. Each group would then have been allowed to move through a prescribed course of study at its own rate.

"Thus the first group of a grade may overtake the lowest group of the next grade and then pass it."

It was recognized that if such a plan were tried it would be of the greatest importance to provide means of achieving wise reclassification frequently in order to keep every pupil where he could do the best work.

Other suggestions which were made at this time to improve the teaching included the old-even-then plea to teach subjects instead of textbooks. It was urged that this would do much to allow the needed flexibility in adjusting to individual needs both as to quantity and quality. It was suggested that the course of study might be revised to include minimum essentials which all pupils would be expected to master and to include provision for the bright pupil to go further by:

"additional applications, testing results, confirming judgments, fortifying his positions by recorded testimony of others."

By this plan it was felt that it would be possible for all to get through the same basic course at the same time but with varying results. It was thought that it would be feasible to allow bright sections to go through the elementary schools as rapidly as possible and that the high school would provide fast and slow divisions in the courses offered there. That this was a forward looking philosophy and not what was actually taking place in the schools at that time is evidenced by the fact that exactly ten years later much of the same report is found repeated word for word.

In the school year 1895-96 the introduction of the kindergarten into some schools was felt to have had a widespread effect upon the emphases given by teachers in those buildings. It was felt that all teachers in the schools where the kindergarten had been installed were helped in giving less attention to technicalities and arbitrary rules and more to moral and intellectual improvement. These teachers also seemed to take a deeper interest in the individual child and to employ gentler and more wholesome methods.

At this time concern for an educational system which would yield the greatest improvement to the many rather than one which cast aside all but the chosen few who could meet the rigid standards of a strictly graded system was expressed.

"The welfare of the state is not dependent so much upon the highly educated few as upon the intelligent and well informed many."

Another indication of concern for the development of the individual was contained in the words:

"The real work of the teacher is to quicken the intellect and to stir the ambition of every child under his tuition."

In 1896-97 the superintendent showed his concern for the direction in which education was moving or failing to move by the following statement:

"We have reached a point in our educational work where there is an imperative need of facts. We have speculated and theorized; we have drawn conclusions and modified our methods repeatedly, only

to find ourselves at sea. . . .It would seem that in our educational work we have mistaken mere notion for facts, whims for data, and instead of educational doctrine we have in many cases been following educational dogmas."

That the concern expressed was for the efficiency of the teaching methods and the curriculum, for the time honored problem of what to teach, when to teach it, what results to expect and require is disclosed by the further quotation:

"Some of us remember well the days of formalism when the work of the school under machine-like methods consisted in paragraph recitation, rote learning, and dry memorizing of useless stuff. The reaction set in and with the so-called new education we had the other extreme, where pupils were not required to learn anything, but must find out everything for themselves and be told nothing."

That this problem is and always has been a part of the problem of adjustment of the curriculum to the individual pupils is evident. As soon as we set up standards and requirements we face the problem of what to do about that portion of the school population who do not come up to them. When the minimum standards basis has been tried there have been still at least these two difficulties. Whatever the minimum it is bound to be a difficult goal for some pupils. Whenever a minimum is set up with the accompanying feeling of pressure to try to make all children reach it, this tends to become the general goal.

By 1903-04 the feeling that the highly vaunted graded system was inadequate was very strong.

"Without question the Madison system of schools may be strengthened by the adoption of a more rational and flexible system of grading."

It was at this time that the very words of a decade before were repeated. But the report contained other suggestions for meeting the needs of individuals who were not thought to be satisfactorily served by the graded system. An ungraded room was advised for:

"children who are slow to learn and not able to do the regular work assigned. . . .in such a school, under an intelligent and sympathetic teacher, these children could receive inspiration and encouragement and the needed individual attention, aid, and guidance."

Individual instruction was one of the major points of consideration in the report of 1905-06. A description was given of the range of possible teaching techniques from the individual tutorial system to the lecture plan in which one erudite professor addresses hundreds of students who hold the entire responsibility for their own improvement therefrom.

The weak points of mass teaching which were pointed out at this time were that it ignores differences in disposition, temperament, mental power, and needs. That it gives little opportunity to the slow or backward and no encouragement to the bright was also claimed. At the same time it was pointed out that experiments with individual instruction had been marked by lack of all round development and adjustment.

It was concluded that a little of both were necessary since numbers supply "emulation", the stimulation of one mind upon another, and help to instill a realization of the validity of many viewpoints. A wise admixture of the two was thought to keep more pupils in school, more pupils passing, to make better provision for weak pupils, necessitate less home study, lessen home worry and annoyance, reduce the amount of time that pupils would need to be kept after school, relieve the teachers of undue worry and strain due to excessive anxiety for the progress of the pupils, improve parent-teacher relationships, help to meet pupil needs without exposing weaknesses to the group, and all in all work both intellectual and moral good upon the pupil.

That all this good might be accomplished it was recommended that individual instruction be provided for in the high school by

- (a) longer periods, allowing ten or fifteen minutes of each period for it
- (b) one period set aside each day by each teacher for this purpose
- (c) one period set aside each week by each teacher for this purpose

In the elementary schools it was suggested that every teacher set aside one period every day for this purpose. In advocating this procedure the following caution was given:

"All individual instruction must supplement and aid the regular recitation work and must serve as a corrective of the evils incident to class teaching. . . .The individual period in order to be of value must be devoted regularly to systematic and regularly planned individual instruction. . . .The work should be of such a nature as to arouse interest, stimulate thought, and encourage honest effort. . . . The effectiveness of individual instruction is due largely to the personal relation which is established between teacher and pupil. The manner of intercourse, the interest shown, and the sympathy expressed by the teacher are all matters of prime importance."

A year later it was suggested that the curriculum was becoming heavy and that one very good way to reduce the number of failures would be to have most pupils study fewer things more thoroughly.

Many reports emphasized what, in the opinion of the superintendent, the schools ought to be doing, but frequently there was no statement as to what was being done. However, in 1907-08 there were listed the ways in which the schools had actually tried to meet individual differences during that year.

- (a) daily elementary period set aside
- (b) three unassigned teachers employed to aid backward pupils
- (c) a large number of elementary teachers remained after school for conferences with pupils who preferably remained from choice
- (d) individual promotions were made from grade to grade at any time that the work of a pupil warranted it
- (e) a short summer vacation school helped bolster pupils who wished to attend and could afford the tuition toward promotion
- (f) high school teachers each were given one or two free periods for consultations and some held extra classes after school
- (g) supervisory services were rendered by the home room high school teachers

- (h) industrial instruction was provided in grades six to eight and handwork from the kindergarten through the fifth grade
- (i) 898 home calls were made

After these years of emphasis on individual instruction the report of 1908-09 contained a swing back.

"In handling large numbers of pupils some system of classification is necessary. To secure continuity of work and definiteness in the results courses of study must be logically arranged and systematically administered. To avoid confusion and chaos pupils must be gathered into classes and programs of work must be arranged and followed. In a rigid classification of any kind differences in the capacity of children cannot be fully recognized nor is the adaptation of the work to individual minds possible to any large degree."

By this time the semi-annual promotions had been tried and had failed to be the expected panacea for all the evils attendant upon the graded system. It was still necessary under this system to try to get all pupils to progress at the same rate. The best gain seemed to be that it was possible for a pupil to repeat a half year only, and for the pupils who were doing well it was easier to skip forward a half year. In many cases it had been necessary to place two sections in one room under one teacher and the superintendent was sorry to note that rather than improving instruction this had caused more mechanical teaching. Still feeling a need for some plan that would provide for individual differences within the limitations of the necessary group work of the public school the superintendent wrote:

"It is generally agreed that the machinery of the graded school system must be preserved, and that a remedy for the attending evils must be sought through some plan whereby the whole-class instruction with its benefits may be retained, and systematic and efficient instruction for the individual afforded. . . . In several systems of schools some form of grouping has been tried whereby pupils of a grade may be placed in divisions on the basis of ability and individual needs."

The report then goes on to describe various plans. The Cambridge plan provided for a two track plan going on from the fourth grade allowing four or six years for the completion of the rest of the work through the eighth grade. Pupils might transfer between groups and thus take five years to do it. There was to be no failure under this plan but instead various rates of progress. The greatest difficulty had been found to be the placing of several sections in one room with the old evil of more mechanical and less vital teaching.

Another plan was to have grammar grade centers at central locations. This was something of a forerunner to the junior high school except that in these schools the selective factor was to operate in admitting to the central schools only superior pupils. The classes were to be allowed to progress as rapidly as possible probably taking five years to complete the grammar grades and high school. Where this plan had been tried there had been difficulties due to expense and it had been felt that the pupils suffered from too limited social contacts.

A third suggestion was a plan of three presentations of every lesson. The first time the whole class would be taken together after which a test would be given to

determine which pupils had mastered the lesson. These would then be assigned seatwork and the remainder of the class would be taken over the same lesson at the next meeting of the class. At the testing period this time another group would be ^{found} ready to retire from the lists and take up seatwork. A final presentation would then be made for the remaining pupils and the procedure would then start over with a new lesson. The advantages to be found in such a plan were set forth:

"The stronger pupils are left more to themselves and permitted to direct in some degree their own efforts and to make such progress as their individual capabilities will permit. They become more self-reliant and more purposefully industrious. . . ."

For years the reports had spent pages upon the type of administrative set-up which would enable the schools to do what it was felt they should do. This particular report included a long section of this type, but it concluded with the statement:

"The essential factor in every school is the teacher. . . .The able, well-educated, broadminded, sympathetic teacher will exert an influence for good upon her pupils that is independent of any system or plan."

By 1909-10 the conclusion had been reached that whatever the schools might be able to do in the adjustment to individual differences there was need to provide special schools for the most divergent pupils. Ungraded schools were suggested, as were schools for truants and incorrigibles and defectives other than the deaf who had already been provided for. At this time the ungraded school was not meant for mentally retarded pupils as these were included as one type of defective. The ungraded schools were meant to provide concentrated attention similar to tutoring for pupils who due to illness or some temporary retarding factor had fallen from the proper level, but who should be able to profit by the boosting and return to their regular places.

A concern for better service to all of the children of all of the people was felt in the report of 1910-11:

"Our schools cannot fully measure up to their opportunities until they in some way afford means of improvement to every child in the community, whatever may be his station in life, his physical condition, or his natural capacity. . . .The most feasible plan would probably be the formation of special classes in the high school in which these pupils could receive the kind of instruction best suited to their needs. The work would of necessity be varied and its nature determined by the ability and special tastes of the individual pupils."

During this year it was decided to drop the summer school to prevent failure because being a tuition school it often excluded those who most needed the work. The suggestion was made that it be reopened when it could be supported by the city and thus be open to all who needed and wished to attend.

III. CURRENT STUDIES AND PROBLEMS

In line with the problem which has permeated the whole historic survey, the schools are at the present time attempting to provide a means of starting the school life with a flexible grouping so that pupils while remaining throughout the year with one teacher may do their reading with other children who are needing about the same type of work at about the same stage of advancement. While each teacher has a period for individual help scheduled on her program daily, the plan is to provide that this time may be used for any child who needs it because of absences or even because he is doing exceedingly well and may be able to make great strides forward if given a little help temporarily.

Flexibility is an essential part of this plan because it is found that pupils lag in the beginning stages of reading for many other reasons than lack of ability. Some children are at first held back by physical defects. Diseases of childhood cause prolonged absences and are frequent factors. Some children do not get off to a good start because of their work habits or attitudes.

It is important that during this period of initial adjustment the child be given the opportunity to work along at a reasonable rate, avoiding strain, worry, and frustration. This plan is not without its drawbacks any more than have been any of those recorded in the past, but it has seemed to have many advantages.

There have been many claims in educational literature that a certain mental age should have been attained by every child before the school attempts to begin to teach him to read. We have been slow to adopt an arbitrary mental age basis for admission to the reading classes because of evidence which shows not only that there are many other causes of early reading difficulty, but also that a certain proportion of the pupils who apparently start with low mental ages achieve amazing success.

If children are slow to learn there is reason to believe that rather than putting off the beginning stages of reading we had better be getting about the task since the road promises to be long and arduous at best. Our plan is not to delay the start but to provide for a slow rate of progress along the way so that teachers may be free to spend time clearing up understandings and achieving repetition in a variety of ways and doing what seems to be best and most profitable without strain as to the covering of a traditional number of pages of books.

Pupils who find the task of beginning reading very easy and soon sail into advanced stages of work are provided for and even the much abused average child who was supposed to have been entirely forgotten in the zeal of the schools to meet the needs of the atypical finds his own place in the sun.

In the intermediate grades there must also be provision for children not only of widely differing abilities in reading, but also in writing, spelling, arithmetic, speaking, and thinking.

The course of study for any grade level must therefore be extremely flexible so that the teacher may be free to work with the children who come to her at whatever level she finds them. Regardless of the plan or machinery that is set up, this in the final analysis is all that can be done.

We have long since given up hope of achieving that old ideal homogeneity. Whenever the extreme pupils are removed from the group someone else immediately becomes the extreme and does not belong there.

We do not teach a textbook course of study, but use many books of many different levels of difficulty and many different viewpoints. There is no reason for the brilliant child to be shoved ahead into classes where the children are older and have a different social and emotional outlook than his own and where he is likely to become a social misfit. There is no limit to the extent to which the topics being studied may be investigated except the inquiring quality of mind of the learner. There is no reason why the superior child needs to be smug, self-satisfied, or bored. If he comes to school with an open mind and the keen interest which is his natural attribute he is stimulated to carry his study and research far beyond the traditional work of the grade. For most children of this sort the teacher's problem is to see that they do not overwork. Care must be taken to see that they have a sufficient variety of social experiences and that they give due consideration to their physical needs as well as their mental hunger.

We have as yet found no way to do away with the problem of the slow learner, but we have tried to substitute for a standard of minimum essentials, which could never be so adjusted as to be reasonable for all, a standard of growth and development which will encourage each pupil to make the most of himself and thus become the best citizen of which he is capable.

As we reach the upper levels of the school our problems become more difficult. Good education increases the natural differences in people and rightly so. Thus we must make ourselves an increasing problem as the years go on. The junior high school came into being partly because of this fact. Within this school there is possible more flexibility in the handling of children of differing capacities, needs, and interests.

In the special fields such as art, music, physical education, manual arts, home economics, and recreation there is much flexibility possible. As the pupils proceed there are further choices possible so that the students leaving a Latin class may spread at the next period to bookkeeping, English, geometry, French, mechanical drawing, gym, orchestra, chorus, and chemistry.

Because the problems of adjustment are more difficult at the upper levels, because they are the result in a measure of the great influx of pupils into the high schools in recent years, because they tie up so closely with our involved and constantly changing social and economic structure they are far from solved. The high schools of the country are greatly concerned as to what they may best do for the youth of the country and how they may best do it.

Respectfully submitted

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 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1939-1940
THE MENTAL HYGIENE CLINIC

This report marks the close of the two-year demonstration period for the mental hygiene clinic of the Madison Public Schools. The history of the development of this clinic, its modus operandi, and general comments concerning its functions are contained in the report made at the end of the first year.

As of last year, classroom instruction in the principles of mental hygiene was presented to a group of teachers. This year the group was smaller, due to method of securing enrollment (voluntary), and changes were made in the material presented and the teaching technique employed. The first semester was given over to formal lecture material, but the lecture material of two semesters was condensed in one. The second semester was given over to practical and informal discussions of case material and reviews of selected articles in mental hygiene. Some of the case material used was selected and presented by the teachers.

In this report there is to be no discussion of the report itself except to explain that fewer cases were seen this year due to the fact we had the services of two psychiatrists, whereas last year a third psychiatrist served the clinic most of the first semester. The data contained in the tables does not show any striking departure from that of last year's report.

This report concerns especially the general conclusions to be drawn from the two-year demonstration and recommendations. It is our conviction that the mental hygiene clinic should continue, and that it should be an integral part of the school system. We believe that the "set-up" and the method of operation as was outlined in last year's report has worked out well and should be continued as far as circumstances permit.

Concerning medical service in the clinic: At present we believe a half time psychiatrist, whose chief interest would be this position, is advisable as a beginning. As the program expands, it is believed that full time psychiatric service can be used. The psychiatrist should be an employee of the school system. The service of the school psychiatrist should not be limited to work in the clinic, to dealing with individual problem children entirely, but he (or she) should be available for advice on problems presented by children, whom the teacher does not believe need referring to the clinic but about whose management she would like to have suggestions. The psychiatrist's advice would be available to school officials on policies or methods that indirectly affect the adjustment of children. The psychiatrist attached to the school system would become much more a part of the school, would be familiar with its operations, know its teachers and principals and in some instances observe special problem children in the classroom. This is not possible when the psychiatrist is independent of the school system or attached elsewhere as was the case throughout the period of the demonstration.

There have been individual teachers and principals who have not considered our services of value to them. In one instance our efforts have been actively blocked.

These difficulties can be overcome in time by continuing the educational efforts of the clinic and by making the psychiatrist a member of the school system.

Concerning the didactic work which was a function of the clinic staff: We believe this year's group have developed good insight as judged by their success in evaluation of 42 problems involving mental hygiene principles. Thirteen teachers volunteered to take this quiz (Standardized by C V Hobson of Bemidji State Teachers College. See Article in Mental Hygiene April, 1937, p. 231 entitled "How Much Do Teachers Know About Mental Hygiene?") Two teachers made a perfect score, one teacher made five errors, one made three errors and the rest made but two mistakes each. This is a small sampling, but at least these thirteen are conversant with the principles of mental hygiene.

This type of instruction should be continued by the staff of the clinic until all the teachers and the principals in the school system have been exposed.

Respectfully submitted

MABEL G. MASTEN, M.D.
Associate Professor in Neuropsychiatry
University of Wisconsin Medical School

PAULINE B. CAMP
Director of Guidance
and Special Education

TABLE NO. I

Total number of children seen in clinic	66
Total number of clinic visits	155
Number of children seen once in clinic	28
Number of children seen more than once	40 (127 visits)

<u>Sex</u>	<u>Under 12</u>	<u>12 and over</u>	<u>Total</u>
Number of girls	12	12	24
Number of boys	21	21	42

TABLE NO. II

<u>School</u>	<u>Referred by teacher or principal, guidance director in high school</u>	<u>Member of clinic staff or agency outside school</u>
Brayton	1	0
Doty	0	0
Draper	1	0
Dudgeon	0	5
Emerson	5	2
Franklin	1	0
Harvey	0	1
Hawthorne	0	0
Lapham	1	0
Lincoln	0	1
Longfellow	1	2
Lowell	3	2
Marquette	3	3
Nakoma	0	0
Randall	0	0
Washington	0	3
Vocational	1	0
Central	9	3
East	5	4
West	2	0
Parochial	0	3
Not in school	0	4

TABLE NO. III

Conditioning Factors

Home	57
Health	20
School	4

Explanation: It is not easy to determine single factors which may condition or contribute to behavior manifestations, but (1) in 57 cases the home presented serious factors; there was overlapping of factors inherent in the environment and in physical and constitutional organization of the individual; (2) in 20 cases, at least, health could be assumed to play a definite role; in a few instances "health" was thought to play the major role as instanced by the child under Mrs Meienburg's supervision, whose behavior was precipitated by encephalitis; (3) in only a few instances could we ascribe a major role to factors inherent in the school itself. However, we have run across practices which contribute to the child's resentment to school. One such custom - having child carry home messages containing unfavorable reports. This results in fear, anxiety, discouragement, and often parents are angry or ashamed and child suffers from criticism or punishment.

TABLE NO. IV

Classification of Cases According to Behavior

1. Aggressive - hyperactive, non-conforming, belligerent (the kind that upsets the classroom)	33
2. Withdrawn - shy, inattentive, daydreamers	10
3. Neurotic	10
Tics, nervous jerks, habit spasms	
Hysterical episodes	
Somatic complaints	
4. Prepsychotic or psychotic (definitely abnormal)	3
5. Poor school achievement (not due to mental inferiority). .	2
6. Special problems - medical, mental inferiority, advice to social workers, etc.	8

TABLE NO. V

Source of Referrals

1. Teacher or principal	20
2. Guidance worker in high school or vocational school . . .	15
3. Members of department of child guidance	11
4. Social agency	12
5. Member of family	4
6. Physician	3
7. Attendance Department	1

TABLE NO. VI

Results of Treatment (Some overlapping)

1. Improved	25
2. Unimproved or questionable (includes some cases seen late in year)	29
3. Should be carried over in clinic next year	8
4. Needs medical care or is in part a medical problem . . .	4
5. No treatment, or recommendations to social worker . . .	6
6. No reports (Some of these seen late in year)	8

Three cases were terminated by institutional commitment.

PRINCIPALS' EVALUATION OF THE GUIDANCE CLINIC
1938-1940

A questionnaire was sent in June 1940 to all principals to secure their evaluation of the two years' experiment. Among the questions asked was: "On the basis of your experience and the contribution to your school the past two years, do you recommend the expenditure of school funds for a psychiatrist and a clinic in the future?"

Replies to this question by principals follow:

"I do not know how many children were contacted and helped throughout this city, but so far as my own school is concerned, I do not think the expenditure of school funds for a clinic would be justifiable. I would rather see that money spent on teacher training through good lectures during the school year. It has been my observation that a good teacher can help 'problem' children and their parents more effectively than persons farther removed."

"I would not recommend the expenditure of school funds in the future."

"No. We would like to see the present clinic continued, but would also like to have a better organization developed. We feel that the professional workers have done a splendid job but that the coordinating work has been poorly taken care of. The clinic and the referring school should certainly be brought closer together. We have referred nine cases, and I have never seen one word of a report on any of our pupils."

"Yes, providing psychiatrist is the right person and can work more directly with the school through classroom teachers, so that they may benefit more directly from the clinic."

"No. Our experience has shown that the guidance worker has been able to help the teachers with most psychiatric problems."

"I certainly do, if some arrangement could be made to employ a psychiatrist who could not only diagnose cases but make recommendations to parents and schools and check on the cases later. Some of our problems drag on year after year. Perhaps we could prevent these children getting into serious difficulties when they are older."

"A part-time psychiatrist probably would be sufficient."

"Yes".

"Yes. Could some of the beginning cases be given more time by the clinic, directed to correction and prevention before they get to the 'unusual case' stage, which then needs correction only?"

"No".

"We have had too few cases to be in a position to recommend."

"No - not for a psychiatrist with limited budget."

"Not unless there is a better set-up to it."

"I think that it would be well to have some means of bringing before teachers the need for studying pupils, their home conditions, physical factors, etc, but I'm not ready to say exactly what that means should be and how it should operate; perhaps the class in mental hygiene is the best start. Visiting teachers working with the principals under the direction of someone in the attendance department or under a director of special education might be the solution, but I'm not certain that it would be. As to having a psychiatrist, I'm wondering if it would be possible to make arrangements at the Wisconsin General hospital for some time in which they would see the cases referred by the public schools that need and can profit by such care rather than paying out the sum necessary to maintain one for just the public schools. From the few cases referred from our school, I am not convinced that psychiatric treatment in which a child is interviewed by a specialist once a month or less is the solution. My feeling is that the home room teacher, classroom teacher, principal, and guidance directors of the high schools need to spend more time in studying the needs of adolescent boys and girls, their trials and troubles, and then work together with the children trying to solve these problems. There has been too much a feeling of being rushed and too busy with committee meetings, co-curricular activities, academic accomplishment, etc, to do as good a job in this respect at the high school level as can be done. Our guidance director has made a serious effort to do this very thing, and has made definite progress even though the situation is still far from ideal. I don't think there is any magic solution to the problem of the so-called problem child and any improvement to be made in such a child must be done by those who contact him daily for long periods of time in the school, home, and community. These persons probably could profit in dealing with these children by some expert advice if there are persons capable of giving this."

"For the extreme special cases it is desirable to have such a psychiatrist and/or psychiatric clinic, but the justification of the expenditure of any great amount of public moneys in a very few cases, except as research laboratory value, is doubtful. I believe one person with specialized psychiatric training and with definite contactability to enable entrees to the other leading specialists and hospitals in Madison might help much."

Guidance Director's Evaluation

"I feel the clinic has a definite place in the school system. I do not know what the plans for next year will bring, or whether the budget would permit the establishment of a mental hygiene clinic as a permanent unit of the school system. I do feel, however, that the school should have access to psychiatric services in the cases of behavior problems. If we had access to the same services that we had during the past two years, i e, Dr Pessin and Dr Masten, I feel that we would have enough expert advice to dispose of our more serious problem cases. I don't feel that a psychiatrist should be employed by the school department."

but that instead a coordinator who has had enough experience in handling problem cases be attached to the school system in order to make proper disposition of cases. I am afraid too many cases which are merely regular adolescent problems and which should be handled by the individual school and its staff would be thought of as problem cases and sent to the psychiatrist.

"Furthermore, I feel that we should have a psychiatric social worker who would follow up on cases; that conferences should be called between the teachers, the guidance director, the principal, and the parent of each case; and that recommendations, case histories, behavior traits, etc., be gone over very carefully with this group in order that all concerned might cooperate in helping the patient to adjust to a normal life.

"My chief criticism of the clinic and its operation during the past two years (and please believe me--I know that it was a trial and it was impossible to have a perfect set-up) was the fact that follow-up reports were not forthcoming and that it was not until the end of the second year that we discovered that we were to call in for reports. We have never received a written report or written recommendations from the psychiatrist in any of the cases.

"Regarding continuation of the mental hygiene course, I have felt that dissemination of information of this nature is of vital importance since almost half of the teaching staff in the city of Madison does not have a college degree. However, the time seemed so inconvenient that no matter how important the lecture might have been, it seemed almost impossible for me at least, to be alert or free at this particular time. The lectures themselves were very interesting and the material very important to the person dealing with problem children. I liked especially the round-table discussions.

"On the whole I feel the clinic has done enough good and been of enough help to earn the right to exist as a permanent project of the Madison school system."

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
DEAF SCHOOL

We can justly feel that this has been an outstanding year--first, because we have reached more children (the most in the school's history - 33 children), and secondly, because our physical environment has been so wonderfully improved by our move into the new Lapham school. Our attendance percentage has been higher than any previous year.

This year we have organized a mothers and teachers group of our own. We have met each month and talked of our mutual problems, had speakers, and gotten acquainted.

The school for the deaf has been in existence for thirty-two years. The beginning was modest, equipment inadequate, and grading poor. Now that has been changed. No one has better provision for doing his work. In Lapham school there is great sympathy and appreciation of our problems. Some of our deaf children have academic classes with hearing children, and all have the benefit of the gym, the auditorium, the library, and the science room. This is of great value to children handicapped by deafness. They feel as if they belonged.

There are four teachers. We have appreciated and benefited by the guidance of Miss Camp, who understood the teaching problems of the deaf from experience. We shall miss this. And we are sorry to report the resignation of Miss Eleanor Sanders, who has done good work in our school for six years.

A problem to be met next year is the transportation facilities. It has hitherto been done mostly by bus. Now we feel that our older pupils can gain in independence by using the city buses. This will effect considerable saving to the city.

Our organization will not be affected by radical changes. Several pupils will be transferred to other schools, but their places will be filled probably by expected new enrollments.

Thanks are due the Women's Club for candy, clothes, and cod liver oil; the Community Union for a treat to see the Doll House; Mrs Erwin Schmidt and her committees for sending us tickets to various Clare Tree Major plays; and to the Checker Cab Company for free transportation to our picnic.

These experiences add to the joy as well as to the vocabularies of our children. They must talk of what they have done and seen.

Next year we continue to work for better speech and language comprehension. That is what deaf children need the most of all.

Respectfully submitted

MARCIA HEATH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

The closing of this school year marks the end of the ninth year for the school department in the Wisconsin Orthopedic Hospital. It is interesting to note that the enrollment has grown in numbers, grade levels, and in individual aspirations. The plans and outlook of crippled children have notably become more hopeful due, I think, to their physical improvement and the cooperation of the hospital school with the orthopedic schools and the regular schools throughout the state. Children come from all the types of schools in this state. This school coordinates, fills gaps, begins school life for some, and re-adjusts others. Human interest is always paramount; encouragement and faith in oneself is emphasized and developed.

School was in session 186 days excluding holidays. The enrollment shows 153 boys and 133 girls with original enrollments and 68 returns, some returning once, some twice, others three times--making the total enrollment for this school year 344 children.

The following comparison of enrollments is interesting. 1932-1933 was selected as the first stabilized year for real academic work.

1932-1933		1939-1940	
Grade	Enrollment	Grade	Enrollment
1	15	1	29
2	27	2	17
3	11	3	26
4	14	4	22
5	18	5	29
6	13	6	27
7	21	7	31
8	20	8	22
9	10	9	29
10	8	10	18
11	3	11	11
12	4	12	8
Sp	18	Sp	17
Total	182	Total	286

These figures show that the first, third, sixth, tenth, and twelfth grades have doubled the enrollment in eight years, while the ninth grade enrollment has tripled, and the eleventh has quadrupled. Due to the increase in junior-senior high school enrollment, specials were a bit neglected, as it was felt that the junior-senior students needed more time and attention than the specials, although the latter need salvaging. Three full-time teachers and one part-time teacher carried this load.

All grades from first to twelfth and specials are included in the school set-up. Specials are those who had completed the eighth grade two to four years ago and now feel a lack of high school training in order to be rehabilitated. Each year several children are encouraged to return to school, and from all reports are doing well and are happy because of their choice. Other specials are high school

graduates who the past year have been advised to take up extension work to parallel their rehabilitation. Others, chiefly rural boys and girls, are taught some of the necessary civic knowledge which they have either forgotten or missed during their academic life, such as taxation, insurance, banking, and citizenship. Several patients were present this year who were enrolled in teachers colleges or vocational schools. Two were doing university extension work. They carried on their work while here according to assignments from the home school, collected outlines and patterns of value to them in their work.

One of the boys who has spent about six years with us from four to five months at a time, then a few months at a sanatorium, then two or three months in his home school, graduated from his home high school this June with high grades. He plans, with help, to attend the university this fall. This would have been impossible if the hospital had not rebuilt him physically and at the same time made academic work possible. At the close of school there were 36 pupils promoted by this school, while others remaining were promoted by their home school, or were physically unable to carry a full program.

This year was crowded with its ever changing enrollment. This becomes more marked each year as this is a hospital for operative cases only. Thus the rapid turnover and the increasing number of returns. This year 25% of the children returned once, twice, or three times. It is amazing how well many of the children keep up their interest in school work and meet the requirements for a certain grade level. This makes the keeping of records more important each year.

The children live a full life while here. Operations, physical therapy, occupational therapy, academic work, movies, radio, music recreation, and social hours all help to keep them busy.

An up-patient spends from 2 to 2½ hours in the classroom and 1 to 2 hours of study at bedside. A bed patient spends from 20 to 60 minutes with the teacher and studies from 1 to 3 hours privately, depending upon his or her physical condition.

Teachers, too spend a busy day, for there is much more to teach than formal book work. They see the child as a whole and enrich his experiences as far as is possible. This year for information the teachers kept a diary of "My Day" for five different days in different weeks. It was very revealing to see how elastic and resourceful a hospital teacher must be.

The children in the school department issue a school paper bi-monthly, known as "The Bed Sheet". This is mimeographed in the business office of Wisconsin General Hospital. Last year the "Bed Sheet" received first prize among the hospital school papers in the United States. Two covers of THE ROUND ROBIN, the National Magazine for Crippled Children, were provided by our children.

Radio school programs are listened to twice a day and movies are given each week or at any time when visual instruction can be coordinated with other work.

Organization for 1940-41 will depend greatly upon hospital routine, enrollment, number of bed patients, etc. A general program runs something like this:

8:30 - 9:00	Census and gathering of materials for individuals
9:00 - 11:30	Classroom or bedside instruction
9:30	Radio Program
11:00 - 12:00	Planning and check-up
12:00 - 2:00	Children's rest period
12:00 - 1:30	Noon intermission
1:30 - 2:00	Gather materials for afternoon instruction
2:00	Radio Program
2:00 - 4:00	Bedside instruction

Special programs are given on holidays and special days. These are arranged and directed by the children. With the addition of feature movies, radio programs, harmonicas, primary orchestra, sand table projects, Weekly Readers, current magazines (provided by the hospital and friends), entertainments by "outsiders", the school program is enriched. Mr George Morris of the Madison Stamp Club, organized a boys' stamp club and met with them each week. Many other hobbies are encouraged.

The general organization of the school department is very informal, individual, and as enriching in its provision of contacts as is possible for crippled children. Academic records made by the children while in the hospital are accepted by all the schools in the state. Our alumni are graduating with the physically normal children and are leading a normal, happy life.

This report would not be complete without the grateful appreciation expressed to the Board of Education; Superintendent Falk; the hospital staff who has cooperated so willingly with us; the many friends who have given books, magazines, favors, and toys (especially an electric train); the office staff of Wisconsin General for help in editing our paper; the Visual Department of the university for the many films loaned to us gratis; the W.E.A. for books; the university extension for materials; and the Womans Club of Madison for magazines and books.

The teaching staff is affiliated with the local, district, state and national education associations, and the state, national, and international organizations for crippled children. Miss Solverson and Miss Gordon-Smith attended the child guidance class all year. Miss Kohn and Miss Gordon-Smith spent the summer in the British Isles and attended the World Conference of Workers with Crippled Children in London and made many visits to hospitals and orthopedic schools while there. Miss Kohn represents teachers on the Joint Committee on Education in Wisconsin, and is a member of the Locals Committee of the W.E.A. In all, our staff does an unusual amount of professional work.

Respectfully submitted

CHARLOTTE KOHN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
FANNIE M STEVE
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Elementary Schools

We believe that physical education is especially valuable to the elementary school child--therefore we have tried to plan our program so that every normal child in the elementary grades participated in a directed program of physical education. In this program the teaching of skills, techniques, attitudes and habits are emphasized.

During the year and particularly the second semester, we were able to carry on a much better schedule than ever before, because of the fine new gymnasiums in the new buildings. Our program included a varied list of group games, rhythmic, mimetic, singing games, folk dances, stunts, tumbling and achievement tests. All available equipment was utilized. We recognize the fact that there is a tendency everywhere toward co-recreation; therefore, we combined the grade school boys and girls at least once a week in games as well as in dancing. At Franklin school we had a very successful and enjoyable class in after-school social dancing for boys and girls of grades seven and eight. This was carried on one afternoon each week during the winter. The attendance at this class was voluntary.

Allowance insofar as was possible was made for individual differences. Children having physical handicaps or who are not strong were given a modified program.

Lessons in health and safety were a part of the physical education program. Because of a change in the practice teaching schedule we were enabled to give a more uniform program for girls of grade seven and eight in the elementary schools.

High Schools

The number of boys and girls taking part in after-school activities was increased. This, we feel, is due to the fact that we enlarged our program of sports by adding some for which heretofore we had not the facilities. More students were interested in health and safety work. The introduction of the auto driving lessons was partly the cause of the increased interest in "safety everywhere all the time".

More students were given physical examinations by the doctor and dentist. The above was the natural outcome of the enlarged after-school sports. The number of "athletes foot" cases was materially reduced.

An unusual amount of interest was evinced in the games and dances participated in by boys and girls combined. (co-recreation) Because of the study being made of the use of skills and achievement tests, several interesting experiments were made.

A more uniform program of correctives was introduced and proved successful.

In all of the work in both elementary and high schools we believe that we have achieved:

1. Better teaching of health and safety facts
2. Better correction of simple postural defects
3. More students participating in achievement tests
4. Decreased the number of cases of "athletes foot"
5. Increased the number of voluntary participants in after-school sports and classes

With the new elementary school buildings has come the solution of many of our problems. We no longer have the problem of no gymnasium facilities, except in the Dudgeon School, and we hope that before very long the pupils of that school may have the same privileges offered the pupils in other schools. Upon the completion of the playgrounds at the new schools another problem will be solved.

Problems still with us are:

1. Lack of adequate shower facilities in Randall and Lincoln schools
2. Lack of gym and shower facilities at Dudgeon

Thanks to the Board of Education Central High School will have a play space the coming year (solution of a very great problem).

We feel that the towel problem has been partially solved; that is, regarding the keeping by the laundry of towels of one school separate from those of another school. Beginning in September we hope to have the high school towels distributed thus:

East High Blue towels

Central High . . Gold Towels

West High Red Towels

With the elementary schools using the green marked towels, there should be no confusion.

We hope that in the near future the Board of Education will see its way clear to establish its own laundry. This would mean a great saving of towels and money.

A very serious problem, it seems to me, is that of physical examinations. The work of the physical education instructor could be made much more effective if every student might be given a real physical examination in the beginning of the year. If this could be done, or if at the opening of school all students who, in the judgment of the physical education instructors, need corrective work or exemption from physical activities might be given a thorough examination, our work could be much improved.

ANNUAL REPORT ON NUTRITION CENTERS 1939-1940

The plan proposed by Mrs Ingram and Mr Powell regarding a uniform admission card has proved a help in the selection of children for nutrition room care. In most cases there was fine cooperation from the recommending doctors. One criticism however, was given: "The blank to be filled out by the doctor is too long and complicated, takes too much time to fill it out." I am recommending that a more simple blank be devised.

The enrollment in the nutrition centers this year for the three centers was 59 boys and 51 girls. The total dismissals were 12 boys and 10 girls. Of these dismissals, all were improved and were returned to their classrooms and put on regular schedules.

In this nutrition room work I feel strongly that there must be the best cooperation between the home and the center. In most cases we have that cooperation. In some cases there is none. I recommend in the latter cases that the nurse make a home call to explain the importance of home cooperation and then if there is no improvement, the child be dismissed.

Our monthly reports show this year that the lunches did not exceed in cost fifteen cents, and on most days the actual cost was eleven and twelve cents.

We used some supplies from the surplus commodities; however, we found that many times the commodities they had in stock were foodstuffs that we could not make use of. The fruits, etc, that we did get were good, and if they are available another year, I recommend that they again be used.

The recommendations made in my last year's report and which were sent to the principals in whose building the Nutrition Centers are located were I feel of considerable use. Because of that I am repeating them with some additions.

I recommend that a copy be given to each matron and to each principal.

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. Here there is much room for improvement. The rest room should at all times be kept quiet. Constantly admonishing one child to "lie down", "keep quiet", etc, is not conducive to rest for the remaining children.
- (d) To help and encourage the children to form right food habits. This can be done without "toadying" to any child. Boys and girls can be led to form right habits.
- (e) To teach and help the children form habits of cleanliness. Children learn to do by doing.
- (f) To help the cook plan the noon day 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 intervals stated by doctor or nurse and to record such weights and measures.
- (j) To take and record temperatures when requested to do so by the nurse or doctor.
- (k) To assist nurse and doctor in every possible way during periodic examinations.
- (l) To decide when bedding should be laundered--when mended, and keep account of such transactions.
- (m) To cooperate in every way with the school in which the center is located.
- (n) To see that children taking the bus are ready when the bus calls.

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

SERVICES TO THE SCHOOLS BY THE BOARD OF HEALTH

I. Nurses

A nurse reports daily to each school.

Time: 8:00 to 8:30 a m

Duration of Stay

(a) Elementary Schools

As long as needed to complete routine duties. In special cases such as contagion she reports oftener and remains longer.

(b) Full time in high schools

Routine Duties

(a) Inspect all children referred by teachers

(b) Send notices to parents concerning children sent home (colds, etc)

(c) Inspect all children returning after illness

(d) Make appointments for dental work, etc

(e) Keep health cards up-to-date

A nurse must also make home calls in cases of contagion or where an absence is prolonged. She also assists the doctor in his examinations and in administering the several tests.

II. Doctor

a. All children in grades one, three, and five examined by the doctor

b. All children in the nutrition centers

c. All referred children in grades not listed in (a).

d. All high school students participating in strenuous games

III. Dental Services

A dental survey was made in the spring of 1940. This included all children in grades kindergarten, one, two, three, and four in all schools. Parents of children found with dental defects were notified of the findings. This was to give an opportunity to have defects remedied during the summer. Indigent dental cases are cared for by the Board of Health dental clinic. Children in nutrition centers were given dental services earlier in the year. High school boys who participated in interscholastics were given dental examinations.

IV. Summer Round-Up

The annual summer round-up for children who will enter school for the first time this fall was given in all but two schools after the close of school in June. This was done so as to assure all schools of the services of a nurse daily till the close of school. The round-up in each school requires the services of at least five nurses and these nurses must be taken for the time from other schools. Lowell and Nakoma schools asked to have their round-up before the close of school and their request was granted. More than 300 children were examined at the round-up or shortly after, by the Board of Health and family physicians.

V. Contagion

Madison had a low rate of contagion the past year.

VI. Additional Services

More consideration and time given to checking and follow-up work in "borderline" cases. (People not on relief but who cannot pay for all health services.)

All W.P.A. workers given health examinations and T.B. tests.

All "food handlers" given health examinations and T.B. tests.

The Board of Health has a fund for securing glasses for indigent children and for arrangement for tonsilectomys for the above children.

SOME COMPARISONS

1920

One part-time health officer
One health inspector

A nurse visited the schools on stated days at stated time.
On call if emergency arose.

A child needing dental emergency care was referred to Attic Angel office - fee 25 cents.

No consideration of pre-school child.

High school athlete given no examination except by family physician.

No nursing services in high schools.

1940

One full-time and one half-time physician

A nurse reports daily to every school and oftener if need arises

Free dental care for indigent children.
Survey of grades kindergarten, one, two, three, and four.

Annual summer round-ups.

All athletes examined by doctor and dentist.

Full-time nurse in each high school.

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 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
HOME ECONOMICS DEPARTMENT

Home Economics Stands For:

"The ideal home life of today unhampered by the traditions of the past. The freedom of home from the dominance of things, and their due subordination to ideals. The utilization of all resources of modern science to improve home life. The simplicity of material surroundings which will free the spirit for more important and permanent interests of the home and society."

Ellen H. Richards

Underlying Conviction:

For most people, living in a family is a highly significant experience from infancy through adulthood. The home and family is the source of the greatest human satisfactions. Education that is to function in the improvement of living must concern itself with preparing youth and adults for taking increasingly responsible and understanding parts in family living.

TRENDS

Home Economics is Growing, Therefore Changing

With all education, home economics now aims to make its contribution to the all-round growth of the individual. There is special emphasis on personal qualities, habits, and attitudes which will assist girls in becoming better adjusted and more helpful members of their families. Learning of many specific techniques and skills accompanies the attaining of these larger purposes.

Real Value for All of Education

There is growing recognition that much that is going on in home economics today has real value for all of education. Forward looking home economics teachers are collaborating and cooperating with other teachers in the experimental work in connection with the core and unified studies program.

Offerings Broadened

1. Offerings in home economics courses have been broadened, aiming to educate for a satisfying and wholesome home life. In the past few years there have been added units on personal development, child care and training, and family relationships.
2. Now laboratory courses are offered in the senior high school.
3. Home economics is now thought of less as a field for girls alone--more and more courses are being offered to boys. Where work is offered, it is recommended that boys be in groups by themselves.
4. Home economics has always educated for buying and consuming, but since the depression and the ensuing awareness of the consumer, the problems of securing and using food, clothing, and shelter have been given increased emphasis.

Achievements

Achievements--to mention a few in addition to pursuing the planned experiences:

1. Considerable progress was made in eliminating advertisers and advertising. More needs to be done, however.
2. Recent literature was made available to home economics students on home safety, housing, community planning, advertising, and consumer education.
3. The state course of study published September 1939 was used by all teachers and found to be very helpful.
4. The seventh grade foods course was revised.
5. The ninth grade clothing course was revised.
6. A new text was recommended for 10B and A Foods.
7. Every home economics teacher reports cooperating with social life of school. This is especially true of the cafeterias.
8. Out-of-class services include work with boys and girls clubs; preparing an etiquette bulletin for high school graduates; presenting programs for school auditoriums and PTA meetings; costuming school plays and operettas; chairmanship of faculty social committee, PTA delegate to state PTA convention; management of home rooms; advice to students and teachers on innumerable home problems.
9. Some teachers report increased enrollments.
10. Regarding professional improvement:
 - a. One teacher secured her master's degree in June.
 - b. Another teacher expects to get her master's degree in August.
 - c. Four teachers attended school the summer of 1939.
 - d. Two attended the Institute of Mental Hygiene in August, 1939.
 - e. Two teachers attended course of lectures on World Affairs.
 - f. Two members of the staff revised and prepared a foods workbook which was published in May under the title "We the Cooks".
 - g. One teacher reported home visits gave her excellent guidance for her teaching.
 - h. Most teachers attended the state and sectional teachers meetings.
 - i. Visits were made to historical houses, art exhibits, and housing exhibits.
 - j. One teacher checks the libraries, and news-stands every two weeks for new material.
 - k. All do some professional reading.
 - l. All read for pleasure.
 - m. A few travel.
11. More attractive attire was worked out for girls in the seventh grade food classes.

12. Elimination of Empty Stocking Club Christmas project was welcomed by all members of the staff.
13. The department cooperated with Dane County Red Cross. With the hundred dollars allotted, materials were purchased and by the end of the school year two hundred garments were delivered.
14. Continued to improve laboratories. Most effective work was done on food laboratories in East, West, and Central high schools and Nakoma.
15. At one of the monthly departmental meetings Mr Birt of the Community Union discussed social conditions in Madison.
16. Cooperated with Madison Home Economics club in planning programs and in attendance at meetings.
17. Continued the cooperation of long standing with the state Board of Health in offering the course on Infant Hygiene in the eighth grade.

Respectfully submitted

LORETTO M REILLY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
MUSIC DEPARTMENT

Presented to the Board of Education
by the Supervisor
ANNE E MENAUL
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
MUSIC DEPARTMENT

That there is a rich development of amateur singing and playing in Madison is evident in the public schools. Thousands of boys and girls are rehearsing daily in choruses, orchestras, and bands, and are singing and playing the best music with skill and enthusiasm. These students have learned through actual experience what satisfaction there is in music at its best and nothing else will satisfy them.

Our chief aim is to teach music so that the pupils will develop a constantly increasing love of good music. This may be fostered by increasing experience, understanding, power, and skill according to the capacity of the pupil. We prefer that the student of elementary school age be able to read and think his music and leave the time for positive information about technical matters to a later period when he may feel the need of it. If the elementary student can read music acceptably well and get joy out of singing songs beautifully, we believe that the elementary music program is accomplishing its main purpose.

(Excerpt from a high school vocal teacher's report) "Ten years ago a high school mixed chorus class, heterogeneously grouped, coming together at the beginning of the year would present a difficult problem for the teacher. Many students could sing only unison songs and four parts were developed after much practice. Today such a group in senior high school starts out in September singing four part music with ease. When unison singing is done it is for fun and relaxation. What is the reason for this change? In lower grades and junior high schools a program of music education, providing for progressive growth in music skill and appreciation, is in successful operation. Over the years this program has been strengthened and enlarged, and as a result we are able to move ahead with our high school groups, so that the ultimate goal of the singers is 'making the a cappella choir'--a real goal. The members of the chorus classes and the choirs know how to use their voices for correct and beautiful singing. Such a healthy and systematic musical growth from kindergarten through the twelfth grade has given the public a high regard for music in the Madison schools and this regard is shown by the enthusiastic support given the concerts, festivals, pageants, and operettas during the school year."

The course "Listening Lessons" for music appreciation in seventh, eighth and ninth grades has been revised this year. Material that proved of value has been retained and new material added in an attempt to give helpful suggestions to teachers. Following the plan of "Elementary Listening Lessons", close correlation was worked out between listening to music, vocal music, social studies, and daily musical broadcasts. A phase of music to be considered in the radio program is "directed listening" outside of school hours. WIBA daily broadcasts sponsored by the music department of the public schools, supplemented the school music lessons for the children and contributed as well to the parents' appreciation.

Before the junior and senior high schools were in the same building, instrumental music had little organization or plan. At the present time a six year course

is given by the same instructor during the six years of the students' junior and senior high work. The enrollment report for junior instrumental classes shows 620 students. This includes classes at Lincoln, Nakoma, and Franklin schools. Senior high school instrumental music students number about 351. With the increased interest in junior high school the numbers of students will be increasing and the quality of work improving the next few years.

Respectfully submitted

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 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
SCHOOL PUBLIC RELATIONS

EXPANSION OF THE PUBLIC RELATIONS PROGRAM

Probably more was done in extending participation in a planned public relations program among members of the staff this year than has previously been accomplished. The term public relations used in this report includes all except involuntary public relations.

The nucleus for extending the program as well as disseminating information to the staff included a committee appointed by Roger E Trafford, president of the Madison Education Association, working with a committee appointed by the superintendent.

The MEA committee included Orian I Dhein, Ruth Ann Danielson, Cora Hagen, and Clifford Hawley. Composing the superintendent's committee were eight members of the staff, all of whom had been active in public relations work in one form or another. They included Arlene McKellar, Helen Cotts, Bert Wells, William Marsh, Lucy Irene Buck, Anne Menaul, Richard Church, Idelle Lee, and Margaret Parham.

As a matter of fact, these two committees worked as one under the chairmanship of Mr Dhein. After the program was begun they were divided into subcommittees,-- movie, radio, bulletin, and speakers' bureau. Other members of the staff were drawn into these committees.

First of all the committee decided that school public relations should be a long-range program which should be gradually extended to include the active participation of all members of the staff. The committee members believed that uniting the staff was of paramount importance.

In discussing the need for a planned public relations program the committee was of the opinion that schools are facing a crucial period with the pressure of various groups on the social income. They also believed that good schools and services are insufficient to gain full public support since an increasing per cent of our adult population has no direct contact with the schools. In the opinion of several members, keeping the public informed about the schools is definitely an obligation of school people.

RADIO PROGRAMS

The immediate problem was to decide what projects to undertake or begin during the school year. Members discussed radio programs pro and con. They also discussed objectives of radio programs.

The opinion of one of the radio station staff members who had helped with school programs for several years was sought. Among the important points he made were the following:

1. The school radio programs undoubtedly have value
2. Programs appealing to the general public have most value

3. All school programs have more value than some commercial programs
4. The better the program the better the reaction toward schools
5. Programs for students and parents might better be broadcast in daytime
6. Musical programs have widest appeal
7. Interview type on school services next best

Finally the committee decided to sponsor a series of eight radio forums, in which school people and members of the lay public were to take part, and a musical series by the students.

The objectives were to present general information on the schools to the public and musical entertainment. While it was understood that neither type of program could compete with many commercial programs, committee members believed that school programs might be of interest to local people. An attempt was made to choose a time that would not conflict with favorite commercial programs.

Helen Cotts, director of school radio programs for several years, was of the opinion that radio forums would be less work for any one individual and might interest a greater audience including non-parents.

In an attempt to include questions in which the public was interested, the committee sent a questionnaire to each school so that staff members could jot down questions that had been asked them. These questions were grouped into topical classifications. The committee then chose chairmen, all of whom accepted the task. The chairmen selected the participants.

The method of procedure in preparing the forums was to call several meetings to discuss the topic, at which meetings a school secretary took notes. The chairman or director of public interpretation (or both) cut and arranged the material into script form. Speech teachers also assisted on some of the programs.

Immediately following the close of the forum series, and before the last musical broadcast, questionnaires on the series were sent to staff members and to parents. This was the first time an attempt had been made to evaluate school broadcasts. Committee members compiled the statistics.

The survey revealed that an average of 518 adults listened to each forum program. The known listening audience for the eight forums, including repeat listeners, totaled more than 3,300 adults in the homes of school children and 839 teachers in the Madison schools.

No check was made of the total number of listeners of the musical programs, but this type of program was rated first in preference on types of programs. Comments written on the questionnaires indicated that musical programs were popular with parents of school children at least.

With but few exceptions listeners of the forums reported that they enjoyed the programs and that they learned new facts about the schools. Most of the listeners wanted similar programs next year.

The survey revealed that insufficient publicity was given the series in spite of the fact that colored leaflets advertising the programs were sent home, the newspapers printed accounts of each program, and the superintendent's calendar announced each one. Both parents and teachers wanted more reminders of programs.

MOTION PICTURES

Some of the committee members brought up the question of movies of the children in school for use in PTA, service club, and other group meetings. At a subsequent meeting several reels that had been taken in the schools were shown. Several members were enthusiastic about this type of public relations and they, together with other members of the staff, were appointed to make a study of this field.

The committee secured a budget from the MEA council to begin this project, but had not progressed sufficiently far to draw on the funds during the last school year. All movies of the Madison schools were collected and reviewed, and movies from other school systems in the United States were also borrowed. A subcommittee including speech teachers was appointed to set up objectives and an outline for a script.

The public relations committee also discussed other types of visual aids to use in public relations. A series of slides had already been prepared and used.

THE SPEAKERS' BUREAU

The organization of a speakers' bureau, consisting of members of the staff and board of education, was well under way before the end of the school year. Following a survey of principals and supervisors, general topics for speeches were established and a nucleus of speakers for the bureau organized.

Leaflets advertising this new service were printed for the MEA by the East high school printing students. These were sent out to program chairmen of many city organizations at the end of the school year.

THE BULLETIN

Although the bulletin is not a new medium of the MEA, it was handled somewhat differently this year. For several years past the bulletin committee had no budget. The few bulletins issued were mimeographed, the labor falling largely upon the shoulders of one member.

This year A R Graham, director of the Vocational school, decided to issue a publication with newspaper format containing news of the Vocational school, and offered to share the space with news of the public schools. His suggestion was that the Vocational school staff would do the mechanical work and the public school representatives would pay for the paper used.

The proposition was presented to the MEA council, which includes representatives of the public school staff as well as Vocational, and was accepted. Two editions were published during the second semester.

Disadvantages of this arrangement were as follows: a large percentage of the mechanical labor was the task of one MEA member, the printing instructor of the Vocational school; the objectives of Mr Graham and the MEA were dissimilar.

Mr Graham's aim was to present promotional or interpretive material on the Vocational school to the public, while the MEA was concerned with getting news, particularly professional, to members of the staff. An attempt was made in the second edition to harmonize these aims somewhat by printing less professional news and more interpretive articles on the public schools.

The MEA council voted at its last meeting to have the first bulletin of the next school year printed by a commercial firm, thus relieving any members of typographical duties.

PROVISIONS TO FINANCE PROGRAM

Although the MEA council had appropriated funds for the movie committee and also a sum to pay for the folders announcing the radio programs, the public relations committee was definitely hampered in planning a long time program without financial backing.

This problem was solved, in part at least, by the vote of MEA members at the annual meeting of the association to increase the dues by amending the constitution. While the entire increase will not be allocated for public relations activities, the public relations committee and its subcommittees will benefit by this action.

ACTIVITIES OF THE DIRECTOR

Besides serving on subcommittees of the public relations committee, the director of public interpretation carried on the usual routine duties. Newspaper work included the publicity series on school opening in the fall, American Education Week, the Christmas pageant and programs, the new schools, the spring music festival, and graduation. News of board of education meetings was prepared regularly for the reporters. Because of additional duties, little time was available for interpretive articles on the schools.

Publications work included the editing of the annual report, "Beginning the Second Century", the radio program folder, the speakers' bureau folder, and the recreation folder.

Respectfully submitted

MARGARET PARHAM

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
THE RECREATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
HARVEY C. THOMPSON
June 1940

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1939-1940
THE RECREATION DEPARTMENT

In completing the fourteenth year the Recreation department wishes to report that it carried on its usual varied program of activities for adults as well as youngsters.

With the increased growth of the city and added interest in all forms of recreation, it has not been possible to meet the many new requests made by the citizens with the budget of \$26,786.66, one-third of which goes for rental of buildings.

With the completion of the new schools with their complete set-up of social centers, more and more interest is bound to be shown in coming years.

During this past year many individuals and groups have cooperated with me in carrying out the recreation program. I wish to thank one and all for their cooperation.

Respectfully submitted

HARRY C. THOMPSON

EAST SOCIAL CENTER DANCE

25,679 young folks ranging in age fifteen to twenty-five attended the forty-seven dances held during this past year. Dancing being held every Saturday night with exception of the month of August at a cost of ten cents per individual.

WOMEN'S BASKET BALL

Four women's teams, Italian Women's Club, Kennedy Dairy, Lincoln Life, and Y. W. C. A., constituted the women's basket ball league playing two rounds with Lincoln Life winning first place.

WOMEN'S KEEP-FIT CLASSES

During the year five school gyms are open for exercises for all citizens above high school age who wish to reduce - Franklin - 21 times, Lincoln - 22 times, Longfellow - 23 times, Lowell - 20 times, West - 22 times. During the spring, nine evenings were opened - Friday of each week for a colored recreation, nights in which programs in drama, game room, and gym games were played.

MEN'S GYM CLASSES

Two gym nights for men were held each week at Franklin and West with an attendance of 345 for nineteen times at Franklin and 370 for twenty-two times at West.

TABLE TENNIS

A table tennis tournament was held with thirty-four men taking part in a three night session.

ADULT DANCING

Adult dancing classes for W.P.A. workers were held for seven weeks during the spring with two evenings turned over to C. Y. O. ladies and eight evenings for C. Y. O. boys program.

COASTING HILLS

With coasting a safety problem in Madison. Nine streets were blocked when ever sliding was possible from four to nine each night and from noon to nine each evening. Portable slides were erected in two parks as well as a slide in back of Lincoln School out on to the lake.

SKIING

With the cooperation of Dr. Bradley Madison again ran off a Junior Ski Tournament in which forty-three competed.

SKAT INSTRUCTION

Interest in the game of Skat brought out one hundred and twenty-four for four night sessions for instructions with plans for a league under way for 1940.

LONGFELLOW SOCIAL CENTER

A program of athletics, drama, and club work was held twelve nights at Longfellow School with 525 attending.

CAPITAL TIMES AND STATE JOURNAL

Each year the department cooperates with the newspapers in running the Marble Tournament for the Capital Times in which 1500 boys and girls took part this year while with the State Journal the department helped run the annual Soap Box Derby.

PICNIC SERVICE

Each year the Recreation Department has cooperated with organizations, churches, and clubs in planning, loaning of equipment, and running the program for the larger picnics. This service has met with such success that the department has become the headquarters for all programs either summer or winter.

GOLF

Madison Municipal Golf Tournaments found thirty-four men competing at Honoma, forty-five at Glenway, and twenty-one entered in the Women's Division - Art Eurenson winning the Men's title in a play-off, while Mrs. Barbara Thorkelson annexed the women's crown.

TENNIS PROGRAM

Tennis is on the increase in Madison with each set of courts forming a team of twenty-five players and playing around robin. Following this the annual city tournament was held. Each year the winners represent Madison at the State Recreation Meet.

City Tournament

East Attendance -- 4762

Men's Singles -- 44 entries

1. Roy Black

2. William Kaether

Junior Boys' Singles -- 18 entries

1. Rolf Olson

2. T. R. Stephens

Boys Singles -- 12 entries

1. Donald Anderson

2. Donald Easum

Men's Doubles -- 23 teams

1. William Kaether & Bruce Dalrymple

2. Charles Eck & Jos. Hirschfelder

Junior Boys' Doubles -- 7 teams

1. Bill Hinz & Tom Stephens

2. Jack Gibson & Bob Kaether

Boys' Doubles -- 4 teams

1. Leland Haskin & Donald Easum

2. Dick Neu & Jim Ryan

West Attendance -- 5835

Women's Singles -- 13 entries

1. Midge Stafford

2. Zelda Burkett

Girls' Singles -- 7 entries

1. Midge Stafford

2. Lois Sinaiko

Women's Doubles -- 6 teams

1. Lois Sinaiko and Doris Sinaiko

2. Midge Stafford & Zelda Burkett

Mixed Doubles -- 17 teams

1. James Westbrook & Clara Reick

2. Wm. Kaether & Dorothy Brown

BASKETBALL

In that basketball carries over from one season into the next, we play half of the season in the fall and half in spring. We report the following teams:

Spring - 56 teams of men playing in six leagues, a total of 514 games.

Following the league season ten tournaments were held, major being won by Dutch Maid in which seventeen teams competed followed by a handicap tournament which was won by the South Side Merchants in which twenty teams competed. The fall found forty-eight teams entered in a six-team league with seventeen teams entered in an older boys division 15-17 circuit.

1939 Men's Basketball Leagues--

1A--	Won	Lost	Percentage
Dutch Maid Ice Cream	11	2	.833
South Side Men's Club	11	3	.769
Kennedy Dairy	9	4	.692
Y. M. C. Varsity	9	5	.644
Wisconsin General	6	7	.461
Norway Anti-Freeze	5	9	.370
Triangles	3	10	.231
Capital City A. C.	0	14	.000

1939 Men's Basketball Leagues--(cont.)

2A--

	Won	Lost	Percentage
King Street Shoe Shoes	13	1	.963
Gay Building	8	6	.572
Berg's Sporting Goods	8	6	.572
Al's Five	8	6	.572
Camp Madison	8	6	.572
Tommy's Tavern	5	9	.370
Madison College	5	10	.286
Lowell's Pharmacy	2	12	.142

3A--

Belmont Spa	12	2	.858
Y. M. C. #2	10	4	.715
Mauer Fuels	8	6	.572
Garnder Bakery	8	6	.572
Toby & Moon	7	7	.500
Leader Store	5	9	.385
Blessed Sacrament	4	10	.286
Capitol Decorating	2	12	.143

4A--

Celon Seals	15	3	.834
Oscar Mayer	13	4	.764
Madison Police	12	6	.750
Chocolate Shop	12	6	.750
Quality Service Laundry	11	7	.612
Eddy's Tavern	9	9	.500
Cramer's Stars	5	11	.313
Faust Market	4	14	.222
Hack-Olson Grocery	4	14	.222
St. James	3	14	.178

1939 Men's Basketball Leagues--(cont.)

5A--

	Won	Lost	Percentage
Young Men's Club	22	0	1.000
South Side Merchants	17	5	.774
Sam's Tailors	17	5	.774
Spanish Village	13	9	.592
J F Laundry	13	9	.592
Park Street Merchants	11	11	.500
Roman Tavern	9	13	.410
Frankie's Tavern	7	15	.319
Ray O Vac Company	6	16	.273
Question Marks	6	16	.273
Valvoline Oils	6	16	.273
Young's Restaurant	5	17	.228

6A--

Co-op Cleaners	24	4	.777
Lawyers	13	5	.723
South Side Men's Club	13	5	.723
Joe's Five	9	8	.529
Burgess Battery	9	8	.529
Columbians	9	9	.500
Eagles' Club	8	10	.444
Vocational School	7	11	.389
Guardian Life	6	12	.333
Young Men's Club #4	1	17	.056

Men's Major Basketball Tournament

1. Winner - Dutch Maid Ice Cream
2. Runner Up - Young Men's Club #1
3. Third Place - Belmont Spa

Teams Entered

Belmont Spa	Youngmen's Club #3	S. S. Business Men
St. Bernard's	Oscar Mayer Company	Gardner Bakery Co.
Al's Five	Gay Building	King Street Shoes
Kennedy Dairy	Celon Seals	Tommy's Tavern
Meuser Fuels	Dutch Maid Ice Cream	Valvoline Oils
3F Laundry	Y. M. Club #1	

Men's Handicap Basketball Tournament

1. Winner - South Side Merchants
2. Runner Up - Kubby Hole
3. Third Place - Sam, the Tailor

Teams Entered

Borsuk's Grocery	Park Street Merchants	Frankies Tavern
Eagles Club	Guardian Life	Vocational School
Madison Police	Lawyers	Faust Market
Chocolate Shop	Columbians	Spanish Village
Kubby Hole	South Side Men's Club	Mack Olson Grocery
Co-op Cleaners	South Side Merchants	Quality Service Laundry
Eddy's Tavern	Sam, the Tailor	

1939 Fall Basketball

- 1A -- Breese Inn, Dutch Maid Ice Cream, Kennedy Dairy Company,
Lowell's Pharmacy, Toby & Moon, Young Men's Club #1
- 2A -- Al's Five, Celon Seals, Camp Madison, Gardner Baking Co.,
Gay Building, Meuer Fuels, Quality Service Laundry, Young
Men's Club #2
- 3A -- A. Z. A., Blessed Sacrament, Oscar Mayer Company, Sinaiko
Fuels, St. Raphael's, Welch's Plumbers, Young Men's Club #3,
Second Ward Market
- 4A -- Frankie's Tavern, Guardian Life, Penn Electric, Red Dot Foods, Inc.
South Side Men's Club #1, Spanish Village, St. James C.Y.O.,
Vocation School
- 5A -- Antler's Tavern, First National Bank, Ray O Vac Company, South
Side Men's Club #2, Tenney Park, Unknown Five, Valvoline Oils,
King Street Shoes
- 6A -- Chocolate Shop, Columbian Club, Eagles Club, Industrial
Commission, Silver Springs Bottling Co., The Mormons, Wisconsin
State Journal, Young Men's Club #4.

Intermidate Basketball

- EAST Badger, Bethany Church, Birdies, Bucket Stars, Cardinals,
Jitterbugs, Trinity Church, Unknowns, Wolves
- LONGFELLOW DiSalvo's Grocery, Silver Streaks, Syene Sharpshooters, Villas
Park Mongers, Cardinal Optimists, Judeans, Roosevelt Optimists, 213.

SEATING

Madison Skating Championship found ninety-six entrées competing under heavy weather conditions.

Girls

Junior Girls

1. Ruth Burr
2. Lorraine Stevens
3. Nygel Soderstrom

Cadet Girls

1. Caryl Hollander
2. Lillian Damon
3. Edith Steins

Juvenile Girls

1. Nancy O'Meara
2. Dorothy Damon
3. Gladys Pfahler

Midget Girls

1. Virginia Hodgson
2. Lois Lundstrom
3. Mary Diederich

Boys

Senior Men

1. Don Chase
2. Harold Jacobsen
3. Ossie Schwab

Intermediate Boys

1. Joe Tauchen
2. Paul Sarenich
3. Junior Stevens
4. Gordon Shold

Junior Boys

1. Jim Hanson
2. Casey Gest
3. Bud Lavin
4. Marvin Nelson

Juvenile Boys

1. Don Stevens
2. Jerome Vetter
3. Earl Woods

Cadet Boys

1. Robert Smith
2. Jim Devins
3. Ed Tallard
4. Tom Warren
5. Phil Doll
6. Wallace Morrick

Midget Boys

1. Fred Volkman
2. Donald Damon
3. John Mackin

HOCKEY

According to all reports, Madison leads all cities of its size in number of hockey teams and games played during three senior, seven intermediate, five junior, and four cub teams.

Senior --	Malt House	4	2	
		Won	Lost	Percentage
Senior --	Malt House	4	2	.666
	Cuba Club	4	2	.666
	Union Corners	1	5	.166
Intermediate --	ESBMA	12	0	1.000
	Madison Monarchs	11	1	
	Hudson Park	9	3	
	Vilas Rangers	5	7	
	South Side	4	8	
	Tenney Rats	2	10	
	Olbrich	2	10	
Junior --	Trachte Bros.	12	0	1.000
	Tenney Jakovichs	7	5	.581
	West Side Merchants	5	7	.415
	Kurth's Badgers	3	9	.250
	South Side	3	9	.250
Cuba --	Vilas Red wings	6	0	1.000
	Tenney Soderstroms	3	3	.500
	South Side Shamrocks	3	3	.500
	Olbrich Cubs	0	6	.000

HIKING CLUBS

During the season hiking clubs with W. P. A. leaders took eleven trips, seven being by bicycle and four on foot.

SUMMER PLAY GROUND PROGRAM

Starting June 26 and ending August 25, Madison's nine week Summer Playground Program with eleven full time playgrounds, five Junior or part time playgrounds, six hand craft centers, and swimming instruction at six beaches, had a total attendance of 245,306.

Soft ball with eighty adults teams, with Wisconsin Foundry winning in the city tournament, as well as forty-nine boys' and girls' teams, lead the list of organized teams.

The daily program of low and high organized games, sand play, dramatics, and weekly special events, such as lantern parade, bicycle day, track and field meets, father and mothers' day, circus day, over night hike and the Annual Olympics in which play ground champions in every activity held on the playground competed, made the nine weeks a short summer for all who took part.

Beside the special events mentioned the evening movies drew the largest attendances and the greatest new interest was the hard baseball school held mornings for boys at Burr Jones' field, South Side, and West High.

Eleven full time playgrounds, those opened nine to twelve, one-thirty to four-thirty, and five-thirty to dark were held at Brittingham, Doty, East High, Eken, Franklin, Marquette, Milton, and Charter, Olbrich, Tenney, Vilas, and Wirth Court with five part time at Conklin, Draper, Nakoma, Randall, and West High. The six swimming teachers being at Brittingham, Lakeland, South Shore, Tenney, Vilas and Willows.

SUMMARY

Total senior playground participants.....	112,369
Total junior playground participants.....	8,507
Total playground spectators.....	43,056
Total swimming participants.....	11,323
Total swimming spectators.....	35,360
Handcraft: Emerson.....	2,281
Lincoln.....	2,135
Longfellow.....	1,993
Lowell.....	1,714
Randall.....	2,362
Washington.....	1,843
Movies.....	17,430
Baseball Instruction (3 weeks).....	2,448
Kiddie Camp (8 weeks).....	360
Lantern Parade.....	1,200
Play Day.....	600
Radio Track & Field Meet.....	325

TOTAL ATTENDANCE AT CENTERS
FOR NINE WEEKS

245,306