



Annual reports of principals and supervisors, the Madison public schools for the school year 1934-35.

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Mae Mabie

Annual Reports of
Principals and Supervisors

THE MADISON PUBLIC SCHOOLS

For the
School Year 1934-35

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Reports are arranged in the following order:

Central Junior-Senior High School

Junior-Senior High School - L A Wachler

Junior High School - Vida V Smith

Guidance - Grant C Haas

East Junior-Senior High School

Junior-Senior High School - F S Randle

Guidance - Florence Fenske

West Junior-Senior High School

Senior High School - V G Barnes

Junior High School - L E Luberg

Guidance - Lillian Reinking

Elementary Schools

Brayton School - Marie E Hagen

Doty School - Pearl Leroux

Draper School - Adeline R Marvin

Dudgeon School - Lucile Clock Hays

Emerson School - Leo P Schleck

Franklin School - S A Oellerich

Harvey and Marquette Schools - Emily R Parsons

Hawthorne School - Velmer D Pratt

Lapham School - Shirley D Almy

Lincoln School - Renette Jones

Longfellow School - C Lorena Reichert

Lowell School - Annie D Axtell

Nekoma School - Walter W Engelke

Randall School - Mrs Alice E Rood

Washington School - Mary L Edgar

Administrative Departments

Attendance - Cassie E Lewis

Curriculum - Ethel Mabie

Guidance and Special Education - Pauline B Camp

Orthopedic Hospital School - Charlotte Kohn

Recreation - H C Thompson

Special Subjects

Art - Lucy Irene Buck

Health Education - Mrs Fannie M Steve

Dental Hygiene - Mrs Esther E Haas

Home Economics - Loretto M Reilly

Industrial Arts - T A Hippoka

Music - Anne E Menaul

FORWARD

This volume contains the reports of the administrative and supervisory members of the Madison Public Schools' staff for the school year 1934-35.

The purpose of the reports is, first to give to the Board of Education a bird's-eye view of the work of the several schools and departments and, second, to inform each member of the staff in regard to the work being done in other schools and departments.

Supervisors and principals were requested to use the following outline in their reports.

1. A brief introduction that will provide the reader who has not read previous reports an understanding of that which precedes and upon which the items in this report may rest.
2. A summary of the important items, achievements, trends, undertakings, etc., in the given department or building during the year.
3. A brief statement of the plans for the year ahead, stating in what ways progress or improvement is anticipated.
4. Recommendations in regard to any matter pertaining to the general good of the schools, including administration, supervision, instruction, special services, extension of services, etc.

It is believed that the common knowledge which these reports bring to every member of the staff is necessary for the most effective administration of the schools. Information in regard to what is being done throughout the schools, and an understanding and appreciation of the plans and objectives of other workers on the staff, lead to an organic unity of purpose and effort, which is not senseless uniformity, but instead, intelligent and effective cooperation.

R. W. BARDWELL
Superintendent

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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 WALKER
VILLA V SMITH
GRANT C HAAS

June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

I. Summary

Central Junior-Senior High School had a total enrolment of 1,312 as against a total enrolment of 1,354 last year. The total enrolment of the senior high school was 812 and of the junior high school 500. This drop of about 40 in our total enrolment was in line with our expectation of last year. We anticipate that next year's enrolment will be slightly larger than that of this year. We had 64 graduates at the midyear and 162 in June, a total of 226 for the year as against last year's total of 223.

Our attendance average during the school year dropped decidedly due to a number of epidemics this winter and spring. Special efforts and devices instituted in the senior high school a year or more ago have continued to reduce our tardiness record. Our total senior high tardiness this year was 461 as against something over 740 for the previous year and against over 1000 in 1932-33. Due to the sieges of illness and epidemics among our pupils, the second semester of this year has been exceedingly difficult for both pupils and teachers. While the standard of our work may have suffered just a bit as a result, the records of class teachers do not show any increase in the number of failures as against the second semester of last year, and actually show a considerable smaller percentage of failure than in the first semester of this year. This was not accomplished, however, without considerable extra work on the part of teachers and some resultant illness on the part of teachers.

In line with our faith in the educative value of activities outside of the classroom, we have continued to give much time and energy to these activities. To emphasize to ourselves and others their place and value we have definitely announced and treated them as "co-curricular" activities, abandoning the older expression of "extra-curricular" activities. In football and basketball, Central has maintained an above average percentage of victories, finishing in a tie for third place in the Big Eight Conference in each sport. In track both the junior high division and the senior high division succeeded in winning the mythical city championship. Intramurals and minor sports including boxing, golf, tennis, and softball completed the physical education program. In Journalism our school newspaper, The Mirror, received an All-American Honor rating from the National Scholastic Press Association. In dramatics and music we gave a fall play, "The King Rides By", several Christmas pageants, and finished the season with two fine performances of the musical comedy operetta, "The Rel Mill", the largest and most ambitious enterprise staged at Central in years. In instrumental music our orchestra was awarded a first place and our band a third place in the State Tournament and our orchestra was awarded a second place in the National Orchestra Tournament. Continuing and expanding on an idea of the

previous year, we carried on through both junior and senior high divisions a courtesy campaign. This campaign was largely activated by student committees, and its results were decidedly noticeable within the student body. A joint committee consisting of pupil representatives from all senior high homerooms, and under interested teacher advisoryship, pooled pupil thought and interests toward the most hopeful evolution in years of a purposeful and worth while student council. A junior high student council has been active for several years. Homeroom activities have increased in plan and scope with, we believe, attendant improvement in general attitudes of school and community citizenship.

There has been only a slight apparent improvement in the number of indigent pupils to whom we had to give financial aid. Our guidance office again lent to pupils about 1400 textbooks and in addition paid fees for a considerable number of pupils. A total of about 356 pupils were aided either completely or partially with textbooks and fees. Toward the end of the year there has been an indication that we may expect some greater improvement in this situation next fall.

Our Book Exchange has been a decided help to all pupils during these last few years. However, the appearance of the Book Exchange shelves at this time indicates a new problem for next year inasmuch as the majority of secondhand books which have been sold and resold are now in a condition almost too disgraceful to permit further sale. This means that new books will have to be bought by pupils from book dealers or from the Book Exchange with consequent increased individual costs. This means also that any textbook changes anticipated by the administration could be put into effect now at considerably less net cost to all concerned than will be true later on after new replacements are in use.

Painting and repair work to the building proper has extended over the last two years and is now reasonably complete, bringing about a much more pleasant environment than we have been able to offer pupils for some years. However, we continue to call attention to the fact that in an old building with old equipment, replacements and repairs must be large and frequent and may be quite unpredictable.

The Central High Alumni Roundup, the first great attempt in years at a reunion of former students and alumni of this old school, was a decided success last fall. The event accomplished its announced intentions, i.e.: First, the occasion was to solidify in the minds of the alumni and present students of Central High the democratic spirit that has grown through the years of its existence. Second, the Roundup was to provide an opportunity for the pleasure it might bring to alumni of getting together to talk over and relive in memory "the good old days". Third, the reunion was to help remove a long-standing deficit in the athletic department of the school. The fourth purpose as a part of the 300th anniversary of the American high school was to emphasize to the community of Madison the tremendous influence which Madison High and Central High Schools have been in the life and growth of the community. The chief features of the one day celebration were (a) an exhibit of clothes and souvenirs of bygone days, (b) a talent program drawn entirely from alumni, (c) the East-Central football game, (d) class reunions, and (e) an alumni dance. Drawing several thousand people from Madison and the

surrounding community, some of them graduates of more than 60 years ago. It was a happy and revealing occasion.

II. Anticipated Improvements

The improvement of the Wisconsin Avenue terrace and approach to the building has been a partial answer to our perennial plea for rehabilitation of soil, sod, and shrubbery on our school grounds. This improvement has aroused much favorable comment. We urge that it be continued until the entire grounds have been rehabilitated.

The creation of the band and orchestra room on the third floor of the building has permitted the removal of these organizations from a dark and unventilated, undesirable basement of the Methodist Church building. Our new band room is now comparable to that of the better schools in the state. However, the insulation of the floors and the walls of the room are still very unsatisfactory, causing much interference to other classes and forcing at times complete abandonment of nearby classrooms.

Health conditions in the building are not of the best. People in ground floor rooms suffer definite danger due to poor control of temperature and of ventilation. The temperature faults may be attributed in part to unsatisfactory devices for humidity measurement and control, and in part to poorly insulated floors in those rooms directly above the heating tunnels and to poorly insulated heating pipes which travel through the rooms to other parts of the building. Ventilation faults seem to be attributable to our inability to properly regulate the force and volume of the air driven into the rooms and due to the necessity of overcrowding some of the smaller rooms. Air agitation alone does not ventilate, and the necessary window ventilation in the smaller crowded rooms affects the entire building ventilation system.

The close proximity in the same building of two independent school organizations - the Vocational School and Central High School - together with the tendency of the former to evolve into an adult continuation school, constantly brings new demands for coordination of administrations. A separate report is filed in the Superintendent's office. Joint use of rooms, gymnasiums, library, cafeteria, and auditorium by the Vocational School and the Central High School continues to offer many problems of administration, janitor service, etc. Some such rooms and equipment are classed as the particular property of Central High School although under administration of the Vocational School and thus giving us only limited use and access. Other rooms are considered as rentals and still others as joint administration.

Ever since the division of Central and West high schools, Central has had to operate under an undesirable boundary situation. As a temporary expedient to encourage movement of pupils to the larger East and West high school buildings, the district boundary of each of those two schools was extended to Wisconsin Avenue, or in other words, to our own doorstep. No definite district boundaries were set up for Central High School and no clear cut regulations governing transfer to other schools provided. In the face of this situation the problem of building and maintaining Central as an entity with sound morale and fine spirit has been a tremendous one. Were this to

be a permanent policy, the situation would be untenable. We urge that at this time attention be given to redistricting of the city so far as high school areas are concerned and that a definite, exclusive Central High School district be provided in the interest of equity and convenience.

Considerable work has been done during the year toward a more complete coordination of the six year junior-senior high school curriculum. With definite committees definitely working on the problem, we may expect considerable progress in this direction during the coming year. We believe this study may result in the replacement of most specific subject requirements or elections by a system of majors and minors, setting up several larger longtime blocks of related subject material and requiring pupils to choose among these larger blocks.

In our English department a revision of content and curriculum has been pretty well worked out in the junior high division. Much planning and discussion has taken place toward a practicable revision of the senior high English curriculum as to content, text material, teaching method and equipment, and room arrangement. The suggested plans, which offer considerable change from the traditional requirements and procedures in English, have my hearty support, and we shall begin to institute them experimentally next year.

With the steady growth of the laboratory system of teaching and the consequent need for the provision and maintenance of more and more supplementary and reference books, we must look forward to a changed library set-up. In senior high we are approaching the stage of having virtually three or four departmental libraries. Responsibility for the care and protection of these growing shelves of books is a growing problem. Either an efficient system must be worked out for and operated by each department, or an extra inter-departmental library management created, or the regular high school library facilities and services must be further extended and coordinated. Incidentally the growth of supplementary departmental shelves of books tends to decrease the demands upon the regular school library.

III. General Recommendations

Some general recommendations, the consideration of which, we believe, may prove helpful both to Central and to other schools in the city, might include:

1. With a school year of 37 weeks and with the first semester broken up by a teachers convention, a Thanksgiving holiday, and the Christmas recess, together with the delay incident to early fall adjustments by the school and by the pupils, we believe that it would be preferable to have the first semester extend 19 weeks instead of 18.
2. Our own experience of the last few years with the spelling of pupils convinces us that further consideration should be given to the teaching of spelling in the grade schools.

3. With the close relationship existing between health and school performance, we believe that very desirably more could be done toward having important health information records of serious illnesses, etc., included on the social record card which travels with the child from grade to grade. Such information would help to explain past records and help to anticipate future performance. We appreciate that the shortage of clerical help in offices of both the grade schools and the Board of Health enters into this problem, although this does not decrease its importance.
4. Regardless of "business as usual" slogans, the stagnation of a salary schedule over a period of years may affect physical, mental, and professional growth and spirit. Human nature will continue to produce better spirit and results when and where occasional recognition of good service is made. And young people entering the teaching profession deserve upon proof of capability early promotion to a salary level that will permit a professional attitude and standard of living. Consideration of salary revision and adjustment for both old and new teachers therefore is recommended in the interests of a better school system.
5. The growth of the school Book Exchange idea in the high schools will call for more and more coordination between these exchanges and also will necessitate closest contact between the exchanges and committees on textbook revision if the school system is to avoid the danger of considerable losses.
6. The development of the importance of homeroom and other co-curricular activities in high schools suggests the need for evaluation and recognition of the added work involved for the teacher as well as evaluation and recognition of credit value to the pupil. We suggest that a uniform plan be adopted, perhaps treating the combined homeroom and activity period as a class in citizenship and social relationships extending for one-half period daily. This class should then be included uniformly in all reports of teacher load. For pupils, uniform credit toward graduation - with grades - might be given or the honor and awards for participation might be considered sufficient.
7. The promotion of some pupils to junior high schools at the end of the sixth grade and the retention of others in public and parochial schools until the end of the eighth grade causes a number of junior high problems of teaching and administration and causes differences which handicap pupils in their progress through junior high schools. The problem deserves study by curriculum advisors and principals.

Submitted by

L. A. EAKIN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
CENTRAL JUNIOR HIGH SCHOOL

I. Introduction Including Summaries of Previous Reports

Central Junior High School was opened September 1930. The total enrolment as of the June reports for each year has been as follows:

<u>Year</u>	<u>Enrolment</u>
1930-1931	518
1931-1932	556
1932-1933	496
1933-1934	517
1934-1935	500

The reasons for the decrease in enrolment in 1932-1933 was due to the following reasons: (1) change of boundary on the West side; (2) the opening of East Junior High and a change of boundary there; (3) the exclusion of tuition pupils from Central.

The number of full-time and part-time teachers for each year has been as follows:

<u>Year</u>	<u>Full-time Teachers</u>	<u>Part-time Teachers</u>
1930-1931	16	22
1931-1932	16	23
1932-1933	15	18
1933-1934	13	15
1934-1935	12	18

The increase in teaching load has in part been responsible for the decrease in the number of teachers. This year our classes have not been too large, in fact our average class size has been below that of either of the other junior high schools. It must necessarily continue to be so because of our having a smaller enrolment than the other schools in the seventh and eighth grades and a proportionately larger enrolment in the ninth grade. Increasing the number of part-time teachers and decreasing the number of full-time teachers cannot continue further without seriously affecting the best interests of the school. It is hoped that we may have fourteen full-time teachers next year and about an equal number for part-time. The part-time teachers for the most part have the rest of their work at Central Senior and have homeroom duties, clubs, extra-curricular activities, etc. in connection with that unit. Therefore, the junior high school has no use of them for any thing other than classroom work. Mr. Wachler has realized what the situation is and has tried to make it possible for us to use the shop teachers and Mr. Koskey for sponsoring school clubs and after-school sports for the boys. We have greatly appreciated having them and hope to have the same arrangements for another year.

The physical conditions have been improved for Central junior high over the five year period. Partitions have been removed increasing the size of five rooms and making it possible to have a junior high teachers' room and a principal's office. Our rooms have all been redecorated and much of the needed repair work has been done.

II. Summary of Achievements, Trends, Undertakings, etc.

A. Clubs

The following clubs were offered at Central junior this year:

Aeronautics	Junior Red Cross	Stamp
Athletic	Knitting	Radio
Diary & Scrapbook	Hooked Rug	First Aid
Art Appreciation	Sewing	Junior Red Cross
Dramatics	Science	Know Your City
Game	Short Story	Sailing & Sailboat Modeling

The purpose of these clubs has been to give each pupil an opportunity to choose something in which he might find an interest as an avocation and to help him to find worth while ways of spending his leisure time. Most of the children have shown a keen interest in their club work. The time given to these clubs is only one-half hour a week. This time is too short to accomplish a great deal, but in many cases it has served to stimulate pupils to do outside reading about the work talked of in their club to construct model boats, aeroplanes, to complete sewing projects, and to make collections for stamp and scrap books outside of school hours.

B. Homeroom Activities

1. A committee of teachers under the chairmanship of Miss Elsie Kind in cooperation with the Guidance Department have outlined various activities for these periods. These have varied for the seventh, eighth, and ninth grade levels and enough different suggestions have been given so each teacher and group may choose those things of greatest interest to him.
2. More work in guidance has been done especially by the ninth grade teachers. They have had each of their pupils make out tentative three-year programs for the three years of senior high. This has been done after group discussion of the courses offered, with Mr. Waehler and Mr. Haas and individual conferences between pupils and homeroom teachers.
3. More data of an accumulative nature has been added to pupils' folders to make them more valuable for reference by senior high teachers and administrators.
4. Ninth grade homeroom teachers have made reports on individual pupils regarding their special abilities and interests. These reports are to be sent to senior high with the 10B programs and will aid in getting pupils placed more satisfactorily in senior high school classes and activities.
5. The homeroom committee made a study of plans carried out in homerooms of several Wisconsin and Missouri schools. They also visited East High and observed the guidance program as it was worked out in their junior high rooms.

C. Auditorium Periods

1. Our auditorium programs have consisted more of outside speakers and less of pupil talent than before. This has been necessary due to the fact that the auditorium is so much in demand that it is very difficult to get enough reservations for rehearsals to put on many pupil programs.

D. Social Activities

1. Through the lower cost of A.A.A. membership a larger per cent of junior high school pupils has been able to attend school activities. Six junior high school parties were held; also some homerooms and clubs have given parties. All groups except the seventh grade had homeroom picnics.

E. Field Trips taken by junior high school pupils

1. We are extremely fortunate in our central location in being able to have pupils visit places of interest that they study about and are much indebted to the persons in charge who have welcomed us and given their time in making such trips really educational for our pupils.
 - a. Train, "Hiawatha"
 - b. Telephone Company
 - c. Post Office
 - d. Commercial Bank
 - e. Pumping station
 - f. Historical Museum
 - g. State Legislature
Library
 - h. Circuit Court
 - i. State Supreme Court
 - j. Madison City Council
 - k. State Legislature
 - l. Committee Hearings in Assembly Chamber
 - m. Capitol Building
 - n. Madison Airport
 - o. Hobby Show
 - p. Art Exhibits at Memorial Union
 - q. Art Exhibit at Woman's Building
 - r. State Journal Building
 - s. State Board of Health (Civics Committee)
 - t. State Conservation Commission
 - u. State Industrial Commission
 - v. Madison City Clerk's Office

F. Music

1. Our music department has continued to improve in both the number of pupils that they are reaching and in the quality of the work being done.
2. The following opportunities are open to pupils for developing their musical talent:
 - a. Junior High School Boys' Glee Club
 - b. Junior High School Girls' Glee Club
 - c. Junior High School Boys' Octet
 - d. Junior High School Girls' Triple Trio
 - e. Ninth Grade Chorus
 - f. Seventh Grade Instrumental Music Class
 - g. Junior High School Band
 - h. Junior-Senior Orchestra
 - i. Junior-Senior Band
 - j. Seventh and Eighth Grade Chorus Classes
3. Twenty junior high school pupils attended the District and State Music Tournaments.

G. Physical Education

1. An effort has been made to find some activity of interest to each pupil. In addition to the regular class work three times a week in physical education, the following after-school sports were engaged in by the boys of Central junior high school:

<u>Name of Activity</u>	<u>No. Participating</u>	<u>Games Played or Meets Held</u>
Ninth Grade Football	25	5
Ninth Grade Basketball	40	9
Ninth Grade Track	47	4
Seventh and Eighth Grade Touch Football	92	15
Seventh and Eighth Grade Basketball League	60	19
Seventh and Eighth Grade Track	32	1
Ninth Grade Class Basketball	16	14
Ninth Grade Class Softball	30	6
Boxing	35	3
Moon Recreation Period	140 (average attendance)	

2. The following awards were given to junior high school athletes:

Football 16	Track 11
Basketball 12	Boxing 10 (Mr. Koakey)

3. Miss Shepard's report:

The after-school activities for girls have been as follows:

<u>Name of Activity</u>	<u>No. Participating</u>	<u>Games</u>
Volley Ball	30 - 7th	10
	40 - 8th	10
	50 - 9th	10
Soccer Ball	25 - 7th	10
	30 - 8th	10
Basketball	50 - 9th	10
Baseball	25 - 7th	5
	30 - 8th	5
	35 - 9th	5

H. Student Council

1. Our Student Council has been very active this year. It consists of a delegate and an alternate from each homeroom. They held regular meetings every two weeks with Miss Gertrude Morris acting as sponsor. The following committees were appointed and worked under the guidance of the Student Council:

a. Hall duty	g. Monitors
b. Lost and Found	h. Cheer leaders
c. Locker inspection	i. General welfare
d. Usheers	j. Movie
e. Stage arrangement	k. Ways and Means
f. Social	l. Courtesy

I. National Junior Honor Society

1. The Central Junior High School Chapter of the National Junior Honor Society was organized last year. Thirty members were taken into the organization during the two semester of this year. Two formal initiations have been held to which parents have been invited. Members of this organization have assisted in many ways to help improve their school.
2. A luncheon was held at the Y.W.C.A. for this group.

III. From the Standpoint of Instruction the Following Things have been Accomplished:

A. Reorganization of Course of Study in English

1. During the past two years teachers, under the direction of Miss Ethel Mabie, Supervisor of Curriculum, have been working on a six-year program in English. This year the new course in grammar and the seventh grade units were used. This has made the work in grammar much more definite and within the possibility of being accomplished by all except the slowest group in each grade. Our seventh grades have enjoyed the unit work very much. Now that we have had a year's experience with the units and know more about what projects we can carry out in cooperation with the art department, it is hoped that this will be done. Miss Buck has agreed to help us in making this possible. Personally I feel that if we are to ask for a six-year program for English on the secondary school level, we must have a course whereby we are showing a marked progress on each grade level. The units contain many suggestions and provide opportunities for the experiences necessary for all phases of English work and I hope they will be continued at least until we have found something better.

B. Visual Instruction

1. We have made as much use of visual instruction in connection with our classroom work and homeroom activities as the limited funds supplied would permit. Teachers requested more films than we were able to supply even though Mr. Wachler gave us part of the money due the senior high school each semester. The new plan for transporting films and machines has been a great improvement. The only objection is that first hour classes always lose out unless the film is held over as the deliveries are not made here until after 9:30.

C. Ungraded Group

1. Our ungraded group was much more successfully handled this year than ever before. It was possible to keep them as a special group in all their major subjects. In as far as possible an attempt was made to handle each child in this group individually letting him progress at his own rate. Considering the ability of these pupils to do school work they showed much improvement and many of them became active in after-school sports and co-curricular activities of the junior high. I feel that when children of this group are near the same age level and not too old, there is an opportunity to help them both from the

standpoint of improvement in their school work and in having them really become a part of the organization. This is the first time that we have had any materials on the grade level of these pupils in the junior high school. Although we still do not have sufficient materials, a great improvement has been made in this respect.

D. Library

1. Through efforts of our P.T.A. our library has been opened to junior high school pupils every day. Some teachers in the junior high have made considerable use of it and have done much to encourage more extensive use of the library. It is hoped that all junior high school teachers will do more to encourage extensive use of library facilities next year.

E. Achievement Tests

1. The Stanford Achievement Tests were given to all pupils in the seventh and eighth grades. At the time these tests were given the grade equivalent for the seventh grade should be 7.8 and 8.7 for the eighth grade. Our grades rated as follows:

<u>Test</u>	<u>7th Grade Grade Equivalent</u>	<u>8th Grade Grade Equivalent</u>
Paragraph Meaning	8.4	9.8
Word Meaning	7.8	8.9
Total Reading Score	8.1	9.3
Dictation (Spelling)	7.2	7.9
Language Usage	7.9	8.7
Literature	7.8	8.4
History and Civics	7.1	8.5
Geography	8.1	9.7
Physiology and Hygiene	7.6	8.5
Arithmetic Reasoning	9.2	9.7
Arithmetic Computation	10.0+	10.0+
Total Arithmetic	10.0	10.0+

IV. Plans for the Year 1935-1936

A. Reorganization of the curriculum of the junior-senior high school in the five major fields.

1. Committees have already been appointed to work on the reorganization of the curriculum in accordance with modern trends in education. It is hoped that this reorganization will lead to more well defined courses of study, with general courses in all three years of the junior high school and less attention to definite preparation for college at this level. The outcome of this curriculum reorganization is to be the major item in improvement of our school next year.

B. Closer Contact between the Homes and the School

1. It has been difficult to get as many parents to attend our P.T.A. meetings as should. This is in part due to the fact that we draw pupils from so many different schools, there are often conflicts in meetings. Seven elementary schools and four parochial schools send their children to us. However, with some material already available for American Education Week, it is hoped that we may begin early to interest parents in the work of the school. If the "News of Your School" is to continue next year, it is hoped this will help to increase parent interest.

C. Further Development in the Work of the Student Council

1. In the year and a half that our Student Council has been operating they have accomplished many things. It is hoped that we may continue further with this work. Among the activities proposed for next year are:
 - a. Prepare a handbook for Central junior high to be distributed to new pupils as they enter.
 - b. Foster better attendance and school spirit at junior high athletic contests.
 - c. Have the Ways and Means Committee begin work earlier to make it possible to provide funds for desirable activities.
 - d. Begin early in the year to interest the homerooms in the courtesy code which was formed this year.

D. Continue work on Homeroom Activities in Cooperation with the Guidance Department

1. Having tried out the materials for homerooms prepared by the homeroom committee it is hoped that next year we will have many suggestions from teachers regarding the ways in which this work may be improved and wherein it has and has not been satisfactory. Our club period has been too short to accomplish the things desired and if possible administratively, we hope to have an hour every two weeks instead of a half hour each week.

V. Recommendations

- A. More funds made available for visual instruction.
- B. That the junior high schools retain full-time teachers for the major subjects except for the foreign languages.
- C. That the junior high schools have office help at least a part of the Christmas and Easter vacations to get their records completed instead of leaving so much until after school closes.
- D. That the administrative group or the group in administrative positions within a building decide more definitely about some of the things we wish to have emphasized from the standpoint of supervision and then do more of it in a constructive way.

- E. I do not feel that we have had enough follow-up work from the school nurse. It may be that the territory she covers is too great to permit this, but I do feel that since many families have not been able to give their children the medical attention necessary, these cases should be followed more closely through the school and reported to the proper agencies to be cared for.
- F. That as the new courses of study are developed in accordance with the reorganization of the curriculum it be definitely understood who is to have the supervision of this work to see that these courses are being used in all schools.

Submitted by

VIDA V. SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
CENTRAL HIGH SCHOOL
1934-1935

In conformity with the Superintendent's instructions, this annual report of your guidance director for the term, 1934-35, is divided into four headings: 1- An explanation of general guidance purposes and functions in Junior-Senior High School, 2- Accomplishments, special activities, and progress during the past year, 3- Plans for the next school term, 4- Recommendations.

1- The guidance program in a high school may be classified under three general headings:- statistical and research, group guidance, and individual counseling and problem case work. Under these divisions, the accomplishments and progress of the past year will be discussed. During the past year the established program of testing, statistical study, and research was continued and augmented upon, with the cooperation of the Department of Child Guidance and Special Education.

Torgerson Achievement tests were administered to all incoming seventh graders while still in their 6A grade, these tests being used as a basis, together with Binet tests and school case histories, for grouping pupils in 7B classes and special classes in Junior High.

Metropolitan Achievement tests were given to all eighth grade pupils in schools, public, parochial, and suburban, which send pupils into the ninth grades of Junior High Schools. These tests are also made the basis, with intelligence tests and pupil school history, for grouping and special help in the ninth grade.

Terman group tests were given to all eighth grades sending pupils to Central Junior High. A second test was given in the ninth grade to all pupils whose first test resulted in an I. Q. of under 1.00.

The Henmon-Nelson test was administered to all tenth and twelfth graders. These are valuable to the high schools merely for correlation with other earlier tests. Their guidance value is for the university, not for the high schools, as they come too late in the pupils' high school careers to be used by the high schools for individual guidance purposes.

A statistical study of seven years of graduating classes was completed during the year, which is submitted as a separate report. This study merely confirms what had really been discovered empirically.

It was hoped that it might have unearthed new facts of value for high school administrative purposes. However, it merely proves, statistically, facts already known.

The usual statistical report on indigency and books, supplies, or fees allowed to indigents was made and submitted. This showed the number of indigent families in the Central area about one-tenth higher than during the previous year.

The usual failure, or con-list statistics, were kept, which are a part of the

statistical report.

Graduate statistics, as in previous years, were also secured, showing those going on to schools of higher education, those seeking employment, and those who have either full or part time employment. The questionnaires from which these statistics were drawn were also made bases for individual and group counseling of the graduating classes.

2- Accomplishments, special activities, and progress, 1934-35.

The progress in testing and its uses has been outlined above.

During the summer of 1934, as well as in January, 1935, and for September, 1935, the advance programs of every pupil in the school were checked by the guidance director. Subject selections were OK'd or altered on the basis of the director's knowledge of the pupil's ability, school background, and possible educational aims. Conferences with teachers and pupils often resulted from questioned programs. Homogeneous grouping was also indicated as an aid to classroom assignment.

The most noteworthy accomplishment at Central was effected in group guidance, particularly in Home Room guidance.

Aided by two extraordinarily fine faculty Home Room Committees, who supervised home room activity, the progress made was highly gratifying.

The diversity and extent of Home Room activity were greatly increased. Talks by outsiders, character moulding activities, courtesy campaigns, citizenship discussions, playlets, debates, oral topics, parties, games, pupil entertainments, comprise the diverse list of activities.

Each home room elects officers. Each home room keeps a secretarial record, or log-book, of its activities with comments as to their value and entertainment features.

In the Junior High, the student council has much to do with planning and executing social activities.

In the Senior High an inter-Home Room Committee was established which planned and initiated the all-school, or major, home room activities. This committee consists of one delegate from each home room, and has its own officers. It has already assumed the functions of a quasi-council, into which it may develop during the next year.

The spirit of home room activity has been kept strictly informal, under control of student officers, with the home room teacher always in the background. No activity is permitted to develop the appearance of a formalized class-room task.

The guidance director is extremely grateful to the faculty home-room committees, to all home-room teachers, and to the student leaders for the splendid progress in Home Room Guidance, which has definitely arrived and has become firmly established during the year at Central High School.

The guidance director gave a number of talks to home-room groups and class-room

groups during the year, on invitation from the students.

Talks were also given to each of the graduating groups, and to all eighth grade groups entering Central ninth grade in the fall from other schools.

3- Individual guidance. The usual program of individual interviews with all pupils on the con-list at any report period, all special problem cases referred by teachers, and all indigency and special health or personality cases was carried through. These interviews were supplemented by counseling with parents and outside individuals and agencies, and by home visits.

As a general thing, the number of these more aggravated cases (except poverty) seems to be lessening as contrasted with 1928-29-30.

This impression has received confirmation from the University by a similar impression gained there as to problem-cases by the registrar, the deans, and others.

Plans for 1935-36

- 1- More effort to secure outside speakers for Home Room groups and larger pupil groups.
- 2- A series of occupational talks by business and professional men. This was omitted during the past year, deliberately, because of the desire to vary the group talk program from year to year.
- 3- A statistical study of failures by subjects over a period of years.
- 4- Development of the scope of work of the student inter-home-room committee.
- 5- More personal participation by the guidance director in purely cultural school activities, this activity to include occasional talks on cultural subjects.

Recommendations

- 1- A meeting of Home Room teachers early in the year, presided over by the guidance director, to outline the respective guidance duties and to work for even closer co-ordination of all guidance activity.
- 2- That more health information be secured and recorded from all possible sources, especially from the Health Department and schools attended previously by pupils.
- 3- That the books for indigents be transferred to the book exchange. Books to be issued from the exchange on individual order by the guidance office, which would continue to be responsible for indigency investigation and certification. The books for indigents cannot be properly kept and stored in Room 105.

The guidance director wishes to acknowledge and express appreciation for the exceptional assistance given by the Attendance Department, by the Department of Child Guidance and Special Education, and by Mrs. Kochler of the Family Welfare Association, on several especially difficult problem cases.

The guidance director wishes to express his appreciation of a most enjoyable year in which significant guidance progress was made.

Submitted by,

GRANT C. HAAS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal and Guidance Director
FOSTER S RANDLE
FLORENCE FENSTER
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
EAST SENIOR HIGH SCHOOL

Extra-Curricular Activities

All departments of the extra-curricular program have functioned rather uneventfully this year.

Some clubs have been discontinued, and some have been added. Among the latter are Boys' Business, Classical Music, Dance Orchestra, Ice Yacht, Hostess, Model Builders, and Geography.

One improvement in the administration of club periods has been the sending of several groups of pupils to partly filled home rooms for study instead of keeping all in the large study halls.

The auditorium programs have been creditable. The general good conduct and interest of the school shows that it regards auditorium as a pleasant and worthy activity.

The parties have been orderly and enjoyable. Both evening dances and matinees have been less well attended than they were before the recreation department conducted regular dances here. Banquets have been better attended than last year.

All our evening entertainments have been of a quality to reflect credit upon the school. Ever since most of these at which admission is charged have been financed by student activity, the school has furnished most of the audience, and there has been no ticket sale problem.

In all our extra-curricular activities we are stressing student activity more and more, and the school is responding to this in a very enthusiastic and capable manner.

Next year we hope to develop our club program more fully. The 10B class is the class that shows the least interest. We hope to be able to offer them more, and interest them more.

We hope to make the auditorium programs more interesting and valuable and to give more pupils parts in programs. The addition of the drapes and the possibility of keeping the auditorium locked when not in use will add to the respect for the room and the feeling that it is a place for pleasant relaxation and a place to learn and practice many things not in the curriculum.

Submitted by

FLORENCE HARGRAVE

Club Schedule, 1934-35

Mondays

Series A

Sep 24 Student Council.....126
Oct 22 Girls' Commerce Club...217
Dec 3 Boys' Business Club....304
Jan 14 Philatelists' Club....213
Feb 25 Chess Club(Mr. Otterson).204
Mar 25 French Club.....15
May 6 Boys' Vocational Club..331
June 3 Domestic Science Club..321
Boys' Chef Club
(Miss Counsell)...350
Scribblers' Club.....107
Honor Society.....108

Room 232 - Mr. Ferrill
126, 213, 212, 321

Room 131 - Mrs. Marks
107, 108, 113

203 go to 205 218 go to 207
304 go to 329 217 go to 211
313 go to 324

Series C

Oct 8 Student Council.....126
Nov 12 Girls' Vocational Club.217
Dec 17 Boys' Vocational Club..331
Feb 11 Philatelists' Club213
Mar 11 Domestic Science Club..321
Apr 8 Chess Club(Mr. Otterson).204
May 20 Boys' Chef Club
(Miss Counsell)...350
Scribblers' Club.....107
Honor Society.....108

Room 232 - Mr. Ferrill
126, 213, 321

Room 131 - Mrs. Marks
107, 108, 113, 119
203 go to 205
217 go to 211
218 go to 207

Series B

Oct 1 Student Council.....126
Nov 5 German Club.....15
Dec 10 Debate Club.....207
Feb 4 Ushers' Club.....121
Mar 4 Music Club.....Aud
Apr 1 Chess Club(Mr. Morrow)...204
Mar 13 Art Hobby Club.....325
Boys' Chef Club
(Miss Mathias)...350
Dramatics Club.....113

Room 232 - Mr. Ferrill
126, 220, 306, 321

Room 131 - Miss White
121, 118, 113

207 go to 107
217 go to 211

Series D

Oct 15 Student Council.....126
Nov 19 Latin Club.....15
Jan 7 Ushers' Club.....121
Feb 18 Music Club.....Aud
Mar 18 Dramatics Club.....113
Apr 22 Debate Club.....207
May 27 Chess Club(Mr. Morrow)...304
Art Hobby Club.....325
Boys' Chef Club
(Miss Mathias)...350
10B Dramatics Club.....217

Room 232 - Mr. Ferrill
126, 213, 306, 321

Room 131 - Miss White
113, 118, 121

207 go to 107
226 go to 206
217 go to 211

EAST SENIOR HIGH SCHOOL

Thursdays

Series A

Sep 27	Press Club.....	112 & 104
Oct 25	Annual Board.....	311
Dec 6	Student Club.....	331
Jan 17	Hi-Y Club.....	205
Feb 28	Girls' Chess Club.....	304
Mar 28	Classical Music Club.....	217
May 2	Art Metal Club.....	328
May 30	Dance Orchestra.....	Aud
	Ice Yacht Club.....	15
	10B Girls' Golf Club.....	37
	Hostess Club.....	4
	Model Club.....	122

Room 232 - Miss Briggs
205, 313, 311, 213

Room 131 - Miss Stillman
324, 110, 112, 118

210 go to 214	122 go to 108
218 go to 207	226 go to 206
217 go to 211	

Series C

Oct 11	Press Club.....	112 & 104
Nov 15	Annual Board.....	311
Dec 20	Student Club.....	331
Feb 14	Hi-Y Club.....	205
Mar 14	Classical Music Club.....	217
Apr 11	Girls' Chess Club.....	204
May 16	Hostess Club.....	4
	10B Girls' Golf Club.....	38
	Model Club.....	122
	Ice Yacht Club.....	15
	Reel Life Club.....	329
	Art Metal Club.....	328
	Dance Orchestra.....	Aud

Room 232 - Miss Briggs
313, 311, 205, 212, 213

Room 131 - Miss Stillman
324, 110, 112, 118

218 go to 207	217 go to 211
210 go to 214	329 go to 304
226 go to 206	122 go to 108

Series B

Oct 4	Press Club.....	112 & 104
Nov 8	Annual Board.....	311
Dec 3	Pawn Pushers.....	204
Feb 7	Camera Club.....	205
Mar 7	G. A. A.	227
Apr 4	Classical Music Club.....	217
May 9	Junior Players.....	15
June 6	Hol-Hi Club.....	38
	Model Club.....	122
	Biofilm Club.....	329
	Geography Club.....	118

Room 232 - Miss Briggs
313, 311, 205, 212

Room 131 - Mr. Morrow
118, 110, 111, 112

122 go to 108	114 go to 107
210 go to 214	217 go to 211
329 go to 304	

Series D

Oct 18	Press Club.....	112 & 104
Nov 22	Annual Board.....	311
Jan 10	Pawn Pushers.....	204
Feb 21	Camera Club.....	205
Mar 21	Classical Music Club.....	217
Apr 18	Junior Players.....	15
May 23	Hol-Hi Club.....	38
	Bird Club.....	324
	Geography Club.....	118
	Model Club.....	122

Room 232 - Miss Briggs
313, 205, 311, 212

Room 131 - Mr. Morrow
118, 110, 111, 112

114 go to 107	324 go to 304
217 go to 211	122 go to 108
210 go to 214	

Choral Music

Procedure and Achievements

1. Followed a definite course of study in an effort to develop musicianship
2. Gave intense drill in part-singing
3. Reached more students with a wider variety of musical interests
4. Sponsored the following organizations:

a. A Cappella Choir

Members are picked voices of chorus classes. Meets 7:30 A.M. on Tuesdays. Seventy-two members.

b. Treble Clef Club

Fifty-six members

c. Girls' Triple Trio

The girls in this group have been very useful for programs where only a small group is needed. These girls get a very complete and intense vocal training.

d. Boys' Double Quartet

(See above)

e. Music Club

Membership - 210 first semester, 82 second semester.

I thought the club was organized well enough to run itself, but I found that it takes the strong guiding hand of the sponsor to make the club a success.

Aims: To provide means for discovering talent

To give talented pupils a chance to perform before a sympathetic group

To develop appreciative listeners

f. Classical Club

A club made up of chosen singers

Aim: To give the very highest type of vocal training

g. Junior High Boys' Glee Club

Membership - 81. There is a drop in interest in the ninth grade that should be analyzed and remedied.

h. Mixed Chorus

All students who enrol in chorus class. (See 1, 2, and 3 above)

5. Made the following contributions to school and Community Life:

a. Football pageant (Whole school sang)

- b. Quest of Youth pageant - 255 chorus members
- c. December P. T. A.
- d. Christmas Pageant at Capitol
- e. Appeared on all East High Radio programs
- f. Southern Wisconsin Teachers' Convention
- g. Minstrel Show for Vodvil
- h. Lowell and Emerson School P. T. A.
- i. Woman's Club Luncheon
- j. National Federation of Music Clubs - broadcast
- k. Bascom Theater play tournament
- l. Wesley Memorial Church - Sunday Service
- m. Neighborhood Settlement House
- n. Good Friday Program (Orpheum Theater)
- o. Operetta "Tune In"
- p. Music for "As You Like It"
- q. Class Night - January and June
- r. "The Trust" - June Commencement pageant

General Plans for 1935-36

My course of study is made out and printed, ready for classes next fall. This includes vocal drills and exercises, a short course in theory of music. The music has been ordered for all classes. I expect to keep before me the aims which I have listed from year to year, and to continue to give a sound classical background for any musical activities that my students wish to pursue after graduation.

Cost to Student

No cost.

Submitted by

CECILE VOGELRAUGH

Physical Education

Intramurals

1. Touch Football

17 teams representing home rooms
227 boys took part
Elimination schedule was played

2. Soccer Football

17 teams
175 boys took part
Elimination schedule

3. Volley Ball

17 home rooms had teams and some had two
350 boys took part
Played a double round robin schedule

4. Free Throw

Every boy in school took part

5. Basketball

17 home room teams and several club and class teams
375 boys took part
Regular round robin tournament schedule

6. Wrestling and Boxing

Carried on by Mr. Hake
About 40 boys for both sports signed up

7. Playground Ball

17 home rooms formed three leagues
260 boys took part
Played double round robin schedule
About 200 boys played on club and extra activity teams

8. Track Meets

130 boys on the track squad working every night

9. Golf

No class met
Junior and Senior High carried on a regular schedule of meets

10. Tennis

60 boys on the regular schedule-regular and intramural
Every boy in school was allowed to take some tennis

All of these events were carried on within the classes with fundamental instructions. Squad leaders were in charge.

Girls Physical Education

Achievements

I. 10A Physical Education

A physical examination was given each pupil to detect defects, check over and under weight and any other physical disability. Exercises were graded accordingly. I feel that the Sophomores have acquired an appreciation for and a realization of the value of posture work to each individual. Students have acted as judges in each six weeks triple posture tests and have made all corrections with their reasons for correcting an individual.

Special foot exercises were developed in a series of four lessons.

II. Individual Gymnastics

Too few people who are really in need of this type of Physical Education are placed in these Special Classes. Those who enrolled have graded exercises, periodic examinations and simplified games.

III. Interpretive Dancing

Representative work was given at:

1. Woman's Club Building Exhibition
2. East High Vaudeville
3. "As You Like IT"
4. National Education Pageant
5. Graduation pageant

IV. Intramural Athletics

Approximately 400 girls participated in Volley Ball, Basketball, Baseball and Tennis, with tournaments completing each seasonal sport.

Tennis enthusiasm is genuine, and individuals are working consistently to establish correct technique. Next year, I hope students will be ready to engage in a tennis tournament.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

The enrollment reported at the end of the first month of each year that the East High School has been in operation:

<u>Year</u>	<u>Number</u>	<u>Percent of Increase</u>
1922	647	
1923	700	8.2
1924	732	4.6
1925	739	.9
1926	806	9.1
1927	872	8.2
1928	910	4.4
1929	1069	17.5
1930	1159	8.4
1931	1237	6.7

The Junior-Senior High School Organization

Total enrollment at the end of the first month of each school year:

<u>Year</u>	<u>Junior High School</u>		<u>Senior High School</u>		<u>Six Year Organization</u>		<u>Percent of Increase</u>
	<u>Year</u>	<u>Number</u>	<u>Percent of Increase</u>	<u>Number</u>	<u>Percent of Increase</u>	<u>Total</u>	
1932	926			991		1917	
1933	1072	15.7		1010	1.9	2082	8.2
1934	1122	4.6		1038	2.8	2160	3.7

Total enrollment of East High School at the close of the school year in June has been as follows:

Four Year High School

<u>Year</u>	<u>Enrolment</u>	<u>Year</u>	<u>Enrolment</u>
1923	729	1928	978
1924	768	1929	1036
1925	818	1930	1193
1926	846	1931	1230
1927	888	1932	1386

<u>Year</u>	<u>Junior High School</u>		<u>Senior High School</u>		<u>Percent of Increase</u>		
	<u>Year</u>	<u>Number</u>	<u>Percent of Increase</u>	<u>Number</u>	<u>Percent of Increase</u>		
1933	956			1132			
1934	1003	4.9		1152	1.76		
1935	1046	4.3		1151	.09		
						<u>Total</u>	<u>Percent of Increase</u>
						2068	
						2155	3.2
						2197	1.9

II. High School Graduates

During the thirteen years that the East High School has been in operation, 2294 pupils have been graduated.

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Four Year High School	Percent of School Graduates
1922-23	6	78	84	727	11.5
1923-24	6	115	121	768	15.7
1924-25	7	120	127	818	15.5
1925-26	16*	102	118	846	13.9
1926-27	19	106	125	888	14.0
1927-28	32	120	152	978	15.5
1928-29	37	93	130	1036	12.5
1929-30	56	125	181	1193	15.1
1930-31	60	158	218	1230	17.7
1931-32	64	147	211	1386	15.9
1932-33	83	177	260 (Sr. High)	1132	22.9
1933-34	77	198	275	1152	23.8
1934-35	77	215	292	1151	25.4

*First mid-year commencement exercises

The January, 1926, class was the first class to hold its exercises in the school auditorium. June exercises in 1923, 1924, and 1925 were held in the Strand Theatre.

III. Junior High School Total Enrollment by Grades for the Last Three Years

Grade	1932-33	1933-34	1934-35
7th	305	296	307
8th	270	316	292
9th	381	391	447
TOTALS	956	1003	1046

The past year ended the mid-year Junior High School classes. There will be no 9A class finishing the work of the school and going into the Senior High School next January.

IV. Summary of Achievements, Trends, and Undertakings During the Year

The general objective was to improve the organization, administration and supervision of the school, and to encourage, in every possible way, the improvement of the school work.

In that considerable attention always had to be given to keeping expenditures down to the lowest possible level, some things that might have been done could not be attempted.

The teaching load, while certainly not heavier than is generally found today in schools organized in cities of our size, has become so heavy that in some

departments teachers were assigned more work than they could efficiently carry on. Also, the fact that we always have had to keep in mind the individual cost of books and supplies to pupils has somewhat hampered us in having in the class room the things that would be most helpful in assisting with the work.

It will not be possible in this report to discuss or to explain the many achievements of the year, but some of them will be listed below.

- A. A start was made by the guidance department in the development of a method for determining the degree of scholastic success that should be expected of each pupil. The work along this line is explained in the report submitted by the Guidance Director.
- B. The unifying of the work of more of the departments through the six year school was not undertaken due to the heavy teaching load that it was necessary to assign to the department heads and also the course offering revision that seems so necessary and which now has been started through committees appointed by the superintendent.

However, the English Department has made considerable progress in unifying the work in that department by:

1. Developing a more cooperative spirit on the part of the staff
2. Improving the content in literature and grammar for each grade
3. Simplification of the grammar and fixing of responsibility for each grade to insure better continuity in the development of English
4. Assisting in the development and making use of diagnostic and accomplishment tests in grammar in grades seven through eleven
5. Selection of composition books and four texts in literature for the eighth grade to provide for individual differences in interests and levels of reading
6. Securing new supplementary reading materials for the ninth grade
7. Revising the reading list for the senior high school

The Latin Department has reorganized the ninth grade work, and the four years work of the department has been completely unified.

The Modern Language Department has made a change to place the emphasis in the ninth year on reading, leaving the more formal grammar until later in the course.

There is much need for the unification of the six years work in Mathematics, but so far it has not seemed possible to make such progress in carrying it out. Also, this work needs to be done in Science, Geography, and History.

- C. The senior high school college preparatory course requirements for graduation have been reorganized to conform to the new university entrance requirements.
- D. While there has been no experimentation carried on with large classes there have been many classes of around forty pupils. However, we desire to conduct an experiment with some classes of fifty or sixty pupils giving the teacher some clerical assistance so that the mechanics of teaching the large numbers will not be a burden.

- E. A departmental testing program has been developed and in some departments very successfully carried out. The idea was not to secure strict uniformity in classes covering the same work and instructed by different teachers, but to see that essentials were taken care of and that teachers might improve their work and correct weaknesses by comparing their pupils' achievement with others in the same grade and course.
- F. The school took part in the Wisconsin Testing program in that some of the tests were given to classes in the College Preparatory Course. Our idea in giving the tests was to see if they would be of benefit to the teachers in improving their work, and so their value will become evident to us next year.

A number of the departments used several other standardized tests, and results developing from the use of the tests will be studied next year.

- G. There has been a start made on the improvement of the personnel records. Part of this work was directed by the Guidance Director and is explained in the report of that department.
- H. Several departments have formulated lessons on how to study the material of their courses and are starting each semester's work with instruction in methods of study. The Mathematics Department has done very fine work in developing introductory lessons on the study of Mathematics.
- I. Most of the departments of the school have been engaged in consideration of course of study revisions and several revised plans of work will be tried out next year. Course material has also been evaluated and in many cases changes made for the coming school year.
- J. Our guidance department has continued to render valuable contributions to the school, and since it is always studying the needs of the pupils and the school, it will continue to be a most important help in developing the school to more nearly meet the needs of the pupils and the community.
- K. The 8aB's were this year kept separate from the regular 8B's, and the segregation seemed to be a valuable type of organization. There will be an attempt made to keep the less able of these pupils together during part or all of their ninth grade work.
- L. The work of the clubs in both the Junior and Senior High Schools has been continued. A summary of extra-curricular work in both schools is submitted with this report. Most all of the teachers have assisted with this important work.
- M. Faculty meetings have been conducted twice a month in each school, and problems that were thought to be important and of value to the school and instructional staff were considered. It has been the feeling of the principal for years that all members of a faculty should attend meetings and that they are most valuable in developing an understanding of school problems and educational trends. Outside speakers have sometimes been secured to address the teachers of both schools.

N. In celebrating the three-hundredth anniversary of the founding of secondary education in this country, an all east side school pageant was given during American Education Week. Also, a birthday party was given in the auditorium by the school and the final part of our participation in the celebration was the pageant commencement program, put on in place of the more formal type of commencement exercises, by our June graduating class.

V. General Plans for the Next School Year

During the next school year we hope to:

- A. Assist in making the home room guidance organization more successful and secure the cooperation of all the teachers in this part of the school program. A committee of Junior High School teachers will be appointed to work with the guidance director in evaluating and strengthening the program for the seventh, eighth, and ninth years.
- B. Develop a plan to make greater use of the work done in determining the degree of scholastic success that should be expected of each pupil.
- C. Organize special classes to more adequately provide for academic weaknesses as shown by the testing program.
- D. Attempt to keep the weaker pupils of the accelerated classes in groups where remedial work may be carried on.
- E. Continue to stress the importance of securing improvement in reading in the Junior High School.
- F. Improve pupil participation in auditorium programs in the Junior High School and start the holding of grade auditorium exercises.
- G. Promote the instrumental music work in the Junior High School.
- H. Unify the work of the Mathematics, Science, and Geography departments in the Junior and Senior High Schools.
- I. Start the study of changes to be made in the General, Vocational, and Commercial courses so that their requirements for graduation may be justified on a more sound basis than that of tradition.
- J. During the second semester to attempt an experiment with large classes.
- K. Further develop the departmental testing program.
- L. Promote the use of standardized tests and the study of the scores.
- M. Assist in securing a reorganization of curriculum offerings for the school year 1936-37.
- N. Promote the guidance and extra-curricular work of the schools.

- O. Attempt to have each semester's work in all subjects start out with lessons on how to study the material of the course and tests to determine how much each pupil already knows about the work that is to be studied.
- P. Attempt to make changes necessary to permit carrying out the recommendation of the head of the commercial department that all advanced commercial pupils be required to take a semester of Oral English.
- Q. Promote course of study revisions in order to strengthen the curriculum and its value to our pupils.

Submitted by

FOSTER S RANDLE

Junior-Senior High School Instrumental Music

Appearances

Every Home Athletic Event
Assemblies
Woman's Building
P. T. A.
Concerts
Operettas
Memorial Hospital
Carnival
St. Claus Parade
Broadcasts
Tournaments

Accomplishments

First place award - District Band
First place award - District Orchestra
First place award - District Parade
First place award - Five soloists
Ensemble First Place
National Tournament - Firsts, Seconds, and Fourths
A general improvement in playing ability of all sections
Bass and cello section built up for next year

Plans for Next Year

Concentration on clarinet section
Thorough section rehearsals
Two concerts instead of one
Development of student directors and stronger section leaders

Texts Used

"Building the Band"
"Technical Fun"
Theory Assignment Sheets

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
EAST JUNIOR HIGH SCHOOL

Junior High School Activity Report

Handbook

A committee was appointed to revise the handbook for next year. There was a special effort to adapt this book to the student who enters the school for the first time.

Visual Education

The science classes had an opportunity to see films two times each month. Often the physiology classes met with them. There were also films available every two weeks that were presented to the English, history, and geography classes, depending upon the type of material.

Clubs

Due to the large enrolment the first semester, clubs could not be organized. Second semester clubs met during the activity period (thirty minutes) each Monday.

In signing for clubs the students' preferences seemed to be for the manual arts clubs, but preference was given to the ninth graders. The following clubs were organized:

The Boys' Handicraft Club did work in leather, such as making key cases and bill folds.

The Rope Tying Club learned to tie different knots, splice rope and pitch tents.

The Art Metal Club made napkin clips and letter openers from small pieces of material. No fees were charged for the above, but pupils bought the materials used for their particular projects.

The Art and Sketching Clubs were provided for pupils who were interested in this type of work.

The Game Club had seventh, eighth, and ninth graders, and the various groups chose to play the type of game in which they were interested.

The Checker and Chess Club had only a few students who were interested in chess, but the checker players kept a record of all games won and lost. Finally, an after-school tournament was held to determine the champion.

There were two Home Economics Clubs organized in which a few students attended the state as well as city rallies. The Boys' Chef Club was limited to ninth grade boys who were interested in camp cookery, etc.

The Girls' Handicraft Club was organized according to seventh, eighth, and ninth grades. The girls worked on various types of needlework.

The three Dramatics Clubs were classified as to years, and two of them, the seventh and ninth grade groups, presented auditorium programs.

The Girl Scout group met during the club period, but also after school. This was an advanced group. The Boy Scout Troop was conducted with the idea of having each pupil pass his various tests in scouting.

Two groups of the Girl Reserves were organized in Junior High School, with one meeting during club period and the other after school.

The Book Club fostered reading and discussions of books, while the Short Story Club encouraged students to write their own stories. The Science Club carried on its activities in the Science laboratory where various simple experiments could be made.

The Map Club had pupils who were interested in map making as a hobby.

The Nature Club had reports on spring flowers and birds, while the Animal Club read articles on animals and other phases of nature.

The Boys' Golf Club attempted to give instruction in the fundamentals of golf. The Theory of Athletics Club was organized to give pupils as observers an understanding of the high school games, basketball, football, etc.

The Travel and Geography Club had as its members mostly seventh graders who discussed places of interest such as the national capital, etc.

The First Aid Club was organized under the direction of the physical education instructor, and its members included the managers of the various teams, who were given instruction in first aid treatment.

The Newspaper Club was made up of the pupils who write the articles for the Junior High School page of Tower Times.

The Girls' Glee Club met during the club period and also had one after-school meeting each week. The Boys' Glee Club met twice a week, but not during the regular club period.

In the fall of 1934 a group of pupils were being interested in a Marionette Club. This group started work immediately and continued to work throughout the year. At the end of the school year they presented "Hansel and Gretel" in the auditorium. Three students wrote the words for the play; the stage had been built by pupils under the direction of a manual arts instructor, while the art classes under the direction of the art teacher, made the masks and settings. The lighting arrangements were also worked out under the direction of a manual arts instructor. The production was an example of fine cooperation in a worth while project.

The Junior High Council president presided at all assembly periods during the year. The council members had charge of the sale of tickets for the two operettas given, and the boys of the council ushered at these performances. Each semester the council members conducted a locker inspection. The council meetings were held during the regular club period. Several assembly programs were also sponsored by the council. Members of the council were elected by the home room, each group sending one representative.

Students who were not interested in a club met in study hall during the club period.

During the school year two operettas were given by the ninth grade chorus classes. The first semester "On Plymouth Rock" was presented. At the end of the second semester "Paints and Patches" was given by the ninth grade chorus. Again various school departments cooperated in making this possible. The art department worked on the scenery and designed the programs, while the manual arts department built the necessary properties, such as easels, etc. The home economics department took charge of the costumes, while the Student Council managed the ticket sales, publicity and ushering. The physical education department took charge of the dancing. The music department trained the cast and took charge of general supervision.

Social Program

Two ninth grade parties were held during the year. The first was a farewell to the ninth graders who were leaving to go to Senior High School. The second was held in May. Both parties had programs planned by the council, after which the pupils engaged in social dancing. Refreshments were served without charge.

Several matinee dances were sponsored by the Student Council. The proceeds were used for several school projects. Two matinee dances were sponsored by the Boys' Physical Education Department to help defray expenses for letters and equipment.

Assembly Programs

October 12	Speaker - Harold Eide - on the frozen north and his travels
October 15	Speaker and singer - Winston O'Keefe - "The Real American Cowboy" - and sang songs
October 26	Janesville High School Marionette Show - "Beauty and the Beast"
November 2	Play - "Little Women" - Miss Collins' 9A English class - 7 participants
	Play - "Penrod and Sam" - Miss Puestow's 9B English class - 3 characters
November 9	Armistice Day Program - Speaker - Reverend Collins of Baptist University Church
November 10	Pep meeting Speakers - Mr. Brown, Mr. McKinlay, Alberta Ballard, Mr. Barrett Cheerleaders - Lloyd Skrenes, LeRoy Imhoff, Henry Juul
November 19	National Education Week Speaker - Mr. Doudna on "American Education"
November 23	Speaker - Stephen Foster with his "Chinese Treasure Chest" Costumes modelled by ten boys and girls
December 6	Play - "Who Says Can't" by 9A English class of Miss Collins - 8 participants
December 11	Business meeting of Junior High Student Council - demonstration. Entire council participating

December 20 Singing of Christmas Carols and Hymns by:
Seventh Grade Chorus
Eighth Grade Chorus
Ninth Grade Chorus
This was followed by community singing

January 4 Deep River Plantation Singers - Men's Quartette

January 15 Boys' Glee Club - Miss Vogelbaugh
School Talent

January 24 9A Farewell Program, planned and directed by Miss Post, Miss Dietrich, and committees

There is no record of February meetings. I don't believe there was more than one during the month--or perhaps two.

February A program for Washington's Birthday was given by Col. Brayton who talked.

March 5 Vodvil Pep Meeting. About 20 students took part.

March Program by Home Room - 8 or 10 students
Miscellaneous talent - 8 students

March 26 Talent program

April 2 Talent program

April 9 Senior High Operetta - preview and pep program for it.

April 16 Play "Thank You, Dr. Gerny" by ninth grade Drama Club,
Miss Conlon - 5 characters

April 30 Program by Junior High seventh grade choir
Special musical numbers

May 7 Junior High School Orchestra
Special numbers in solos, duets, trios

May 14 Program from Platteville Teachers' College

May 28 First half by members of room 235 - 8 or 10 students participated
Play by eighth grade dramatics club - Memorial Day Play - 4 characters

Boys' Intramural Activities

Due to the condition of the athletic field last fall it was impossible to offer our regular sports program--horse shoe, touch football, soccer football, and speed ball. Substitutions were made to overcome this situation, volley ball and other inside activities being stressed.

Activities	No. of Teams	No. of Games, etc.	No. of Participants
Volley Ball	38	36	304
Football - Practice M.T. W.T.		3:30	5:00 Mr. McKinley 40
Scheduled Games	2	6	25
Social Dancing			200
Tumbling			50
Basketball Intramural	42	40	336
Frosh Practice M.T. W.T.	3	4:15	5:15 15
Scheduled Games		14	15
7th-8th Practice Spring	6	12	Mr. Barrett 36
Boxing	10	120 rounds	50
Social Dancing			180
Marble Tournament	1	2	10
P. T. A. Program	1	1	60
Football (Spring Practice) 7 - 8 - 9			Mr. McKinley Mr. Hake 50
Field Day Program 7-8	20	12	275
Track Meets Practice 7 - 8 - 9	2	3:30	40
East vs Central (9th)	1	1	4:00-5:15 15
East vs West (9th)	1	1	4:15-5:30 15
City Meet (9th)	1	1	4:15-5:45 15
City Meet (7th-8th)	1	1	8:30-11:00 15
Baseball Intramural	27	40	270
East vs West (9th)	1	2	30
East vs West (7th-8th)	1	2	30
Golf - City Meet (9th)	1	Elimination (Mr. Webster)	6
TOTALS	159	321	2032

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
EAST HIGH SCHOOL
1934-1935

Summary of Activities

Terman and Kuhlmann-Anderson Group Tests.....	1068
University Psychological Tests.....	672
Public School Achievement Tests.....	331
Conferences with Pupils.....	882
Conferences with Teachers.....	622
Conferences and Contacts with Parents.....	192
Conferences with Others.....	36
Employment for Pupils.....	13
Indigent Pupils Served.....	315
Scholarships.....	10
Pupils Withdrawn.....	95
Meetings Attended.....	73
Meetings Addressed.....	9

Records and Reports

The social record cards and program cards, lists of withdrawals and case histories have been kept as in previous years. A home room folder as enclosed was constructed with the assistance of Miss Hargrave, Mr. Brown, and Dr. Faulkes to show the pupils' development through their six years in high school.

Summary of Conferences

	<u>Junior High School</u>	<u>Senior High School</u>	<u>Total</u>
Pupil Conferences.....	430	452	882
Teacher Conferences.....	346	276	622
Parents.....	133	59	192

Testing Program

Originally it was planned that each pupil should take a group test every two years--in the sixth, eighth, tenth, and twelfth grades. This has been carried out to the following extent: All 6A's were given a Metropolitan Achievement Test by Miss Camp's department, the eighth grade given Terman Form B, and the tenth grade both the Terman Group Form A and the Henmon-Nelson, University Psychological Test. The latter test was given to the twelfth grade also. To eliminate giving two tests in the tenth grade, it was decided that the Terman should be given in the seventh and ninth grades instead of in the eighth and tenth as formerly. Accordingly the eighth and tenth grades were tested and also the seventh. Next year the seventh and tenth must be tested, and after that, testing can proceed regularly according to the plan proposed.

Summary of Testing Results

<u>Junior High School</u>		<u>Senior High School</u>	
New pupils, transfers, etc.	75	New pupils, transfers, etc.	24
7A - Kuhlmann-Anderson	285	10A - Sem. I - Terman Form A	87
8A - Terman Form B	294	10A - Sem. II - Terman Form A	240
8A - Parochial Schools	63		
Binet - Individual	6	Total	351
7A Reading Test (Public School)	309		1054
8A Battery Achievement (For special class)	22		
Total	1054	GRAND TOTAL	1405

7A Mean I. Q. 100.26
8A Mean I. Q. correction not completed
10A (Semester I) Mean I. Q. 101.87
10A (Semester II) Mean I. Q. ... 101.11

Achievement

8A Special Class

Because the discontinuation of mid-year promotions necessitated in 1933-34 the promotion of 6B's as well as 6A's into Junior High, a great variation of ability was found, as indicated by the achievement tests given to all sixth graders in May, 1933. This necessitated the formation of two special classes, in which special emphasis could be given to individual weakness. In May, 1934, the same achievement test was given (Form 4 of the Public School Test). The results of this are presented in detail in the 1934 report of the guidance director. Many of the pupils enrolled in these special classes were able to be transferred into normal sections in the eighth grade. The remainder were organized into a special class of 25 in charge of Miss Nell Pitts. In May, 1935, Form 3 of the same battery test was administered with the following results:

<u>Grade</u>	<u>Year</u>	<u>Reading</u>	<u>Arith. Computation</u>	<u>Arith. Reasoning</u>
		<u>Grade Level</u>	<u>Grade Level</u>	<u>Grade Level</u>
6A	1933	4.50	5.56	5.44
7A	1934	5.57	6.12	6.11
8A	1935	6.81	7.02	7.98

Although the achievement is still considerably below 8A level, it will be noted that progress has been steady, that this year in reading more than a grade was made, in Arithmetic Computation almost a grade, and in Reasoning almost two. This is particularly interesting when one considers that most of the people are over-age, and in some instances of such low scholastic ability that one questioned the advisability of further academic study.

7A Achievement Testing Program

Since it seemed inadvisable to repeat the complete battery of tests administered in the sixth grade, reading was chosen as the "key" for measuring progress. A

parallel form of the previous year's test (Public School - Reading Form 3) was selected. The results are given below.

The progress made by each home room was also computed. This ranged from one-half year to three years. The special seventh grade section under the direction of Miss Brennan, gained almost two years (from 5B+ to 7B). Considering the fact that in previous years these individuals were unable to make normal progress, it seems to be a justification for the formation of a special class.

Results of the Public School Achievement Test of 7A's in Reading, May 26, 1935

6A - 1934 - Summary

Normal is interpreted as all
6A's, 7B's, and 6B's

	No. of Pupils	Percent
Normal	70	26.62%
Above 7B	130	49.43%
Below 6B	63	23.95%

Median 47.9 - 6A+

7A - 1935 - Summary

Normal is interpreted as 7A,
7B, and 6A

	No. of Pupils	Percent
Normal	97	33.56%
Above 7A	135	46.72%
Below 7B	57	19.72%

Median 50.88 - 8B+

Grade progress - 1½ years

Form 4 - 1933-34

	No. of Pupils	Percent
Above 9A	26	9.89%
9A	16	6.08
9B	12	4.52
8A	16	6.08
8B	32	12.17
7A	28	10.65
7B	19	7.22
6A	28	10.65
6B	23	8.71
5A	24	9.12
5B	29	11.03
4A	8	3.04
4B	1	.38
3A	1	.38

Form 3 - 1934-35

	No. of Pupils	Percent
	55	19.03%
	24	8.31
	32	11.07
	24	8.31
	34	11.76
	42	14.53
	21	7.27
	19	6.57
	23	7.96
	12	4.15
	3	1.04
	0	0
	0	0

Results of Metropolitan Achievement Tests for the Incoming 7B's

These tests were given under the direction of the Department of Child Guidance and the scored tests sent to the Junior High School. The following compilation of scores was made:

Total number tested - 263	Percent
Number above 6A level - 56	21.28
Number at 6A level - 57	21.67
(6.6 - 6.10)	
Number below 6A level - 150	57.03
263	99.98

Of the 150 below 6A level, the distribution is as follows:

6B - 67	44.67%
5A - 40	26.67%
5B - 32	21.33%
4A - 11	7.33%
	100.00%

Although it is important to know the mean grade level of the incoming group, it is more important to know the number below average in each subject in determining the need for special classes in these subjects. This is shown in the following table. Those below grade level of the entire group tested by subjects:

	<u>Number</u>	<u>Percent</u>	<u>Median</u>	<u>Grade Range</u>
Reading	152	58	5.9	6.5 - 4.4
Arithmetic	155	59	5.9	6.5 - 3.7
English	93	35	6.1	6.5 - 4.4
Spelling	190	73	5.3	6.5 - 3.2
<u>Reading</u>				
<u>Grade Level No.</u>	<u>Grade Level No.</u>	<u>Grade Level No.</u>	<u>Grade Level No.</u>	
6.0.....70	6.0+.....71	6.0+.....54	6.0+.....43	
5.5.....48	5.5.....36	5.5.....1 ^b	5.5.....45	
5.0.....27	5.0.....25	5.0.....18	5.0.....21	
4.5..... 5	4.5.....19	4.5..... 6	4.5.....37	
4.0..... 2	4.0..... 3	4.0..... 1	4.0.....18	
3.5..... 0	3.5..... 1	3.5..... 0	3.5.....19	
Total 152	Total 155	Total 93	Total 190	

Thus it will be seen from the results of this testing program that 57% of the incoming 7B pupils are below 6A (Semester II) level, that more than half are below grade in reading and arithmetic, that they scored highest in English (Language usage, punctuation, and capitalization), that 73% were below average in spelling. In all subjects there are pupils of fourth grade achievement, and in spelling seven are still on the third grade level. This situation offers the junior high school many problems in curriculum adjustment.

Book Loans and Department Fees

Summary of Books and Supplies for Indigents, 1934-35

	<u>Sr. H. S.</u>	<u>Jr. H. S.</u>	<u>Totals</u>
Local pupils receiving aid Semester I	73	157	230
Additional pupils Semester II	20	15	35
Total pupils			265
Total families			235

Causes: On relief	201		
Recommended by Guidance Department	26		
Recommended by Health Department	12		
Recommended by Mothers' Pension	7		
Pupils otherwise self-supporting	4		
Recommended by Attendance Department	4		
Recommended by Superintendent	2		
Recommended by Vice Principal	1		
Recommended by Family Welfare	1		
State Wards	2		
Wards of Children's Home and Aid	1		
Others	4		
	Jr. H. S. 172	265	265
	Sr. H. S. 93		
Rural pupils receiving aid	17		17
Total indigents			282

Supplies

	<u>Books</u>	<u>Work Books</u>	<u>Rental Fees</u>	<u>Locks</u>
Senior High School	301	55	21	9
Junior High School	462	9	18	57
	<u>763</u>	<u>67</u>	<u>39</u>	<u>66</u>

The 763 books indicate that there have been 763 transactions. In some instances, a book is returned at the end of the first semester and re-loaned for the second.

Food and ClothingFood

	<u>Jr. H. S.</u>	<u>Sr. H. S.</u>	<u>Total</u>
Number receiving food daily	4	1	5
Number of special cases	24	0	<u>24</u>
			<u>29</u>

An itemized statement is kept by the guidance director. In some cases where a daily lunch was recommended, an attempt was made to permit the pupils to perform some simple daily tasks in return.

Clothing

The business of collecting and dispensing second-hand clothing and shoes has increased constantly. Perhaps the need is no greater than in the previous year, but the teachers have always been alert to gathering clothing.

The Woman's Club has been most helpful, supplying a silk hose fund, and caring for graduation needs to the extent of two boys' new suits, five new pairs of shoes, and much used clothing which was put in excellent condition.

The guidance director is especially grateful to Mrs. L. K. Astell for her enthusiastic willingness to provide proper clothing for the senior activities.

Eighty-five pupils received assistance, and more than 155 articles were given to the pupils.

Table of Withdrawals

	<u>Senior High School</u>				<u>Junior High School</u>			
	<u>Number</u>			<u>Percent</u>	<u>Number</u>			<u>Percent</u>
	<u>Girls</u>	<u>Boys</u>	<u>Total</u>		<u>Girls</u>	<u>Boys</u>	<u>Total</u>	
Vocational School	6	7	13	28.26	4	8	12	24.39
Left city	7	1	8	17.39	7	5	12	24.39
Over eighteen	2	4	6	13.04				
Married	5	0	5	10.87				
Illness	2	2	4	8.70	3	6	9	18.75
Transfers	1	3	4	8.70	9	7	12	24.39
Employment	1	1	2	4.35		1	1	2.04
Excluded for poor attendance	2	2	4	4.35				
Moved to country	1		1	2.17		1	1	2.04
Rural residence		1	1	2.17		1	1	2.04
Deceased						1	1	2.04
	<u>25</u>	<u>21</u>	<u>46</u>	<u>100.00</u>	<u>23</u>	<u>26</u>	<u>49</u>	<u>100.00</u>

Research and Committee Work

I. Comparison of Academic Achievement of Accelerated and Regularly Promoted Pupils

In 1933 when mid-year promotions were discontinued, the 7B's were accelerated one semester and enrolled as eighth graders in the fall. In this grade the accelerated group was segregated into three home rooms to permit a curriculum adjustment to include the essentials of the 7A as well as eighth grade work. In the ninth grade, this segregation was discontinued, and both groups were enrolled in the same classes.

An effort was made this semester to determine whether the regularly promoted group was significantly better in achievement in the ninth grade than was the accelerated group. The first step was to compute the grade point average* each individual earned in academic subjects for three semesters (two in eighth and Semester I in ninth). The average I. Q. of these two groups was practically identical, making the grade point average directly comparable. The data for these two groups is shown in Table I.

Table I

Grade Point Average

No. of Pupils	Mean I. Q.	8th-Sem. I	Sem. II	9th - Sem. I	Difference
Accelerated Group	92	103.4	1.29	1.28	1.02
Normal Group	175	103.3	1.18	1.28	1.05
					.06

The ninth grade is the first year that a comparison of the achievement of these two groups can be made, as the accelerated group was segregated during the eighth grade.

The real problem is to determine whether there is a significant difference in the achievement of these two groups in the ninth grade. Is the difference of .06 grade points significant? If we find that the difference between the regularly promoted and accelerated groups is significant, it is a safe assumption that any group with comparable I. Q. promoted regularly, will exceed the accelerated group. The critical ratio technique is employed to determine whether this difference is significant. This statistical analysis revealed that there was no guarantee that a regularly promoted group will exceed the other. However, it should be pointed out that in approximately seven times out of ten, the average achievement of the regularly promoted group will exceed that of the accelerated group.

A similar study was carried out by Mr. McKinlay with the present eighth grade group which had been accelerated one semester in the sixth grade. Table II shows the data for this group.

*A = 3
B = 2
C = 1
D = 0
E = .1

Table II

Grade Point Average

No. of Pupils	Mean I.Q.	7th - Sem. I	Sem. II	8th - Sem. I
Accelerated Group	63	107.01	1.28	1.19
Normal Group	132	107.13	1.50	1.51
				Difference .18+

Had a further analysis been made, there is considerable probability that since the difference is greater than for the group previously studied, it would have shown the regularly promoted group significantly superior in achievement to the accelerated group.

II. A Disparity Technique Adopted from that of Dr. H. H. Ryan

In Mr. Randle's report of 1934 the following plan was listed:

"To develop a method for determining what degree of scholastic success should be expected of each pupil."

The results of the 10A mental testing program of 1934 were used for the data for these graphs. Though data for one year only cannot be considered too seriously, the graphs did serve to call attention to the greatest achievers and non-achievers in this grade. This year the same technique was carried out, with one additional classification. Pupils were classified according to college and non-college course to see if pupils of the same I. Q. in the non-college course received higher school marks in the academic subjects than those in the college course. The results showed no significant difference, and the curves of 1935 almost paralleled those of the previous year.

Committee Work

It was felt that the interviews between home room advisers and pupils in the Junior High School in regard to school achievement would be more satisfactory if the adviser were informed of the causes of the unsatisfactory work. With the assistance of a committee of teachers the enclosed unsatisfactory work reports were drawn up. This form has been most helpful to the guidance director for conducting interviews.

The following standing committee was appointed to interpret citizenship marks: Miss Bowers, chairman, Miss Pitts, Mr. Reick, and the guidance director. An effort was made to create a uniform interpretation of citizenship grades. The committee also worked on report cards and sample cards were submitted.

Home Room Guidance

The idea of home room guidance has made steady progress and thoroughly has become a part of school life. Most teachers have conscientiously tried to make their home room organization a success and to carry out the weekly suggestions sent out by the guidance director.

Much use was made of the guidance office library by individuals and committees, and the number of over-night withdrawals has almost doubled this year. Pupils have made valuable contributions to this material. On two occasions home rooms were chosen to broadcast over WHA.

The teachers' criticism has been most helpful. Perhaps the most worth while work on their part was the reorganization of the senior home room activity. It was time for a re-evaluation and refinement of ideas and procedures. The guidance director has never had the pleasure of working with a more resourceful, cooperative, hard-working committee, and much enthusiasm should be engendered as a result.

Evaluation and Suggestions

Curricular Changes

The work of adjusting the curriculum to the needs of the individual has just been begun. Excellent progress has been made in special classes of the seventh and eighth grades. Next year will necessitate further study of these classes and similar curricular adjustments in the ninth grade. The curriculum should be studied with the causes of pupil failure and the determination of remedial steps in mind.

With the assistance of a Junior High School committee, a more systematic check-up on pupil failure was developed. This should be extended, with modifications, to the Senior High School.

The study of the accelerated group should be continued through the 9A and 10B years.

The disparity technique should be continued for another year and the results compiled into one graph.

An organized system of placement and follow-up, particularly for domestic improvement, is needed.

The guidance director should be constantly on the alert to assist in adjusting the school to the individual. In these formative years of the Junior High School especially, it is important always to put the needs of the individual pupil first.

An acknowledgement is in order for the fine cooperation that other departments have given. Miss Camp and her staff have been ever ready to assist, and the case studies of incoming pupils have been a great help in organizing the special seventh grade classes. The Attendance Department has been most valuable in informing the guidance department of home conditions and in making home calls. Carbon copies of accounts of all homes visited were made for the files of the guidance office. The Family Welfare, too, has been of much help in the adjustment of pupil cases, particularly in the Junior High School.

Submitted by

FLORENCE FENSTER

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 LURENG

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June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
WEST SENIOR HIGH SCHOOL

I. We have finished a year of successful school work. It has been marred somewhat by an unusual amount of illness especially the second semester. There has also been some complaint as to the number of tournaments in athletics and music participated in by West High students this year. In spite of these distractions however, the morale of the school is fine and the scholarship good. We are graduating a class of 199 boys and girls.

Our school has grown at the rate of a little over twenty percent in five years.

	<u>Jr. H. S.</u>	<u>Sr. H. S.</u>	<u>Total</u>
1930-1931	581	618	1199
1931-1932	610	646	1256
1932-1933	631	725	1356
1933-1934	628	768	1396
1934-1935	636	832	1468

This would mean a school of 1300 in 1940 if we maintain the same rate of growth. However, a look at the Junior High enrollment shows an enrollment practically stationary for the last three years. If that has meaning then we have about reached our peak.

II. We bought additional bleachers for our basketball games and are now able to accomodate all who attend our athletic events.

We also purchased curtains for the auditorium which enables us to darken it. This will permit us to present many features in the way of visual education.

In the departmental reports one notices a general trend toward modernization of the courses taught. A tendency to throw out time-worn material and to bring in a new and more modern outlook. This is reflected in a general enthusiasm for the curriculum revision now going on. The administration and guidance departments are still studying the transition from the Junior department to the Senior department. We have made some progress, but not enough.

The following from Miss Reinking's report shows part of the trouble:

"In an attempt to find out whether or not there was a gap between the ninth and tenth grades and to bridge the gap if it existed, a study was made last year of ninth and tenth grade class reports. This study was carried on this year, and the accompanying chart which follows the same group of pupils in English and Mathematics through ninth and tenth grade makes apparent these tendencies.

"1. Mathematics 10A and 10B grades tend to follow a normal curve, as might be expected from the curve of ability.

"2. Ninth grade marks in English are badly skewed to the left and bear no relationship to the curve of ability of the pupils in the class."

As long as this discrepancy exists pupils are going to be disturbed in going from Junior to Senior High School. We are attempting to correct this by a more thorough organization of the home room guidance work in the junior high and by the formation of more homogeneous class groups.

Our intramural work has grown until it is too large to be controlled by Mr. Hurd and Mr. Jones. We need more men in our faculty who have an interest in sports. With these we could manage our sports program more effectively.

III. Next year we expect to continue our study of home room guidance procedure-- to develop visual instruction--to see that our student council operates more effectively.

IV. We need a sound movie machine. I suggest that the recreation department place such a machine in West High School when it organizes a social center there, then the school could use the machine in the daytime and the center at night.

I believe that we are entering into too many music contests and suggest that some system of rotation be worked out to relieve each school of the burden of sending all its organizations to contests each year.

I detect a feeling of overwork among the teachers. If this continues the excellence of our work will not continue. Is there a limit beyond which we should not go in economizing on teacher time?

Submitted by

V G BARNES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
WEST JUNIOR HIGH SCHOOL

This last school year has been characterized chiefly by the continuous growth of the school as an organization. The activity period and new time schedule adopted two years ago have now become familiar to students and teachers with the result that they function smoothly and efficiently. In my last two reports I attempted to describe the development of our several departments, our clubs and general school activities. Their development has now reached a stage where they are taken as an accepted part of the school. We feel that our social and academic organizations have reached the stage where they "dovetail" sufficiently to give unity and stability to our school.

I. A statement in regard to the work of the year

A. The following plans included in last year's report have been carried out:

1. A special mathematics program for the ninth grade students who were accelerated one semester was made possible by forming a course in Pre-Mathematics. In this course we used Werremeyer and Lake's Minimum Essentials of Mathematics. Mrs. Cewles taught the class and she believes the results have been satisfactory enough to justify organizing such a group again next year. In accordance with our original plans, those taking Pre-Mathematics this year will have algebra in tenth grade and one year of high school credit will be given for the Pre-Mathematics.
2. Teachers in charge of home rooms have been informed about our plan of keeping home rooms intact in the eighth and ninth grades. Preparations have been made by them for the establishment of a continuous program of home room guidance and activity. Through our home room assignments for next year this plan is, in reality, in effect now. Teachers in charge of eighth grade home rooms will carry the same groups into the ninth grade. Teachers who have formerly had only ninth grade home rooms have now been assigned to eighth graders. Our seventh graders will be sent on without any change in their groups, but they will of necessity have different advisors for their eighth and ninth grades.
3. In April we tried our plan of having the entire junior high concentrate its home room activities on one project. For one week we had discussions on the habits and activities of animals. At the close of the week Mr. Christoffersen led a discussion during our school auditorium program on questions which had come up in the home rooms. Due to a stimulation of student interest through displays and well-organized questions this project was so successful that it had to be extended for another week.

II. Achievements of the year

A. To relieve the teachers of supervising the halls at noon and to carry out our gradually developing student government in a practical manner, a traffic club of ninth grade students was organized to maintain order in

the halls, study rooms, library and playgrounds during the sixty minute noon recess. This club has developed into the most serviceable organization in school. Both students and teachers seem to feel that the club deserves support and respect.

- B. Our School Festival was not repeated this year because of the Physical Education demonstration at Camp Randall. We did have an exhibit, however, and it was visited by many interested parents. For the first time we had an exhibit of the work done in Social Science and English. Due to the enthusiasm of students and parents in this venture and the interest of the teaching staff we have decided to repeat it next year.
- C. To supplement the work done in our speech program Miss Hendrickson was relieved of one English class and used that time to do some much needed work in dramatics. Mr. Holcombe's schedule was too crowded to allow for it.
- D. Two classes in tutoring were carried on the second semester, one for those having difficulty with seventh and eighth grade subjects and one for those needing special help in algebra. By rearranging the programs of students a maximum number were given additional help. More of this should be done next year if possible.
- E. A study of those students who were accelerated one semester because of mid-year promotions was continued this year. Summaries cannot be accurately made at present but will be completed this summer. In general, we have found that those who have been accelerated seem to have done as well as the regular group judging by the grades received. Next year no more of the accelerated group will be needing to be placed in a special section than those of the regular group.
- F. Our weekly auditorium programs were in many cases an outgrowth of class and club work. They were uniformly good and contributed to true school spirit.
- G. Intramural athletics for boys and girls served the great majority of our students by giving them an opportunity to use our fine physical education facilities to the utmost. About ninety percent of the boys and girls took part in activities sponsored by this department.
- H. A second band was formed this year for junior high students with some training but who had not had enough experience to meet the requirements of the first band. This band of forty-five members met for a total of seventy minutes weekly. At the close of their season a fine demonstration of the year's work was given for the parents.
- I. The results of standardized tests administered to our students indicate that their average scholastic achievement is well above the norm of the nation.

III. Plans for the coming year

- A. Special sections in ninth grade English and Mathematics are to be formed for those who have shown that they are likely to have some difficulty in these subjects. We plan to make a careful study of the progress of these

special groups with the thought of forming comparable ones in science and social science the following year.

- B. Since an all-school activity such as nature week was so successful we will attempt several next year. These projects will be planned and administered by the teachers' home room committee.
- C. During the past two years we have contemplated affiliating with the Junior National Honor Society. We have selected ten representative students each year as an experiment and have found the selections to be satisfactory. The student and teacher response to this selection has been wholesome. I believe we are now ready to join the National Honor Society.
- D. A unified program of visual instruction should be established next year. We have had unfavorable conditions in the past to show films and slides but with our new curtains to darken the auditorium we should take advantage of these modern aids to learning.
- E. Our School Festival will be given again next year. A more complete exhibit of academic work will be made possible since we will start preparing for it early in the year.

IV. Recommendations for the general improvement of our school

- A. I am convinced that a six year progressive program in academic subjects is the most efficient means of organizing our work in the junior-senior high school. However, I am equally convinced that the social activities of the junior high should remain separate from the senior high school. To make these social activities and the spirit of the junior high school strong and significant it is essential to have a group of teachers whose principal interest is in the junior high organization. For teachers to develop and maintain this interest they must have an opportunity to work with the junior high pupils practically all the time.
- B. I believe it would be advisable, as soon as possible, for our system to enlarge the teaching staff and decrease the teacher-pupil load. The services rendered the students and the city of Madison have been decreased but little in spite of the heavy load being carried, but the strain is beginning to tell.

Submitted by

LEROY E. LUBERG

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
WEST HIGH SCHOOL
1934-1935

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 1934-1935 is submitted on the same general outline as the previous report.

It has been stated in former reports that the organization of guidance at West is based on the presumption that every teacher is interested in the guidance of boys and girls. Guidance is an all-school program, but the home room teacher is the key to the entire program. Effective guidance depends upon the sympathy, the interest, the understanding, and the training of home room teachers. With this in mind the emphasis of the guidance department during the year has been put upon the further development of the home room guidance program in the six-year school and the knitting together of the ninth and tenth grade. The latter has been attempted through a program consisting of group guidance, through class meetings, general faculty meetings, home room teachers meetings, close supervision of electives in ninth and tenth grades, and through a study of class grades and con reports in ninth and tenth grade classes. The details and results of this program will be given under the various headings in this report.

Home Room Guidance

All home rooms in Senior and Junior Departments are organized and are carrying on activities although their progress is handicapped by the heavy classroom schedule of each home room teacher. During the year the senior high home rooms carried out a fine program of activities which was outlined by the Home Room Committee and which will be reported under that heading. Junior high home rooms carried out many interesting projects, such as hobbies, civic interests, occupations, poetry, reading, and the like.

Progress was made in the work of junior high home rooms in that now each pupil will have the same home room teacher in eighth and ninth grades. The home room teacher will plan each pupil's program and activities from the standpoint of individual needs and abilities.

A new project this year was the preparing of a duplicate final record card to be kept in the home room folder of each pupil in the Junior Department. The Senior Department has tried this for several years, and home room teachers have found it to be valuable in counseling and planning pupil programs.

Programing

Special attention was given by the department to the making out of pupil programs for the ninth and tenth 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 ninth grade program has been passed on by the guidance office with a view to making the best possible choice of subjects to fit the pupil.

Home Room Committee

The Junior High Home Room Committee has not functioned this year but will be one of the points of emphasis next year.

The Senior High Home Room Committee has done a splendid piece of work this year. Each member of the committee, representing the six classes in senior high, headed up a sub-committee consisting of the home room teachers of her class and submitted to them for criticism the undertakings of the committee. In this way each teacher was a part of the Home Room Committee.

The Handbook which had been prepared last year was sold by the Home Room Committee. It is expected that all remaining copies will be sold next fall.

The largest undertaking for the year was the much needed revision of the outline of home room activities, a copy of which accompanies this report (See pages 3 through 7). In carrying out this revised program the committee secured and sponsored the following schedule of speakers:

Mr. Barnes	Transition from Junior to Senior High School	10B
Dr. Stovall	Health Talk	10A
Dean Bergstresser	Causes of Failure in College	12B-12A
Mr. Christoffersen	Courtesy	11B
Reverend Frye	Character Building	11B
Reverend Frye	Character Traits I Should Develop	10B
Dr. John Guy Fowlkes	Goals and Guideposts	10A
Mrs. Hulsey Cason	Each as a Valuable Member of his Group with Opportunities and Obligations	11A
Dr. Edgerton	Should I Prepare for College?	10B
Prof. Lescohier	The Business of Earning a Living	12B-12A

HOME ROOM COMMITTEE REPORT

In revising the program of home room activities, the committee tried to correlate matters of routine in all grades, to suggest enough material for use during a semester, but still to leave enough open dates to be filled in by the room sponsor and his or her pupils to make the program flexible. Mr. Barnes suggests that the office will be most willing to cooperate in carrying out this program.

You will note that the first seven weeks, the eleventh, twelfth, thirteenth, and sixteenth weeks are concerned with matters of routine, and the program provides similar activities for practically all rooms.

Weeks eight, nine, ten, fourteen, fifteen, seventeen, and eighteen are generally open, although schedules for speakers have been inserted on those days in some grades.

It seems right that the home room teacher should have opportunity to supply material of her own choosing on some occasions. Therefore, some dates are left entirely open. In case you may need a helping hand sometime, we have listed a few suggestions for these days, but we feel sure you will have many more ideas for making this period one of worth-while activity.

The committee presents this revised program, not as a finished product by any means, but as the second step in our efforts to bring a bit of enrichment to our pupils that could come in no other way. We say that we present the program, whereas every home room teacher has worked on the revision with her group representative. A little contribution by each one has made the program complete.

The committee welcomes your suggestions at all times.

Mr. Schuler
Mrs. Liddle
Miss Sell

Miss Salter
Miss Boehm
Miss Green

	10B	10A	11B	11A	12B	12A
1		Program and Room Adjustment a. Duplicate programs b. Distribution of handbook c. Locker assignments			Same in all rooms	
2	Program and Room Adjustments (Cont.) a. Enrollment cards b. In Aud., with all <u>new</u> pupils also. <u>Take Handbook.</u> A leader (such as Mr. Barnes) to explain routine rules and explain use of handbook.	Program and Room Adjustments (continued) a. Enrollment cards b. Discussion on handbook			Same in all except 10B rooms	
3	Home Room Organization a. Discussion b. Offices and duties defined c. Election of officers d. Parliamentary drill				Same in all rooms	
4	Program cards				Same in all rooms	
5	Open	Open	Open	Open	Open	Open
6	Check on reports received last week a. Talk on study habits by home room teacher 1. Budgeting of time 2. Checking for improvement 3. Regularity b. Conferences with individual pupils about grades				Same in all rooms	

	10B	10A	11B	11A	12B	12A
7	Accumulating a record					
	a. Counselor's record blanks (of grades)				Same in all rooms	
	b. Counselor's activity blanks				except 10B, where	
	c. Folders				they are made out	
	d. Filing				for first time.	
	(Check to see that these are complete and correct for					
	each pupil.)					
8	Changes in trans-	Health Talk	Open	Open	Causes of fail-	Open
	ition from Jr.	by outside			ure in college	
	to Sr. High. Mr	speaker			Outside speaker	
	Barnes					
9	Open	Open	Courtesy by	Open	Open	Life Adjust-
			outside			ments by out-
			speaker			side speaker
10	Check on reports				Same in all rooms	
11	Should I Pre-	Open	Courtesy, a	Personality	Open	Open
	pare for College?		home room dis-	Development by		
	Outside Speaker		cussion	outside speaker		
12	Course of study			Same in all except.		Open
	a. Check of credits and requirements			12A rooms		
	for graduation					
13	Selection of subjects and program				Same in all rooms	
14	Character Traits	Open	Character Build	Open	The Business of	Open
	I Should Develop		ing by outside		Earning a living	
	Outside Speaker		speaker		Outside speaker	
15	Open	Open	Open	Open	Open	Open

	10B	10A	11B	11A	12B	12A
16	Activity blanks brought up to date				Same in all rooms	
17	Open	'Goals and Guide- posts by outside speaker		'Each as a val- uable member of 'his group with 'opportunities and 'obligations by 'outside speaker 'on self-analysis		
18	Open	Open	Open	Open	Open	Open
19	Open	Open	Open	Open	Open	Open

SUGGESTIONS FOR OPEN DATES

1. One or two programs might be given in home rooms with home room program committee in charge. Week 8 is about the middle of the semester and week 15 comes just at Christmas time.
2. Perhaps your group is weak in business procedure and might profit by spending a day or two on parliamentary drill.
3. Current events of great importance might form a topic for discussion some day.
4. At program-making time, pupils often inquire what some particular subject is about. You might invite members of various classes to tell what they have studied in that subject.
5. The story of how a pin wearer earned his award, told by the pupil himself, might spur pupils to work for such awards.
6. A health talk or a health program.
7. Manners and conduct.
8. General talks on University requirements will not be given every semester. You may wish to take that up as a special topic for your home room.
9. If several members of your room are interested in working, it might be well to discuss labor laws and work permits.
10. The guidance office has material on home room programs. We especially recommend "Home Room Guidance" by McKown.

Ninth and Tenth Grade Reports

In an attempt to find out whether or not there was a gap between the ninth and tenth grades and to bridge the gap if it existed, a study was made last year of ninth and tenth grade class reports. This study was carried on this year, following the same group of pupils in English and Mathematics through the ninth and tenth grades. These tendencies seem apparent:

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

Counseling

The guidance department has been aided this year in its counseling program by having the causes of pupil failures in ninth grade reported under the same method as is used for the Senior Department. Because of the demands upon the guidance office, most of the individual counseling was done by the principal.

Testing

Terman Group Tests were given to 718 pupils. Most of these were pupils who entered West for the first time this year or who plan to enter in the fall. In order to make a wise and adequate selection of subjects all ninth grade pupils will take a test and be routed through the guidance office before making out their programs.

In cooperation with the Wisconsin Testing Program, Henmon-Nelson Tests were given to 514 seniors and sophomores.

No group achievement tests were given this year, but individual tests were given in a few instances.

Scholarships

Five West High School boys received McPyncheon Scholarships amounting to \$300 this year. Because of poor grades it was necessary to remove one boy from the list and return \$30 to the fund. This boy, however, brought his grades up by the end of the semester and was given a scholarship for the second semester.

The Business and Professional Women's Club granted a scholarship of \$5 a month to a Senior High girl. This has amounted to \$35 to date.

The Stein Scholarship of \$20 per semester was granted to a Senior boy.

The total of scholarships for seven pupils amounted to \$375.

Employment

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

	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>
Permanent placements for salary-girls	5	12	0
Temporary placements for salary-girls	29	32	4
Temporary placements for salary-boys	2	2	0
Placements for room and board - girls	8	9	8
Placements for room and board - boys	1	1	1
Number of applications for work-boys	19	40	44
Number of applications for work-girls	38	49	29
Number of calls received - salary	21	51	24
Number of calls received - room, board	17	29	22

The matter of finding employment for pupils and adequately filling the requests for help should receive more attention, but unfortunately, this part of the work has been neglected because of lack of time. A complete card catalog of employers and employees has been kept, but time does not permit us to do a systematic job of follow-up on all cases. The office also tries to be of service in securing summer work for pupils and graduates.

Indigents

The number of children provided with school supplies and the amount involved for the last four years is tabulated below. Fortunately, the supply on hand and books confiscated from the lost and found cut down the actual outlay although the demand was greater this year.

	<u>Number</u>	<u>Cost</u>	<u>Billed to Outdoor</u>
			<u>Relief</u>
1931-32	30	\$ 75.00	
1932-33	115	163.20	
1933-34	171	176.51	
1934-35	184	131.31	\$31.50

Below is a tabulation of the amount spent for free school lunches for the last three years:

	<u>Number of Pupils</u>	<u>Cost</u>
	<u>Receiving Meals</u>	
1932-33	14	\$58.68
1933-34	21	65.24
1934-35	9	78.39

It will be noticed that although the number receiving lunch was reduced, the amount expended is greater. This is because the Board of Health requested full lunches for eight tuberculin suspects.

During 1934-35 two crippled children who were transferred to West were given their noon meals at school at a cost of \$52.05. This amount is charged to the State Fund for cripples.

Parent-Teacher Welfare Fund

The Parent-Teachers Association again raised about \$80 to be used for pupils who would otherwise be deprived of participating in school activities and the like. About \$60 was spent this year for such items as school fees, activities, meals, doctor bills, carfare for bad weather, clothing, graduation expenses, and loans.

Occupational Speakers

The guidance department again sponsored in Senior High School a series of vocational talks which were attended by a little over seven hundred pupils. Again the Kiwanis and Altrusa Club assisted in the speaker list for talks and for personal interviews for boys and girls. Among the speakers were Miss Jennie Schrage, library work; Mr. W. E. Walker, radio; Mr. Jerome Coe, banking.

Withdrawals

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.

Causes of Withdrawals

	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Over 18	.17	.13	.14	.13	.05	.09	.09
Work	.19	.16	.06	.12	.06	.06	.11
Vocational	.22	.31	.17	.06	.07	.15	.05
Transfers	.19	.24	.29	.23	.20	.12	.02
Left City	.10	.12	.19	.19	.35	.18	.27
Post graduates	.04	--	.08	.10	.08	.18	.30
Illness	.09	.03	.03	.13	.10	.15	.11
Married	--	--	.03	.02	.07	.04	--
No report	--	--	.01	.02	.01	.01	--
Rural district	--	--	--	--	--	.01	.05

Before guidance was in effect the majority of withdrawals came from pupils who tested at the lower end of the scale on a group test. These were the pupils who were not successful in the traditional academic high school program. But with curricular changes made to meet their needs, we find that these people continue their education in the public high school.

The distribution of I. Q.'s of withdrawals from Senior and Junior High shows an even distribution and indicates again that the large proportion of withdrawals from high school does not come, as formerly, from the low ability group.

Senior High Withdrawals - Distribution of I. Q.'s

I. Q.	Number			Percent		
	1932-33	1933-34	1934-35	1932-33	1933-34	1934-35
135-139	--	--	1	--	--	--
130-134	--	--	--	--	--	--
125-129	1	1	2	12%	10%	13%
120-124	--	1	1	--	--	--
115-119	6	5	2	--	--	--
110-114	9	11	2	--	--	--
105-109	11	9	10	69%	65%	61%

(Senior High Withdrawals, continued)

I. Q.	Number			Percent		
	1932-33	1933-34	1934-35	1932-33	1933-34	1934-35
100-104	9	12	5	—	—	—
95-99	12	12	10	—	—	—
90-94	6	7	7	—	—	—
85-89	4	4	1	19%	24%	25%
80-84	1	3	3	—	—	—
75-79	—	2	—	—	—	—
	—	—	—	—	—	—
Totals	57	67	44	100%	100%	100%

Junior High Withdrawals - Distribution of I. Q.'s

I. Q.	Number			Percent		
	1932-33	1933-34	1934-35	1932-33	1933-34	1934-35
160-164	—	—	—	—	—	—
155-159	—	—	—	—	—	—
150-154	1	—	—	—	—	—
145-149	—	—	—	—	—	—
140-144	—	—	—	—	—	—
135-139	1	—	—	22%	13%	5%
130-134	1	1	—	—	—	—
125-129	1	1	—	—	—	—
120-124	1	1	—	—	—	—
115-119	1	2	3	—	—	—
110-114	4	2	4	—	—	—
105-109	1	2	6	45%	25%	44%
100-104	3	3	6	—	—	—
95-99	4	2	8	—	—	—
90-94	4	3	8	—	—	—
85-89	1	3	3	22%	35%	31%
80-84	1	2	2	—	—	—
75-79	—	4	4	—	—	—
70-74	—	1	—	—	—	—
No tests	3	10	11	11%	27%	20%
	—	—	—	—	—	—
Totals	27	37	55	100%	100%	100%

Activity Survey

A survey was again made to ascertain the number of pupils in school activities. It is interesting to note in the tables which follow (See Tables III and IV, pages 12 and 13) that more than half of the entire school population is engaged in activities and that one-third of the pupils carry at least one activity.

Condition Report

From the following table it is gratifying to note that the total of two or more failures in Senior High has been reduced from an estimate of 10% in 1931-32 to 7% in 1932-33, to 6% in 1933-34, and to 3% in 1934-35 (See Table V, page 14).

Table III

SENIOR HIGH SCHOOL ACTIVITY CHART PROFILE
Second Semester, 1934-1935

Number of pupils in activities

Home Room	No. in H. R.	1	2	3	4	5	6	Total
10B - 115	37	17	4	0	0	0	0	21
202	43	8	2	0	0	0	0	11
Total	80	25	5	0	0	0	0	32
Percent		31.3%	7.5%			1.2%		40%
10A - 102	36	7	6	0	0	0	0	13
104	37	18	1	0	0	0	0	19
123	37	9	6	1	0	0	0	16
124	36	7	3	1	0	0	0	11
220	35	7	2	1	0	0	0	10
228	29	6	1	1	0	0	0	8
Total	210	54	19	1	0	0	0	77
Percent		25.7%	9%	1.9%				36.7%
11B - 118	30	10	4	1	0	0	0	15
213	31	9	4	1	0	0	0	14
Total	61	19	8	2	0	0	0	29
Percent		31.1%	13.1%	3.2%				47.5%
11A - 116	39	17	8	4	0	0	0	29
209	30	11	7	2	0	0	0	21
211	35	17	3	4	0	0	0	26
212	35	12	15	2	0	0	0	30
216	37	16	1	1	0	0	0	18
217	35	3	9	4	0	0	0	19
Total	211	76	43	17	0	0	0	143
Percent		36%	20.4%	8.06%	3.3%			67.8%
12B - 119	30	13	4	0	1	0	0	18
207	25	11	1	2	0	0	0	20
Total	55	24	11	3	1	0	0	38
Percent		43.6%	20%	3.6%	1.8%			69.1%
12A - 103	34	14	12	3	0	0	0	29
120	38	11	9	2	0	0	0	22
122	33	16	5	2	0	0	0	23
201	31	12	7	2	0	0	0	22
208	34	11	5	0	0	0	0	16
218	34	15	8	3	0	0	0	27
Total	204	79	46	12	0	0	0	139
Percent		38.7%	22.6%	5.8%	0.49%	0.49%		68.1%
PG - 227	22	7	1	1	0	0	0	9
Total		31.8%	4.6%	4.6%				40.9%
Percent								
GRAND TOTALS	843	284	134	38	9	2	0	467
TOTAL PERCENTS		33.7%	15.9%	4.5%	1.1%	.23%		55.4%

Table IV

JUNIOR HIGH SCHOOL - ACTIVITY CHART PROFILE
Second Semester, 1934-1935

Number of pupils in activities

Home Room	No. in H. R.	1	2	3	4	5	6	Total
7A - 7	34	12	5	4	0	0	0	22
9	34	11	9	2	1	0	0	23
10	31	21	1	2	0	0	0	24
14	32	9	4	0	0	0	0	13
24	31	17	4	1	0	0	0	22
25	32	15	7	2	0	0	0	24
Total	194	85	31	11	1	0	0	128
Percent		43.8%	15.7%	5.7%	.5%			66%
8A - 1	25	8	8	7	2	0	0	25
4	28	11	7	3	1	0	0	22
18	30	9	7	3	0	0	0	19
19	31	9	4	3	0	0	0	16
27	18	7	5	4	0	0	0	18
203	34	10	12	3	1	0	0	26
Total	166	54	43	23	3.6%			126
Percent		32.5%	25.9%	13.9%	3.6%			75.9%
9A - 2	34	12	3	2	1	0	0	18
3	35	9	10	1	1	0	0	22
8	34	14	6	0	0	0	0	20
11	36	14	4	1	0	0	0	19
15	33	5	5	3	1	0	0	14
16	34	15	1	1	0	0	0	17
20	33	9	8	3	0	0	0	22
26	33	15	7	3	0	0	0	25
Total	272	93	44	14	1.8%			157
Percent		34.2%	16.2%	5.1%	1.8%			57.7%
GRAND TOTAL	632	232	118	48	12	0	1	411
TOTAL PERCENTS		36.7%	15.6%	7.5%	1.8%			65%

Table V
FAILURES IN TWO OR MORE SUBJECTS IN WEST SENIOR HIGH SCHOOL

Year	Number	Percent of Total Enrollment
1931-1932	65	10
1932-1933	56	7
1933-1934	48	6
1934-1935	24	3

From the table of the distribution of I. Q.'s of pupils failing in two or more subjects, it will be noticed that 13% of the pupils who failed were high ability pupils, 61% average, and 26% low. It would seem from the variation in this distribution that the low ability pupils are still being penalized with failures, although the condition is somewhat improved.

SENIOR HIGH CON REPORT - DISTRIBUTION OF I.Q.'S

I. Q.	Number			Percent		
	1932-33	1933-34	1934-35	1932-33	1933-34	1934-35
130-134	1	--	--	--	--	--
125-129	--	--	--	9%	13%	13%
120-124	--	1	2	--	--	--
115-119	4	5	1	--	--	--
110-114	8	6	1	--	--	--
105-109	16	9	5	62%	58%	61%
100-104	8	6	4	--	--	--
95-99	3	7	4	--	--	--
90-94	10	4	4	--	--	--
85-89	2	6	2	29%	29%	26%
80-84	4	3	--	--	--	--
75-79	--	1	--	--	--	--
 Total	 56	 48	 23	 100%	 100%	 100%

Graduates

It is interesting to know the distribution of the ability of the graduating classes and to watch it approximate the ability of the incoming classes as is shown by the following tables.

GRADUATES - DISTRIBUTION OF I.Q.'S

I. Q.	1933-1934		1934-1935	
	Percent	January	Percent	January
130-134	--	--	--	--
125-129	17%	22%	16%	34%
120-124	--	--	--	--
115-119	--	--	--	--
110-114	--	--	--	--
105-109	71%	63%	72%	52%
100-104	--	--	--	--
95-99	--	--	--	--
90-94	--	--	--	--
85-89	12%	15%	12%	14%
75-79	--	--	--	--

9B and 10B PUPILS - DISTRIBUTION OF I.Q.'S
September, 1935

I. Q.	Number		Group	Number		Percent	
	9B	10B		9B	10B	9B	10B
145-149	—	1	—	—	—	—	—
140-144	1	3	—	—	—	—	—
135-139	7	6	—	—	—	—	—
130-134	19	11	—	—	—	—	—
125-129	17	11	101	92	33%	34%	—
120-124	25	34	—	—	—	—	—
115-119	32	26	—	—	—	—	—
110-114	40	24	—	—	—	—	—
105-109	56	39	160	131	52%	48%	—
100-104	37	34	—	—	—	—	—
95-99	27	34	—	—	—	—	—
90-94	26	19	—	—	—	—	—
85-89	14	15	48	49	15%	18%	—
80-84	5	9	—	—	—	—	—
75-79	2	6	—	—	—	—	—
70-74	1	—	—	—	—	—	—
Total	309	272		309	272	100%	100%

Of the 199 graduates of June, 1935, 125 have already made application to the University of Wisconsin and four to other colleges, a total of 65% who plan now to go on to institutions of higher learning next fall.

The summary of senior questionnaires is as follows:

	June 1934	January 1935	June 1935
Number in class	166	57	199
Employed now	—	6	33
Will work next September	79	25	63
Already hired	21	6	15
Will continue school	92	33	139

Calendar Summary

The summary of the Guidance Department calendar for the last three years is as follows:

	1932-33	1933-34	1934-35
Terman Group Tests given	408	553	718
Henmon-Nelson University Tests given	574	453	514
Torgerson Tests given (Jr. High)	—	200	—
Special tests given	—	4	8
Total	982	1210	1240
Boys interviewed	1143	1246	1354
Girls interviewed	1036	1358	1434
Total	2179	2604	2788
Parents interviewed	90	149	153
Teachers interviewed	727	557	477
Others interviewed	79	127	215
Former pupils interviewed	56	86	111
Referred to nurse	54	91	157
Home calls	16	15	14
Conferences	76	104	163

Estimate of Cost

An estimate of the cost of supplies for the last two years was calculated from the requisitions and grouped as follows:

	1932-33	1933-34	1934-35
Office Supplies	\$50.84	\$17.68	\$32.17
Printing	10.00	10.00	10.00
Tests			
Terman Group	9.60	28.80	9.60
Henmon-Nelson	8.40	9.14	10.26
Wisconsin History	2.20	—	—
Torgerson	—	10.39	—
Reference books	—	3.35	4.80
TOTAL FOR DEPARTMENT	\$81.04	\$84.36	\$67.03
Indigent books	163.20	176.51	131.31
Indigent lunches	<u>58.68</u>	<u>65.24</u>	<u>78.39</u>
TOTAL	\$221.88	\$241.75	\$209.70

Plans for Next Year

The following plans have been made for next year:

1. All new ninth grade pupils will be routed through the guidance office for tests and programming as is done in the Senior Department. This is done in an effort to arrange conditions so that the pupil's choice of subjects will be suited to him, and so that he may be successful in the area of his choice.
2. All withdrawals from the Junior Department will be routed through the guidance office.
3. Provisions will be made so that the limited pupil may be successful in ninth grade English and Mathematics.
4. The guidance office will have a card file of ninth grade programs and make all program changes for ninth grade pupils.
5. The guidance director will act as chairman of the Junior Home Room Committee to work out a unified and progressive plan of home room guidance for grades seven through twelve.
6. A mimeographed outline of the guidance program with suggestions as to how it is to be carried out will be prepared for Junior home rooms.
7. All home rooms will keep a standardized log book or secretary's book of their activities.
8. Group guidance for the purpose of making out pupil programs and selections will be continued in eighth and ninth grades through principal, teacher, and pupil conferences.

9. Senior Home Room Committee will work on mimeographed looseleaf notebook of graded material for use in every home room.
10. The study of class grades in ninth and tenth grade will be continued and assistance given to department heads in organizing the six-year plan through the furnishing of data and so forth.
11. Better provision will be made for placement and employment records.
12. The guidance office will give more service to all pupils through counseling.

Submitted by

LILLIAN REINKING

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

BRAYTON SCHOOL

Presented to the Board of Education
by the Principal
MARIE E EAGEN
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
BRAYTON SCHOOL

The Brayton School had a total enrolment of 90 pupils during the school year of 1934-1935. 50 pupils remained with us in June. Last year our total enrolment was 94 with 68 remaining. An interesting fact regarding our shifting enrolment is that it varied only .2% from last year. This year we have had 60.4% of our enrolment with us during the entire year while 39.6% have been enrolled only part time.

We have tried to cooperate with the unit curriculum in every possible way. Where there are two grades in a room this work has to be adapted to such a situation. Here at Brayton we alternate the units of each grade, teaching one unit at a time. The study of our units has been enriched by observation trips to points of interest and also by the use of slides and filmstrips. In order to cover the material required for the two grades we found it necessary to formalize a great deal of the work. The kindergarten teacher gives half an hour each morning to third grade remedial help. This is necessitated by the fact that their teacher is busy with the fourth grade.

The teachers were happy to be able to help with the research in arithmetic under the direction of Miss Mabie, and with the "All City School Exhibit" at the Woman's Building.

Formal and informal tests have been given in our academic subjects. All the children enrolled in our school were given the Binet test.

Several principals are still very generously loaning us materials for which we are very grateful. Since we have been provided with several up-to-date basic and supplementary texts of our own this year, it has not been necessary to borrow to the extent of previous years. This has been very helpful in our work and we hope to be able to continue adding a few new sets each year.

We have emphasized the study of the individual child rather intensively. Several home calls have been made and the parents have been encouraged to visit school. These visits have been very beneficial in understanding the child and his problems.

The Parent-Teacher Association has been very active again this year. Monthly meetings were held with worth while programs. During the winter months free milk was served to all under-nourished indigent children, which was about 12% of our actual enrolment. A radio was bought for the building. This we have found to be very educational, as well as enjoyable. Although we are few in number, we have tried to cooperate with the City P.T.A. Council in every way that has been possible for us; such as selling Girl Scout cookies and Easter Seals, Community Union, and writing up the "Brayton News" for the "News of Your Schools". The school picnic was sponsored by the P.T.A. at Vilas Park. This annual event is enjoyed by all pupils, parents, and teachers.

Class demonstrations have been given. During the American Educational Week we were pleased to have many of our parents visit us at regular class work. A great number

of our parents were present at the Central High School Rally in which our children took part. We have tried to show all phases of our school work by giving completion programs at the P.T.A. meetings. At Christmas time we gave a Christmas pageant. In all our programs we have made an effort to give every pupil an opportunity to take part.

Since we are a small school, the organization plan for next year will be very similar to that of this year.

<u>Grades</u>	<u>Enrolment</u>	<u>Teacher</u>
Kindergarten	20	1/2
First & Second	28	1
Third & Fourth	25	Principal

Because of our shifting enrolment these figures are merely an estimate.

We are anticipating the pleasure of working in newly decorated rooms in the fall. Our building is still equipped with the old fashioned opaque window shades which makes the light condition very undesirable. The modern light colored shades would be an improvement.

Submitted by

MARIE E. HAGEN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DOTY SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
DOTY SCHOOL

I. Summary of Work for the Year

A. School enrolment first semester	second semester
179	186

B. Number of teachers - five regular and two part-time teachers. The kindergarten and sixth grade teachers each have a half day in the Doty and Washington Schools. The principal teaches part of the day.

The rather large fluctuation in our enrolment each year is always a problem in our school. This is partly due to low rents in some parts of the district. As people receive larger salaries they move to better apartments. A great number own their own homes but many of these people send their children to the parochial school.

C. Each year we try to emphasize certain phases of school activities or school work and each year try to continue with the aims of the year before. In the past three years we have emphasized cooperation among teachers and parents, encouraged acquaintances among parents and teachers, and encouraged parents to visit the school. As a result our P.T.A. has grown and we have had several school activities with good attendance. The parent-teacher organization has raised quite a sum of money, most of which has been spent for milk.

In our school work we have emphasized spelling, penmanship and this year remedial reading. We also stressed the special subjects, music, physical education and art. Our school is too small to have special teachers daily for these subjects, but where it is possible a classroom teacher who is talented in some phase of special work has taught these subjects. This has been especially true in physical education and music. The results have been very satisfactory.

We have continued to keep very complete records of individual pupils and families. Besides the information we receive from the health and guidance departments, classroom teachers make as many other contacts as possible. The information is helpful in our remedial work with pupils.

D. Achievements this year

1. Special attention was given to remedial reading with pupils who had normal mentality but for other reasons were below grade. Tests were given in the fall and again in the spring. The results showed a very satisfactory gain.
2. Spelling and penmanship were emphasized throughout the building.

3. The units of work as outlined by the curriculum office were followed and stressed.
4. The glee club provided programs for the radio, Christmas program and P.T.A. activities.
5. The library has been moved to the domestic science room, a more desirable place for the children. The room was equipped with library tables, chairs and shelves for the books.
6. The P.T.A. has been very cooperative and helpful. Through the efforts of the organization, milk was given to 35 pupils for four months this year.

II. Plans for Next Year

- A. Next year we will continue with the aims of the past year and emphasize remedial work.
- B. The fourth grade of nine pupils will be sent to the Washington School. This will give teachers more time to do regular and remedial work.

Submitted by

PEARL LEROUX

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEAPER SCHOOL

Presented to the Board of Education
by the Principal
ADELINE R MARVIN
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
DRAPER SCHOOL

The annual report of the Draper School for the school year 1934-1935 will follow the general plan of the previous year.

Enrolment for 1934-35:

It is impossible to estimate the enrolment for the Draper School. In the fall of 1934 forty new families entered the Draper district. The majority of the children in these families entered the kindergarten and first grade. This made the kindergarten and first grade very heavy.

The enrolment in September, 1934, was:

Kindergarten	-	35
First Grade	-	31
Second Grade	-	21
Third Grade	-	31
Fourth Grade	-	31
Fifth Grade	-	22
Sixth Grade	-	31

The enrolment in the kindergarten and in the first grade both reached thirty-seven pupils early in the year. Two or three children were refused admission to the kindergarten. The crowded condition made the work very hard for both Miss Bents and Mrs. Balch.

Miss Bents found some relief in having part of the pupils come at one o'clock. As she states:

"The interest and needs of the five year old are so varied, that a work period with an enrolment of thirty-nine and one teacher cannot be a wholesome, healthy environment.

At Thanksgiving time the teacher was given permission by the Superintendent with the consent of the principal to divide her class into two groups. Children who are chronologically younger and socially less mature, come at one o'clock and are dismissed at three o'clock. The more mature group comes at one-thirty and is dismissed at three-thirty. Between one-thirty and three o'clock both groups come together for discussion, music (rhythms - singing), games, and stories.

The smaller enrolment during the work period has been a distinct advantage in that it has eliminated much of the over-stimulation, which was prevalent before the re-adjustment was made.

Questions can now be answered to the satisfaction of the child, individual guidance in the skills can be given, materials and tools are shared more efficiently. The children work more intelligently and more calmly. Hence, the situation is a happier one for everyone."

The organization of the Draper School for 1934-35 was about the same as in the previous year. Mrs. Balch taught music in the sixth grade and Mrs. Porter had English and nature study in the first grade. This proved satisfactory in every way.

The change from stationary desks in the first grade to tables was a great improvement.

Achievements for the Year

I feel that my supervisory activities this year have given way to a certain extent to teaching or routine work. This is due to the fact that there were in the sixth grade eight over age, unprepared pupils that I have given considerable extra time. They are pupils who have had all their work in Draper School. The Guidance Department recommends that they go to junior high school where there can be special classes for them.

One boy has been allowed to do work in manual training in the Longfellow School. Mr. Teaka has shown personal interest in the boy. Although he has missed afternoon work in the Draper School, I feel that the change has been beneficial to him. He enjoyed manual training, while his reading disability prevented his doing regular work. I have given Billy a great deal of time and have made every effort to find the cause of his poor reading.

The aim to find the cause of the individual's disability to do school work has been emphasized throughout the building. As a part result of this seven pupils in grade three were supplied with glasses and the lenses in three cases were changed.

The pupils have greatly increased in ability to use the library advantageously.

The reading lists at the beginning of the year showed a very wide range of ability in some of the classes. I think this was especially true in the sixth grade.

The weekly plans of work submitted by the teachers show their interest in making the most out of the units studied.

The activity period in several cases has been excellent. Pupils have shown a great interest in the topics studied.

Several of the teachers have followed the plan of inviting the parents when the unit is finished, to visit the room. I think the parents like this plan very much.

Persons not connected with the school have added interest by giving talks to the pupils.

An emphasis has been placed upon dictation of sentences rather than lists of words.

Audience reading has been stressed.

Tests given by teachers have in many cases been sent to the office. This has enabled me to follow the work of the grades.

DRAPER SCHOOL

The penmanship tests did not show the improvement I expected.

The Boy Patrol has done conscientious work. I think there might be a plan whereby the duties of the boys did not break into class work quite as much. The boys are all very anxious to serve on the Patrol.

The Weekly Reader has been thoroughly used with most excellent results.

Some of the field trips taken by the pupils are:

Fire station	Museum
Frank's grocery	The Zoo
Stock Pavilion	Branch Post Office
Kennedy Dairy	Miss Waterman's studio
To Longfellow School to see rug weaving	
Gulessarian Rug Co. and a talk on Oriental rugs	
Streamlined train	

Small groups from Grade Four went unaccompanied on trips and made reports to school on their return.

Visual Aids - slides, films, and flat pictures obtained from different sources.

Next year's plan will be made by my successor. I think who follows me will find a spirit of splendid cooperation among the teachers of the Draper School for all the plans she suggests.

Recommendations

The teachers have spoken of the following recommendations:

1. That provision be made for the unadjusted child who takes so much of a teacher's time and energy that the others in the class suffer.
2. With special auditorium teachers in some of the schools, the smaller schools do not have an equal chance.
3. A good English text to put in the hands of pupils.
4. Movable seats in Grade two.
5. The principal who teaches half a day should have some help. Too much of her time is taken for routine work, interviews with parents, ditto work, reports, etc.
6. New supplementary sets of Arithmetic in Grades 4-6. No new sets were ordered for this year.
7. Curtains need repairing.
8. New maps are needed.

The P.T.A. has helped us in many ways.

I wish to thank the Board of Education, the Superintendent, and others connected with the school who have shown me many courtesies during my many years teaching in Madison. I shall always be interested in the success of Madison Schools and Madison in general.

Submitted by

ADELINE R. MARVIN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
LUCILLE CLOCK HAYS
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
DUDGENOW SCHOOL

I. Introduction

Continuing our plan of the past several years we are going on with our program of study as regards detailed information on the individual child. More data has been included in the case history folders including such information as individual tests, group tests, educational tests, health records, teacher ratings, etc.

II. Summary of Achievements, Trends, etc.

We are continuing to give every new child in school a Binet test upon entrance, and should like to have every child's eyes and ears tested as early in the school year as possible. We have aimed to provide an enriched program for the child of superior mental endowment. This year the use of the shack as a gymnasium has very adequately met the problem of a place for practice for athletics. Our P.T.A. again rated "Superior" this year. The P.T.A. served milk to needy children and sponsored the serving of milk to all children whose parents wished them to have it. Four study groups were organized under the direction of our P.T.A. and they proved very helpful. As in years past, many excursions were taken in connection with the social studies and several people of note and interest came in to talk with the children on their various units and projects.

III. Plans for Next Year

- A. Continue giving the Binet test to all new entries.
- B. Continue the use of the individual folder for each child.
- C. Test the vision and hearing of all children as early in the year as possible.
- D. Continue the ten minute relaxation period in each grade.
- E. Divide our first grade into an accelerated group and a less mature group in order to meet the problem of immaturity with many of these children.
- F. Continue serving milk through the P.T.A.
- G. Stress the Reading program in grades one and two in order to establish as great an interest as possible in reading and in order to secure a thorough background in the subject.

IV. Recommendations to the General Good of the Schools

- A. That we give standardized reading tests twice during the year.
- B. That every elementary school establish an individual folder for each child.
- C. That the Social Record cards be improved and enlarged and comprise a part of the information to be included in these folders.
- D. That the smaller schools have part-time clerical help as too much of a principal's time is consumed in routine detail.

- B. That each elementary school establish a large file containing pictures, articles, clippings, etc., which pertain to the various social studies etc.
- F. That Dudgeon School have two days art instruction next year.

Submitted by

LUCILE C. HAYS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EMERSON SCHOOL

Presented to the Board of Education
by the Principal
LEO P. SCHLECK
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
EMERSON SCHOOL

I. For the past several years, each school principal, supervisor and director has been asked to give an annual report which included an account of the work carried out during that particular year and also to briefly outline a plan of work to be executed the year following. This gave those who were responsible to make such reports an opportunity to reflect upon the year's activities and, to definitely set up a program of work for the ensuing year. These reports are valuable, for they give the Board of Education and Superintendent of Schools a cross section of the schools' activities in a given year and the progress made.

II. An Account of the Year's Work

A brief summary as to achievement is given under each plan for the year 1934-1935.

1. To continue citizenship program

Throughout the entire school year teachers have been conscious of the character needs of the children, and so every opportunity was taken to train them in the formation of habits of good citizenship. This was brought out more or less indirectly through units of work, active participation in school glee clubs, auditorium activities, Girl Scouts, the School Republic, athletic games, Boys' Patrol, and the like. As a result of these contacts between teacher and pupils, a higher grade of citizenship has been developing in the Emerson School.

2. To continue penmanship program

We have endeavored to adapt writing to the child's ability by simplifying conditions as much as possible. Content was enriched by selection of material from school subjects and activities in which the child was engaged. By selecting material of this kind, we were able to arouse greater interest in the writing lesson than formerly. The correlation was very beneficial. We also had the services of a Miss Bapp, field supervisor of the Palmer School of Writing, who gave several practical demonstrations in the proper use of writing techniques. They were most helpful even though this school system is using the Economy System of writing, for, after all, our chief objective in writing is to have each child write a legible hand.

3. To develop a more integrated school program centering around the social studies and natural science units

In the handling of the units of work the teachers have developed finer teaching techniques through critical analyses of the procedures pertinent to the subject matter comprising the units. The subject matter was thoroughly organized to meet the varying interests and abilities of

the pupils. The units begun in the various departments are not isolated activities, but through the efforts of the teachers in charge have enriched the units by their contribution through the pupil experiences. Since the units have their culmination in the auditorium through dramatization, pantomime, and the like, many, not a select few, may see them in their entirety and share in all which they have to offer. Such work calls for research and originality on the part of teachers and pupils. There is a unit of feeling between a whole faculty and an entire body of boys and girls interested in the same piece of work. Throughout the execution of the units an opportunity has been given the pupils to express themselves through creative work which has brought about a greater enrichment of their work and a feeling of accomplishment.

4. To continue "Home Visitation" by teachers

Teachers have continued "Home Visitation". Through this home visitation teachers had one of the greatest opportunities in selling the schools to the public, and it also helped to cement a more kindly feeling between the home and the school.

5. To provide a more careful study and also a closer supervision as regards individual differences within the several level groups

On account of the transition from the semi-promotional basis to the annual promotional plan, it was necessary for principal and teachers to make a more careful study and a closer supervision as regards individual differences within the several homogeneous groupings. A detailed study was made of the chronological and mental ages of the pupils within the group, and the subject matter was so organized as to provide the minimum essentials for these individuals in each group. It was impossible to carry out the courses of study even though based on the minimum essentials basis for pupils, who, if they had the necessary maturity of mind, would be able to master the work outlined for a given grade. Then, too, the youngsters who will always be below average had to be given much attention. Within a few years this change will have taken place, and we shall again be working under more normal conditions. Nevertheless, we shall always have to meet the question of individual differences. However, with this year's close supervision of individual differences within the several level groups, I believe we have met the needs of the majority of pupils.

6. To continue expanding the Visual-Radio Education program

Radio and visual aids have rendered an important part in enriching and supplementing the courses of the study. Radio Bulletins from WHA formed the basis for our radio work. Worth while broadcasts of other stations were also of use. The one program that proved both educational and interesting was the one given by Walter Damrosch, known as the Music Appreciation Hour. In the visual program extensive use was made of slides, filmstrips, flat pictures, and films. These were obtained from the Bureau of Visual Instruction, University of Wisconsin, William H Dudley Visual Education Service, Chicago, Illinois, Department of the

Interior, Washington, D. C., Castle Films, Chicago, Illinois, and Department of Agriculture, Washington, D. C.

7. To provide remedial program in reading, arithmetic, spelling, and the like whenever the demand arises

Teachers in these subjects provided remedial work whenever the demand arose. When a pupil showed a deficiency in any one of his school subjects, through a formal or informal test, or other exercise, his case was immediately diagnosed, and the proper type of work was provided. A good deal of this extra help to overcome certain deficiencies was given during the regular class period. A great deal more could have been accomplished if the class enrolments were a bit smaller. However, much improvement on the part of certain pupils was in evidence as the year progressed.

8. To continue working with the Guidance Department in studying the personality traits of each pupil so as to bring about proper placement and the like

The routine work included the placement of the kindergarten children in the different groups taking into account the child's performance as described by the psychological test, and his performance in physical development as described by his health record. These data were gathered on all the children and in the light of the whole assembled information, the best placement was made. Such an approach is made in placing all children throughout the school. Also, as a matter of routine those who were selected from the achievement test report as needing special help were discussed, bringing together the same type of data as mentioned above. In studying the charts for each grade which indicate the relation between M.A. and C.A. in the particular grade, those who were very much above or below the average of the group were singled out for study.

As well as the close cooperation between the school and guidance department in these routine matters there was also unanimity of opinion in regard to special cases. There were two of especial interest. One boy was placed in Emerson for half days and went to his own school district the other half of the day. The second boy went half days to East Junior and the other half to Emerson. In the case of the first boy--he had a heart condition and was short term in his interest span. A half day of academic work was all he could be interested in--this was due primarily to the health angle. He does that half day of academic work now without urging because of the half day of shop work and activity room projects he received at Emerson. He had been a problem for some time because of his surly disposition but with the broken program no complaints of this nature have been made by his home or school. The second case concerned a boy who was not reading and had been placed in 8th grade because of his age. Since special help in reading was obtainable in the special education room at Emerson, he was placed in this school. Because his intelligence did not warrant permanent placement there and also because of a very encouraging ability in art, he was given a half day program at East Junior with art and music taking up the bulk of his time. He has made fairly good progress in learning to read and his art work has been especially satisfactory to his instructor.

These are two quite unusual cases but numerous others which required special adjustment and intensive investigation have been worked out.

9. To carry out a formal and informal testing program at certain intervals during the school year; some will include the several subjects which make up the curriculum of the elementary school

Formal and informal tests were given to all grades, especially from the third through the sixth. The formal tests were largely those sent out through the Superintendent's Office, whereas, the informal tests were those formulated by the principal and teachers. Standards for the informal tests were computed to meet the needs of the several group levels. These tests proved invaluable in diagnosing weaknesses in the several subject-matter listings or skills as well as noting class and individual progress being made from one period to another. This testing program acted as a challenge to principal, teachers, and pupils.

10. To continue the "Good English Work"

A definite set-up as to correct language usage and correct pronunciation was carried on in the grades in a most satisfactory manner. All of the material was properly leveled and graded, and every Monday A.M., the sentences and words were placed upon the board for the week's drill work. Constant reviewing of the previous weeks' lessons was done in order to bring about a complete fixation of the same.

III. Plans for the Year 1935-1936

1. Tentative classroom set-up and Platoon Activity Program
2. To expand reading program through more recreatory reading
3. To continue penmanship program
4. To study individual needs of children with respect to a closer tie-up of the home. Home visitation to play an important part in aiding this study
5. To raise the standard of citizenship throughout the entire school
6. To expand the auditorium program by bringing about a more concentrated tie-up with the units of work as carried out in the homeroom. Since the auditorium is the hub of the platoon or duplicate school, every activity should revolve around it. It should become the theatre of the school
7. To raise the standards in all of the school subjects which comprise the curriculum
8. To continue testing program with mental and achievement tests
9. To enrich the units of work through radio and visual aids

10. To practice more individualized instruction. Teachers will use every scientific aid at their disposal to guide and direct each child. In this way they will help him understand his place in the complex human world of which he is a part.

11. To cut down waste.

Progress is anticipated through concentrated effort on the part of the entire school and the several departments.

IV. Some of the recommendations as called for in item 4 of Bulletin #56 are as follows:

1. That more leaders in the field of education be brought to Madison. I believe Mr Gillet was a good example of a person who really gave something worth while to the teachers.
2. That the sixth grade boys and girls of the platoon school be given courses in industrial arts.
3. That an ungraded room be established in each of the large schools to take care of the dull normal child and the near borderline children. This would fill the gap existing between the special education groups and the normal groups.
4. That through the city health department and the school physical training department all children be given a careful examination as to hearing defects. This phase of the health program has been sadly neglected.
5. That the nutrition school program be carried on throughout the year. The long vacation period has a most undesirable effect upon the program of the nutrition child.
6. That a committee be appointed to revise the elementary report cards--also health cards.
7. That the publication of the "News of Your Schools" be continued during the year 1935-1936.
8. That the Madison City Schools' visual program be expanded through greater financial help. A school system of this size should have an annual budget allowance of at least \$1000. This would be on a per capita basis of \$.10.
9. That a pre-vocational course be offered to junior high school students.

V. The Recommendations for My School are as Follows

1. That the afternoon session of the platoon school begin at 12:45 p. m. This will get the children home at an earlier hour during the winter months--also it will give more time for after-school activities.
2. That the blackboard in back and side of room 106 be removed and that said space be filled with cork board. Abundant bulletin board space is needed in an art room.

3. That the walls and woodwork in the several rooms on first floor and basement be decorated and varnished. The work was started two years ago under the CWA program. The walls of the rooms are very unsightly.
4. That the school grounds be covered with gravel or other surface material--needed badly.
5. That a teacher be employed to help with the relief work--one who can handle general academic subjects, music, and art.
6. That the sixth grade boys be given one 60 minute period per week in household mechanics.
7. That a substitute teacher be employed to handle the relief work in music.
8. That the principal's office have its own independent telephone line.
9. That another first grade section be organized to relieve the overcrowding of the first grade sections, and that Miss Lindh take charge of it.

Submitted by

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 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
FRANKLIN SCHOOL

I. Introduction

In general, the organization and procedures of the past year have been, with few exceptions, very much the same as those in effect during the school year of 1933-1934. The changes in the staff consisted of a new kindergarten teacher, a new first grade teacher, a new fifth grade teacher, and a new principal.

We have attempted to carry on our work with the firm belief that we are responsible for teaching pupils how to live and work happily together while adjusting themselves to life situations; at the same time helping them create desires for new truths, and furthering creative development along the lines of art, music, and literature.

The regular classroom and unit work has been carried on with as much teacher time given to individual pupils as was possible. Emphasis upon all types of remedial work, especially in the lower grades, has received a great deal of attention.

II. General Survey of the School Year

A. The enrolment figures during the first semester show quite an increase over last year, as the following figures will show:

Kindergarten	49
First grade	47
Second grade	50
Third grade	43
Fourth grade	43
Fifth grade	42
Sixth grade	38
Seventh grade	39
Eighth grade	41
Ungraded grade	17
Total	409

This total will no doubt increase again for next year because of the gradual population increase in this community over a period of years.

B. Additional time was given the art and music teachers this year. Each put in four full days at Franklin every week, with a complete scheduled program for each day.

C. It was also found advisable and very much worth while to give the grades from the fourth up, a slight increase in time for their physical education program each week.

- D. This is the first year that an extensive visual education program had been outlined and carried through at Franklin. Films were requested from many agencies and various parts of the country, and proved to be an interesting and valuable aid in several phases of the regular school work. Most of these were obtained by paying the transportation charges of the films. A new movie screen was constructed for the music room, and proved to be of great value for these programs.
- E. Teachers' meetings have been conducted on a slightly different plan this year. The first part of the meeting is given over to routine announcements, and the later part left open for discussions in regard to new policies or possible changes in the organization of the school in general, classroom problems and their possible solution, reviews of educational books or magazines, etc. This has proved to be of interest and assistance to all teachers regardless of their particular field, and helps to make teachers' meetings something more than just a time for routine business and announcements, giving each teacher a chance to bring before the group her particular problems and suggestions for open discussion.
- F. This year the teachers contributed to a small fund with which to purchase some educational publication to be left on the reading table in the teachers' restroom.
- G. Teachers have been encouraged to plan and complete classroom trips or visitations to various places of business in Madison. There is no doubt as to the value of such trips, when they are carefully planned and conducted.
- H. Up to the present year, the report card in use for the seventh and eighth grades has not proven entirely satisfactory, it being too different from those now in use in the junior high schools in Madison. We developed, and put into use during the second semester, a new card which has proven to be entirely satisfactory.
- I. Several other new forms were developed this year for office records, such as forms relating to pupil absences, tardiness, promotions, enrolments, transfers, and withdrawals, teacher absences, substitute records, inventories, collections, supplies, exceptional pupil reports, etc.
- J. New steel filing cases for social record, enrolment, and duplicate report cards have been placed in the office, making these important records accessible to teachers at all times.
- K. The P.T.A. has carried on their fine work again this year in furnishing those under-weight pupils with free milk every morning throughout the winter and spring. Under-weight pupils who cannot afford to buy milk are taken care of in this way; making a total of over 3700 bottles that were furnished this year by the Franklin P.T.A.

III. Plans for the Coming Year

A. We are hoping to organize and conduct a Franklin School orchestra next year. Through a series of tests and eliminations, we have attempted to discover those pupils who have musical ability, and who would be able to carry on this activity with no ill effect upon their regular academic work.

Money is being raised by various school activities and some assistance is hoped for from the Board of Education to carry out this project. Pupils from Franklin who are going to the ninth grade in high school would be much better able to enter into the regular high school instrumental classes if they had this opportunity to begin their work at Franklin. We feel certain that such a plan is justifiable, not only from the standpoint of attempting to give these pupils what is already being given to the junior high pupils, but from the standpoint of the interest created, and the estimated value to the community in which we are situated.

The regular music teacher would be able to take care of the string instruction, and the orchestra and band director from Central might be scheduled to come out to Franklin once or twice a week for the other instrumental instruction. These pupils would also be benefited if the proposed plans go through for the Saturday morning music classes, similar to those held in the past.

B. A larger and more extensive visual education program will be planned during this summer. If films and other visual aid materials are requested early in the school year, it is possible to plan and be able to carry out a well balanced and well organized program during the coming year. There is little doubt in my mind as to the real value of visual education of the right sort.

C. Through the use of "Individual Pupil Report" blanks we will further attempt to assist those exceptional pupils who have either positive or negative characteristics. After a teacher has had an opportunity to work with a group for a period of time, she has discovered many things peculiar to certain pupils. If she could in some way pass this information on to the next teacher of these same pupils, the pupils as well as the teacher would be ultimately benefited. The use of these report blanks makes this procedure possible.

D. An auditorium program will be planned for the complete school year. The lower grades will have their programs together and the upper grades will have theirs together. Each grade will be responsible for a certain part of the year's program.

IV. Recommendations

A. We could very easily justify the services of a full-time music teacher, which means a teacher for five full days instead of four days as of this year. Classes in instrumental music and auditorium work for the lower grades would more than require this additional day. As it is at present, Franklin School does not attempt to do the auditorium work that is being carried on in the larger elementary schools in Madison.

B. I would also like to recommend the services of a full-time art teacher for five days each week instead of four. More art instruction should be given to the primary grades, and if possible, a little more time to the sixth, seventh, and eighth grades, in comparing them with the junior high school art periods. A special or elective art class might be proposed which would be made up of talented and interested pupils from the sixth, seventh, and eighth grades. The children themselves have proven their desire for such a class by taking advantage of every opportunity they have to work in the art room, outside of their regular art classes. A community such as ours will benefit to a great extent by being able to give these pupils more music and art instruction.

C. Our regular speech teacher has been at Franklin one half day each week. An additional half day each week would give her an opportunity to work more often with those pupils who need her help, and also to enable her to spend a little more time with the more difficult cases.

D. In order that certain class groups might take advantage of the various educational radio programs during the year, it would be advantageous to install some sort of a radio in room 201 (the only room that is not regularly used for classes at the present time) which would be accessible to any group that wished to use it. As it is at present, we have only two radios, one in the kindergarten, and one in the music room, making it impossible for other classes to intrude and use these sets.

E. The need for an upper ungraded room is becoming more apparent each semester. There is, and probably always will be, a certain group of pupils at Franklin who need the individual attention and special help that an ungraded room can give. To pass pupils who have been in the lower ungraded room for several years, on to the regular sixth, seventh, and eighth grades, is really an injustice to the pupils and a difficult problem for the teacher. An upper ungraded room is sadly needed at Franklin.

F. Our gym could be used to much better advantage for various types of programs if the windows were equipped with black shades so that the whole room could be darkened during the daytime.

G. Franklin School has become the center of many community activities, many of which demand and should receive a good share of the principal's time and thought. These demands, along with clerical work, interviews, committee meetings, etc., leave little or no time for classroom supervision. A half time secretary, possible for just mornings, would give the principal an opportunity to assist with the educational program of the school by having more time for adequate supervision.

V. Conclusion

I can truthfully say that my first year at Franklin has been a most enjoyable one. The fine cooperation and assistance from every member of the staff has helped in a large measure to make the year a pleasant one for the new teachers and myself.

Submitted by

S A OELLERICH

**THE MADISON PUBLIC SCHOOLS
Madison Wisconsin**

Annual Report

HARVEY AND MARQUETTE SCHOOLS

**Presented to the Board of Education
by the Principal
EMILY R PARSONS
June 1935**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
HARVEY AND MARQUETTE SCHOOLS

- I. The curriculum of the school in one part or another undergoes some change each year, but its purpose remains the same. As it cannot be comprehensive in everything that is important it is flexible and attempts to select those fundamental activities which promise to be most effective in stimulating the pupil's growth. The units of work form the core of the curriculum.
- II. The program of our social studies is one of unit activities chosen to develop principles or understandings. These activities have furnished opportunities for interviews, for making reports, for writing letters and also for original verse and stories. Individual needs have been cared for through ability grouping which has made it possible to adapt the curriculum to some extent to different ability levels. The special needs of each child have been carefully noted by each teacher and have been the particular object of attention in the daily periods during which each child has worked alone or in a small group on his particular need. The more able have been allowed to work as independently as possible.

Essential in the curriculum is the school library. Each unit of the social studies contains many references to books and periodicals. Therefore in order to put into execution our units of study children must have books that are readily accessible. One of the outstanding accomplishments of the year was the addition of a library to the Harvey School. It is the school librarian in cooperation with the teacher who has helped the child acquire skill in the use of the library. Both the teacher and the librarian are alert in balancing the reading program so that a child will read not only fiction, not only history, not only science, etc. Poetry has occupied an important place in the reading activities. It has been interesting to observe the increase in reading since the addition of the library. The library has been open for circulation ten days during which time there has been a circulation of 1677 books or an average of 167 books each library day. We have approximately 1250 books in the library now with about 50 more in process of preparation at the main library to be added later. The librarian gives the pupils definite training in the use of the library. The Marquette School is fortunate in having the East Side library next door to the school.

The school is unusually fortunate in the extent to which the parents share its interests and further its welfare. Until this year the Harvey and Marquette Schools each had a Parent-Teacher Association. The past year the two organizations united under the name of the Harvey-Marquette Parent-Teacher Association. A spirit of mutual friendship exists between the P.T.A. and the school. The association is strong in membership and helpful in its activities.

III. Probable Enrolment in Harvey and Marquette Schools for the Year 1935-36

<u>Marquette</u>		<u>Harvey</u>	
Kindergarten	100	Grade I	37
Grade I	74 (2 rooms)	" II	30
" II	55	" III	30
" III	60 (2 rooms)	" IV	34
" IV	34	" V	34
" V	34	" VI	71 (2 rooms)
Total	357	Total	236

With the anticipated enrolment of nearly 600 pupils in the two schools it will be most helpful to have a special teacher who will have charge of the art and dramatics in the two schools. Greater opportunity can then be given to creative expression in art and original dramatization. The work in art is intimately related to the social studies, reading and other school subjects. The regular teacher would have more time for working with individuals or groups and could care for individual differences more adequately.

IV.

1. Report cards need revision.
2. Definite course of study in natural sciences to include units on gardens, birds, trees, wild flowers and the weather with suggestions for integration with other school subjects would be helpful in broadening the child's avenues of approach to nature by stimulating interest in living things and in the daily and seasonal changes.

Submitted by

EMILY R PARSONS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HAWTHORNE SCHOOL

Presented to the Board of Education
by the Principal
VELMER D PRATT
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
HAWTHORNE SCHOOL

Our general aim, as in former years, has been to provide situations which will enable pupils to grow into useful citizens with good moral and intellectual habits and with an understanding of how to keep physically fit. Our special aims for this year have been to develop activities which would lead into leisure time interests and hobbies, to stress good character habits, to improve our technique for teaching reading, and to provide for individual differences.

The activities which seemed to give most promise of carrying over into leisure time interests were the construction work in the primary grades, the marionettes in the upper grades, and gardening.

Citizenship Clubs were organized in each room and pupils proposed, discussed and adopted their own rules of good citizenship. These clubs developed initiative, leadership and good judgment.

Each teacher made a detailed study of definite reading problems, trying out new methods and tabulating results. The information secured will be of value in next year's work.

We substituted the booklets "Dictionary Land" for the "Weekly Readers" in grades four, five, and six, as the pupils could not afford to buy both. We felt the substitution was justifiable as "Current Events Talks" were given over the radio. We will continue the use of the booklets next year.

We made provision for individual differences as in former years by grouping according to ability and providing work at the level of the pupil's ability. In addition, the principal worked with groups that needed special help.

The P.T.A. supplied the funds for the movie program enabling us to have educational movies every other week.

Our general aim for next year will be similar to those of the past. Our specific aims will be:

1. To continue our remedial work in reading.
2. To give more thought to provision for individual differences.
3. To improve our work in the fundamentals of arithmetic.

Recommendations:

1. If principals of the smaller schools are to continue teaching, part-time clerical help should be provided for them.
2. Opportunity for work in instrumental music should be provided for all fifth and sixth grade pupils who desire it.

3. There is a decided need in our community, and undoubtedly there is in other communities, for leaders to supervise garden groups. The children are eager for the work and where leadership is available do creditable work. Gardening gives to some pupils a means of self-expression and an opportunity to enjoy the satisfaction of successful achievement which otherwise they would not have. The Madison Garden Club has endeavored to interest parents in assuming this responsibility but without success. It would be fine if the Board of Education would accept this responsibility just as they have accepted the responsibility for supplying leaders for summer recreational groups.

Submitted by

VELMER D PRATT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
SHIRLEY D ALMY
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
LAPHAM SCHOOL

The general plan in the Lapham School for the past six years has been for an organized character education program. Any good curriculum is a character education curriculum. Any elementary school at work in developing personality through the use of school activities is working along the line of character training. This development of character is a continuous process. Every hour of the day, every phase of school or community life affords opportunity for this development. School and community working together for the good of every child, should eventually develop a regard for other peoples' property and a sense of values that make for good citizenship.

The change in the curriculum during the last two years has provided greater opportunities for our program. The new units for the social sciences have given the elementary teacher with large classes, a more individual work because it allows for more study groups within each grade. Our primary department is much overcrowded, but with the help of the kindergarten teacher, we have been able to give the necessary attention to the slower groups. The new stage has made it possible for us to present plays and dramatizations so that every grade has received much benefit from the use of it. Our Parent-Teacher Association continues to be an essential part of our school life and qualified this year as a Standard Organization. This group furnished milk for needy children, furnished leaders for two fine Girl Scout units and sent a needy girl to the Summer Camp.

We anticipate an increased enrolment for next year and will use the portable building again. The principal will teach half days in the sixth grade with a substitute teacher for the other half day. We do need an extra teacher in the building for the year because of our overcrowded rooms. As we have no room for a regular library, we plan to have a temporary library space, using the books sent from the public library. Because of the removal of manual arts and home economics from the sixth grade, we plan to have a class in handwork for boys and girls of both fifth and sixth grades with an experienced teacher in charge, assisted by the regular classroom teacher. This will be for an hour each week. Each grade has a citizenship club as its central activity. Through the work of these clubs the pupils are developing and strengthening desirable traits. It does not force a child into an adult situation, but does give him an opportunity to make worth while decisions, and furnishes natural life-like situations that make it possible to develop fairness and judgment.

In regard to the general good of the school, we hope very soon to do away with the portable building. This has had to be used because of the large enrolment and it does not seem wise to give up the sixth grade. This building is always an added expense and makes extra work for the janitor. We plan next year to have a music teacher for more than a half day and some arrangements for orchestra practice for the upper grades.

Submitted by

SHIRLEY D ALMY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
RENETTE JONES
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
LINCOLN SCHOOL

I. The new education calls for a new setting, and to this end beautiful modern school buildings are being erected which provide children with more opportunities for creative work. The curriculum is being reconstructed in terms of self-direction, self-control, self-appraisal, and cooperation. The goal has shifted from the acquisition of subject matter to the development of the individual and the success of the school is judged by the citizenship it produces rather than by the facts it teaches.

All academic subjects offer possibilities for the development of self-control and self-direction.

A child who has developed a worth while hobby in the school shop or who has learned to indulge in clean sports and believes in fair play, or the child who has learned to love good books, or to appreciate the beautiful in art and music possesses a something which cannot be taken from him, and which will guide him through worthy use of many leisure hours.

The schools must see to it that children who are physically handicapped are placed in rooms where health is the major consideration, that intelligent use is made of the testing program so that the mentally retarded find their proper places, that welfare cases are given material assistance, and that problem cases of all kinds are studied and necessary adjustments made.

II. A. During the past year, with the help of our guidance department and many city organizations, we have tried to study more intelligently "the problem child".

B. With the exception of speakers, we have provided programs for P.T.A. meetings. One program, The Family Album, was given by the teachers,-- every teacher taking a part--a few, more than one part.

C. In school assemblies we have had community singing, programs growing out of classroom studies, problems that have to do with the life of the school, that commemorate anniversaries, and some that develop an appreciation of other nations.

D. The seventh and eighth grade teachers, during their free periods have continued coaching weak pupils from other grades.

When a special teacher was in their rooms, they either looked up reference material in the library or ran the ditto machine.

E. In their art work this year the older pupils have taken an unusually fine attitude toward their work. They have been expressing their experiences and interests through pencil and brush.

A boy who won The Flora Mears contest received a very fine letter of appreciation from a member of the Madison Woman's Club. She enclosed a check to him. He seemed to feel that the check made the letter really mean much more.

The family treasures not only the art work and the two prizes but a picture of the Stoughton church where he had honor bestowed upon him by the judges.

- F. Each special department has been given some time on P.T.A. programs. Pupils either gave an exhibition of their work or gave talks on it.
- G. We have tried to impress upon our pupils that we will accept nothing less than the best that they are capable of producing. Otherwise, we not only set up in the minds of the children false standards and values, but we are guilty of developing and fostering upon the community lazy, shiftless, indolent, mentally and morally warped citizens of tomorrow. If they are doing their best, they are winning.
- H. Better use has been made of the school playground after school hours. The baseball teams, with their own players in charge, had a regular schedule of games well worked out. Boilermakers, Buckeyes, Wildcats, and Wolverines kept their own scores and figured out their final percentages.

III. A. I hope that we can train the children to be more independent, better able to do their own thinking, to stand on their own feet, and to meet opposition of those who disagree.

B. We shall try to provide a program that will challenge every child's level of ability and make it possible for him to know the joy of accomplishment.

C. We shall have to give the children who want to play in an orchestra here at school an opportunity to do so. Some of them remember the orchestras that we once had.

D. The librarian's program is crowded. In a school of between four and five hundred pupils and having seventh and eighth grades, two days' assistance is inadequate. Perhaps that we can arrange to have her for a half day on Friday. From Wednesday to the following Monday gives the children no opportunity to draw or return books over the week-end. She gives Mondays to the pupils in the kindergarten and the first four grades, Wednesdays to the pupils in grades five, six, seven, and eight. Her library training enables her to give assistance that both teachers and children appreciate.

E. If we can have more help from the music department, I would like to give my music-teaching time to accompanying pupils' singing and to remedial work in other subjects. I would enjoy having an English laboratory and have children feel that we are aiming at progress—not necessarily perfection.

IV. The following recommendations would be very helpful:

A. To have supervisors visit classes oftener and check on the accomplishments up to a certain period.

B. To have two typed lists--one for the office and one for the boiler room--of rules for janitors.

At times, it is almost impossible for all of us to be out of the building by five o'clock. The primary teachers have but one typewriter and we have but one ditto machine for the building. Teachers arrive early in the morning, but cannot always leave by five o'clock. I find it difficult, oftentimes, to leave the building at five unless I work at home in the evening.

C. If a trained speech teacher could come to us occasionally and give our seventh and eighth grade pupils some auditorium work. Our pupils say that they find themselves very much handicapped when they enter the ninth grades. They find that junior high pupils have had some training in seventh and eighth grades and many of them have had it all through the grades.

D. If we could know, in advance, that special teachers are to be absent and to have all substitutes for special teachers report at the office.

E. If, in an emergency, we could reach supervisors in school hours.

F. To have "part-time" teachers take an interest in the other work of the school, to attend P.T.A. meetings and their social affairs--to be more community-minded.

G. The unfinished work on our playground has made it very dangerous on the lakeshore. It is impossible to keep the children off the piles of rocks. A small child might be very seriously, if not fatally, injured on them. In the winter the rocks were very icy. Some children slipped and fell down between them. Older pupils happened to be near when it occurred.

H. We have no room properly darkened for either lantern or moving picture use. When the gym was used for a movie, there was an expense, each time, for darkening the room.

I. Now that only about fifty per cent of the Lapham School pupils come here for seventh grade, it would seem advisable for them all to go either to Central or East. We would then have an extra room and could relieve the crowded condition in some of our lower grades.

J. We need new shades on the sunny sides of the building. In order to keep the bright sunshine off pupils' desks, we have to draw the shades down to the window sills. This often necessitated using electric lights which is hard on the children and an unnecessary expense. Plenty of light comes in through the upper half of the windows.

Submitted by

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 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
LONGFELLOW SCHOOL

I. Summary of the Year's Work

During the past year the following activities were undertaken:

- A. Experiments in grades four, five, and six on various methods of securing correct language usage
- B. Continuation of experiment started the previous year in the use of the long division method for one figure divisors
- C. Development of better number concepts for the various topics stressed at each grade level in arithmetic
- D. Remedial reading program for children with high intelligence quotients but low reading ability
- E. Hobby exhibit shortly after the opening of school
- F. Courtesy program for two weeks in October stressing better conduct and manners

II. Academic Achievement

A. Correct Language Usage

Shortly before the close of the school year 1933-34, informal language tests were given by Miss Mabie in the fourth, fifth, and sixth grades. During the period from September to the Christmas vacation, emphasis was placed on giving help to those children who, according to the test results, needed remedial work. Five weeks' time was devoted to each subject tested and each of the six teachers involved in the study employed a different method in her effort to eliminate the errors which the children had made in the tests. Variety in method was used to determine whether one method would be more effective than others in helping pupils to eliminate their errors. No attempts were made to make the experiment a scientific study, since it was impossible to work with only those pupils of the same intelligence grouping or to have a sufficient number at each grade level to carry on the work. Each teacher, however, held to the same number of drill periods and the same length of time, ten minutes, for each drill period. The first subject drilled upon was capitalization. Group I planned no special periods for drill, doing the work only as a need for it arose; Group II did all drills orally; Group III did all drills in writing; Group IV used both oral and written drills; Group V did proof-reading of prepared exercises; and Group VI used each of the above methods for one week. At the end of each practice period, tests were given to see what improvement had been made. Contrary to what was expected, the group using the oral method of drill made most progress in

the capitalization practice period, and the groups using the proof-reading method and oral and written methods made approximately the same gain in sentence sense. The experiment showed that groups using some definite method for the elimination of errors made more progress than the group where practice was done only as a need arose. The group that used each method for one week ranked second in the gain made.

B. Arithmetic

As was stated in last year's report, it was planned to have one third grade that was just beginning division learn the work by the long division method. No results for comparison can be given as the group selected was the slower group with an average mental age lower than the mental age of the other third grade in the building. Division usually presents difficulties to beginners in the subject because of the number of things which they must keep in mind. For this reason it was deemed advisable to experiment with the slower group. The teacher in charge of the experimental group feels that the long division method is much easier for children to understand, that they make fewer errors, and work with more interest since they do not need to keep so many "unseen" numbers in mind.

A group of tests were also given during the year to grades four and five in problem solving to see whether size of numbers had any effect upon the pupil's understanding of the problem. There were only slight differences in grade averages on problems involving the use of small numbers and the averages on problems in which language was similar but in which the numbers used were larger. In some grades the averages on problems using easy numbers were a few points higher and in other cases averages on problems using larger numbers were higher. It seems that if pupils understand the situations involved in the problem and have no vocabulary difficulties, the size of the numbers does not materially effect the child's ability to solve the problem. In fact the larger numbers probably made the child work more accurately than the small numbers where mistakes were often due to carelessness.

C. Number Concepts

Much of the difficulty which children experience with numbers is due, I believe, to wrong number concepts. Number concepts develop slowly and do not seem easy for the children to acquire. Therefore, the child must have many experiences with numbers, and every opportunity which arises to point out their usefulness must be utilized. We have found that wherever we made the use of numbers meaningful, that much less drill was needed to learn the number facts. Where the children did not build up a meaningful background for their number facts, much drill was needed to fix the fact; and then too we had no assurance that the children understood the number fact that they had memorized. But drill given after the child has had an insight into the meaning of the number facts helps to form efficient habits of work and to keep efficiency when once acquired at a high level of usefulness.

D. Reading

During the second semester remedial reading groups were formed in the third, fourth, fifth, and sixth grades. The pupils that received this remedial treatment were those who had high intelligence quotients but who had low scores on the reading tests given by Miss Mabie in the fall. Each pupil's difficulties were diagnosed and remedial instruction given to meet these needs. The following topics were emphasized as the cases studied showed need for them:

1. Ability to attack new words both by the use of phonics and context
2. Enlargement of pupil's vocabulary
3. Improvement of comprehension

Reading material for these pupils was carefully selected and at first was simple enough so that the pupils could experience some success in reading and understanding it.

E. Hobbies

Shortly after the opening of school in the fall children brought to school hobbies which had engaged their interest and occupied their leisure vacation time. It was gratifying to see what some of the hobbies of the children were. Among the exhibits brought in were collections of shells, collections of rocks, stamp collections, flowers from the children's own gardens, hand embroidery, doll furniture, nature drawings, models of airplanes, scrap books, soap carvings, doll clothes, and puppets. We plan to have another hobby exhibit at the opening of school in the fall and hope that the interest and enthusiasm of the children in these worth while activities will be as keen as last year, and that the quality of the exhibits will be improved, and that the number of children who engage in this type of leisure activity will be greatly increased.

F. Courtesy

Courtesy was stressed to create more thought and concern on the part of the pupils for their conduct and manners. Emphasis was placed upon the value of right conduct and good manners to success in life and to the fact that the child who is naturally kind and thoughtful helps to make the school a better place in which to work.

III. Plans for 1935-36

1. To develop as successfully as we can the first year the new type of classroom organization recommended by Mr. Bardwell for the intermediate grades of the school
2. To stress the work in natural science

Submitted by

C LORENA REICHERT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LOWELL SCHOOL

Presented to the Board of Education
by the Principal
ANNIE D AXTELL
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
LOWELL SCHOOL

The Lowell School has continued with the same organization which has been in force for the past years. The primary grades have the traditional school form of organization, with the teachers of art, nature study, and auditorium taking the classes once in two weeks. The health education teacher has had complete charge of the instruction in her subject, taking all the classes every day.

The third, fourth, fifth, and sixth grades were organized under a platoon system with eight academic and six activity rooms.

The theme of our teaching this year has been development of initiative and the spirit of research. "Go beyond my meager source of knowledge to find more. Reach farther and farther into the fields beyond my vision."

Our study of the teaching of reading during the spring of 1934 showed us many of our needs and gave us suggestions for meeting them. We rearranged our programs and work with the idea of reaching the objectives we had set up for ourselves at the end of the previous year, namely: "To cultivate taste and desire for reading, to develop appreciation of literary beauty, recognition of good literary form, and love for the admirable qualities which the great characters in literature reveal, thus ministering to hero-worship and idealism; to beget in children the feeling of enjoyment, an ever-increasing enjoyment, in delving into the printed page; to enrich the imagination and emotional life of the pupil; to fix in the memory selections of poetry and prose to serve as lifelong assets of joy; to get young people to love the best books and magazines instead of the mediocre or worse."

We gave extra time and attention to the forming of better reading habits, securing pleasure from reading, increasing the vocabulary, and gaining the ability to express oneself freely and easily. There has been a noticeable improvement along these lines. With the higher personal standards set up now, we feel we can carry on this work with less loss to other subjects in time and emphasis. Arithmetic and spelling are to receive our special consideration the coming year, with the hope that we may secure higher standards of work in these subjects.

There were seven new teachers in the building this past year, four of whom were without experience. This naturally led to less unity and so less efficiency in the platoon school. With but two new teachers next year we look forward to a very progressive year along all lines. More general supervision, a better prepared faculty, and so more unity will add greatly to the success in accomplishing the ends desired.

We are revising our remedial work in the platoon school. During the past year those who were below grade either developed enough to carry the work with the low group of the grade or were found in need of a repetition the coming year. We are having the teacher of the utility room take one of these low groups and are dividing the others into smaller sections in the subject in which they need the most help. We shall check closely by means of supervision and tests to find and overcome their difficulties as they appear.

The past year, though our enrolment has been practically the same as the previous year, 2000 more days were lost through absence due to contagion. This has meant almost individual work, especially in the lower grades. The same type of work will have to be carried on during at least another semester to secure uniformity within the grades.

Submitted by

ANNIE D. AXTELL

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

NAKOMA SCHOOL

Presented to the Board of Education
by the Principal
WALTER W ENGELKE
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
NAKOMA SCHOOL

Previous reports have dealt with organization changes which have been necessary to transform Nakoma School from a state graded institution to an integral unit in the Madison Public School system. These changes involved increases in number of teachers, the addition of new subjects and departments, the assistance of a central office, the supply of new services and equipment, and the enrichment of curriculum and method throughout the entire school. All of these changes have been adapted to the special conditions existing in the school and community with a view to offering the best possible education to the children.

The particular value of these changes is more and more evident from year to year as the children are enabled to be affected by them in each successive grade. Opportunities for learning such as a central library, science room, health education, manual arts and home economics are now looked upon by the pupils as a matter of course, yet none of these were available four years ago to their older brothers and sisters. Parents appreciate these advantages and have strongly supported the policies of the school administration.

The past year has been notable for the independence and inventiveness of the classroom teachers in the way they have conducted their classes. In practically every classroom experiments in teaching and learning have been tried, tested and used to stimulate effective learning. There may be several explanations for this development, but I believe that it results largely from a confidence on the part of the teachers that they are the most important people in the school system, and on them rests the responsibility for initiating and maintaining progressive methods of teaching. The sympathy of the Superintendent for teacher initiative, and the direct assistance of the supervisor of curriculum has stimulated the teachers to work out new problems and new ideas. In a word, it is a day by day application of practical research in educational procedure.

The demands on teachers for special work and remedial help seem to have been unusually heavy this year. Part of this was due to the great amount of absence, involving many requests for home work and considerable special help by the teachers. Some of our teachers have been forced to give this help after school for an hour or more every day. In some cases enthusiasm for the subject or unit has kept pupils and teachers after school many hours. These extra demands on the teacher's time and energy present a definite contribution on her part which is sometimes disregarded by parents.

The teaching of the rules of health has been placed in the hands of the gym teachers in all grades above the fourth. This has proved to be much better and more effective than in the hands of the classroom teacher. This health education is more naturally a part of the gym teacher's work. The separation of the boys and girls for gym in these grades enables the teachers to speak plainly and specifically on matters of personal hygiene and to see that desirable habits are formed. Parents are strongly in favor of the thing that is being done. Near the end of the year the boys of the seventh and eighth grades were given a fine talk

by Mr. Warner of the State Board of Health on sex hygiene. This was done at the request of the parents and highly appreciated.

A new plan for school assemblies was tried out this year and proved for the most part extremely successful. The method was simply to alternate each week with a program for the lower grades and upper grades, each teacher responsible in turn. The children soon began to look forward to these bi-weekly assemblies as a regular occurrence. The desirable features were that no special preparation was made to give a finished performance, the children had an opportunity to dramatize their school work, and in the absence of an invited adult audience the acting was spontaneous and natural.

Several shifts in emphasis of subject material were made in the seventh and eighth grades. A three weeks' study of Wisconsin geography was made by both grades with the assistance of a new textbook and a teacher specially prepared in the field. An appalling ignorance of the basic facts in local geography was supplanted by a keen interest and an intelligent tourist knowledge of our own state. In still another subject, namely United States history, a narrative account of the period 1492-1865 was covered in the first semester. The second semester will be left to a detailed study of the period 1865-1935, during which the political, economic and social conditions arose which form our present way of living. This shift of emphasis to recent American history has a tremendous significance. It is important that children, even in junior high school, be familiar with the immediate background of present day events.

A new course was added to the seventh grade list of subjects, based around the ordinary speech course taught in this grade. This new course, still in an experimental stage, was developed to study educational guidance and leisure time activities. A hobby show was arranged and explained to the upper grades. Magazines and newspapers were analyzed. Plays were dramatized. Lack of material suitable for this grade made many activities unsuitable.

The supply of new textbooks and reference books this year deserved special mention. Each grade has been able to get at least one set of much needed books. It was not until teachers and pupils began using the new books that a full realization came to them of what they have been deprived during the last three years. These new books, so attractive to the children and so well adapted to teaching, have been a very wise investment.

For many years we have been trying to get shades with which to darken the auditorium. Now we have them and they have increased the value of the room considerably. In particular it will make possible the use of projection lanterns for slides and moving pictures for large groups. It has also practically eliminated annoyance from outside when an evening meeting is held. The addition of an automatic rotary duplicator machine in the office has released the principal and teachers from a great amount of tiresome and time-consuming duplicating work.

The cooperation between the school and the home grows better each year. The Parent-Teacher Association has had a year of very worth while activity with many direct benefits to the children. Chief among these are the sponsorship by the P.T.A. of the Boy Scout Troop, Cub Pack, and weekly dances. The school, which is the only community center, is the logical place for providing recreational activities to large groups. The P.T.A. has reorganized the Boy Scout troop and

placed direct responsibility for it on five of its own members. The Cub Pack plans are being formulated by another committee and will be ready next fall. The school also provides facilities for the meetings of the Girl Scout troop and a newly organized Brownie troop for younger girls. Late in the year the recreation department of the Board of Education, at the request of a group of parents, arranged for a series of Friday evening dances. The response and enjoyment evinced by the junior and senior high school students who attended warrant the continuation of these dances next year. The foregoing activities indicate the practical way in which the home and school provide for desirable social relationships outside the regular school program. The meetings of the Parent-Teacher Association and smaller groups within the organization have aided considerably the understanding of mutual school and home problems. Valuable material aids to the school have been paid for by special P.T.A. funds.

In the year ahead it is planned to increase the effectiveness of teaching by continuing to develop methods of teaching and materials for children. Teachers are requesting more and more equipment and supplies as they feel the need and become familiar with new and better educational helps. When it is known what special problems will be made the subject of a city-wide survey next year, we will discuss any special problems within our building. The plan of a pupil organization will be placed in operation next fall with the aim of teaching school and community citizenship.

We do not anticipate any major changes in the program for next year. The program this year has been the most satisfactory to date. It may be that an arrangement whereby art in the seventh and eighth grades could be offered by quarters would be more satisfactory than twice a week as at present. If the top floor of the building is finished this summer, the possibility of adding a ninth grade should receive some consideration.

Submitted by

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 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
RANDALL SCHOOL

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

Summary of Undertakings

In spite of much contagion and consequent irregularity of attendance the teachers have maintained high standards of achievement in all the grades. Rich and colorful units have been carried out in every room but in this brief report I shall confine myself chiefly to the summary of only one grade's work. For this summary I have chosen the sixth grade. The one hundred twenty-four pupils leaving the Randall School to enter junior high school this year have attained an average grade level of 7.4 in all subjects. When we consider that this group includes thirty-four pupils who were discarded, we feel that this record is gratifying.

In addition to careful attention to maintenance of high standards in measurable subject matter a rich program in social and natural sciences, in auditorium, art, and music has been carried out. The natural science and social studies work, consisting of such units as The History of Architecture, The Development of Government, The History of Record Making, The Story of the Stars and Planets, and The Measurement of Time, we have attempted to build an appreciation of the contribution of the past to life today and a better understanding of the world about us.

In the auditorium work which is under the guidance of Idelle Boyce, every member of each class has had an opportunity to participate in interpreting the natural science and social science units through writing of original plays centering about the children's understanding of the unit, or in preparing a dramatic presentation of some story illustrating a favorite theme. During the past year language development has been especially stressed. Few programs have been given to entertain because of the superficial emphasis upon show instead of actual individual growth. However, several broadcasts by the pupils over both WIBA and WHA have proved excellent experiences for the children, and each sixth grade class was permitted to present one play to the parents as a culmination of the year's work. The Glee Club which is composed of forty-five sixth grade boys and girls participated in these programs.

The work of the art classes during the past year has been particularly rich as is evidenced by the delightful and significant way in which art expression has found its way into nearly every room activity. The sixth grade art classes have done an outstanding piece of work in drawing a mural on one of the auditorium walls. The wall space is 34 feet long and about 8½ feet high. The theme which they selected for this mural centers around favorite characters from stories and poems loved by all children. Every child in the sixth grade had an opportunity to help plan and carry out this project. About thirty children actually worked on the mural itself. Great credit is due the art teacher, Edith Hassin, whose vision and ability to inspire children and to discover latent power has produced this remarkable piece of work.

In all grades special attention has been given to children whose academic achievement seemed to fail to measure up to their intelligence quotients. Two or three pupils in each room above the first grade who were having special reading difficulties were selected for special study and help. The reports sent to the Curriculum office showed a highly satisfactory gain in reading power when these special reading difficulties were concentrated upon.

Character building enters into every school activity. To give children an opportunity to develop those character building traits of courtesy, consideration for others, and cooperation, situations must be set up where children will have an opportunity to make choices and to practice desirable conduct with satisfaction. Consequently, the school tries to maintain an informal atmosphere with as much freedom as is commensurate with a working atmosphere and the maturity of the children. The little gardens some of the first grade children planted helped to make them more appreciative of other people's gardens and less thoughtless in trespassing upon lawns and gardens. The citizenship clubs organized several years ago have continued to function in all grades. These clubs form a clearing house where matters pertaining to the welfare of the entire school are discussed. Every boy in the sixth grade has had an opportunity to serve as a boy patrol. These patrols take care of the buildings and grounds as well as the street crossings. The boys develop in manliness and consideration for others through carrying reasonable responsibility and through having opportunity to help those who are younger and less secure.

Personality studies have been made of children who seemed to have difficulty in making happy adjustments to their work and companions. In this work the classroom teacher has been aided by Mrs. Coutu, the special teacher from the Guidance Department.

Home Cooperation

The acquisition of knowledge and technical skill is one phase of school work for which the school should and does assume responsibility. The formation of character which is even a more important phase of child development is a joint responsibility which should be pursued by the home and school working in close co-operation with each other. The P.T.A. this year has contributed much to the realization of this purpose by centering its work about the subject of character education in home and school. Teachers and parents have met in large and small groups to discuss different phases of the subject.

Parent cooperation has been sought by keeping them informed through newspaper publicity, through "Go to School Meetings", through exhibits and invitations to visit both regular class work and school programs.

Consistent effort has been made to safeguard health and to encourage the practice of good health habits. A new service to the home has been inaugurated this year, that of notifying the parents of children who have been exposed to any form of contagion at school. This service is given for the purpose of giving parents an opportunity to watch their children more closely during incubation period.

General Plans for 1935-1936

Music and health education are valuable phases of our child development program. This work in the past has been cared for by classroom teachers assisted by special teachers who met classes on the average of once a week. This has not been entirely satisfactory. To make their program more effective I am planning to release one classroom teacher and install in her place a full-time music teacher. I am also asking for a full-time health education teacher. This plan will necessitate a reorganization of the program for grades 4, 5, and 6, plans for which have already been submitted to the Superintendent.

The art and auditorium work of the past year will be continued. The sixth grades will be offered another wall to decorate as their art problem.

A study of mental health of children and teachers will be undertaken as a part of our child study program.

The citizenship program for the younger children will be studied with the teachers, with a view to making improvements.

Efforts to have the school playground made presentable will be continued.

The Parent-Teacher Association will be asked to investigate the possibility of installing a centrally controlled radio system.

The experimental development of natural science units with a view to equipping a science room, if such a plan seems feasible, will be continued.

Suggestions for the General Good of the Schools

One of our most serious problems in the elementary grades is that of persuading parents to permit their children to develop at their own pace. It frequently happens that parents, for various reasons, insist that their children be crowded beyond their depth. To meet this problem I should like to see barriers between the primary grades eliminated and children be permitted to work in groups according to ability and not designated grades for the first three years at least.

I am not at all sure that the transition from manuscript to cursive writing should be made at the fourth grade level. Children and teachers work hard to perfect a skill in the third grade which is discarded the following year. Would it not be wiser to either encourage children to continue manuscript through the sixth grades or beyond, and require them to merely learn to read the cursive writing, or to drop the manuscript writing as soon as it has served its original

purpose of making early reading and writing experiences easy. The writing of the junior high school pupils should help to answer this question next year.

The present system of pupil accounting seems very inadequate. I should like to have a social record card which will give the child's entire school history from kindergarten through grade six, on the face of the card. On the reverse side should be a history of the child's out-of-school contacts and activities. Suggestions for such a card are being submitted with this report.

We are all deeply concerned over the accusations of vandalism on the part of our school age children. The fact that adults are equal offenders does not relieve us of our share of responsibility. Could the schools start a campaign to foster greater interest in preserving the beauty of the city and awaken deeper civic pride on the part of all citizens of Madison.

The problem of keeping informed as to modern social, economic, and educational trends always confronts the busy school teacher. I believe that lectures by such men as Dr. Edwin E. Witte of the department of Economics, and others who are in close touch with world affairs, would be most welcome to the majority of our teachers.

Submitted by

ALICE E ROOD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
MARY L. EDGAR
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
WASHINGTON SCHOOL

There has been no change in organization since last year.

Our effort this year, as before, has been to develop the life of the school as a whole and the child as an individual and a distinct personality.

Considering that pupils fall naturally into two groups, primary and intermediate, in a six grade school, we have arranged our work and assemblies so that children at about the same level may have material presented that will be interesting, stimulating, and helpful in carrying out their own projects.

We want them to develop activity, inventiveness, originality, and ability in gathering material for use in their work.

Our librarian reports that the children are showing continued growth in their ability to use books independently. We believe that the library habit is firmly established.

Organizing our social studies into units has provided a center of interest from which radiate many of the activities of the children. During the study of a unit, opportunities arise which make it possible for the child (1) to gain much information besides that in the textbooks by real experience with actual material in the libraries, museums, and in visiting operating plants in the city; (2) for individual work by choosing a phase of the work that interests him; (3) for freedom with responsibility, in accomplishing tasks assigned; (4) for creating interesting stories and poems suggested by the class discussions and his reading.

At the conclusion of the assigned study period for the unit, the pupils and the teacher decide on the most interesting and typical material introduced and formulate it into a play to be presented to their group. They may plan and make the scenery and costumes during the art period. Fitting selections are chosen from the regular music work. Dances of the country being studied are taught in the physical training department. Invitations are written during the English and writing period to be sent to the parents of the children in the group. We try to have every child in the room given some part in the work. The principal parts are taken by pupils selected by the children in the room. The presentation takes place in Recreation Hall before an audience of parents, the two groups, and teachers. The pupils in every room have presented at least one program or play.

Newspapers have been published in two rooms.

A Transportation Reel was made from the study of Transportation and presented for mothers during Education Week.

Someone has said, "The real measure of a unit of work is the extent to which it branches out into the total life experience of the child." If this be true, our units have been a success this year.

Much remedial work has been done in all grades with individuals and groups in reading, arithmetic, and spelling.

In arithmetic, the work in problems has been greatly improved by stressing the reading of the problem and by illustration. We have improved our spelling by stressing correct pronunciation, syllabication, phonics, simple analysis of words, use of the dictionary, attempting to build up a spelling consciousness, always using the words in the lesson in sentences, checking spelling in all written work and in making graphs showing our progress.

Our writing is legible; music and art inspirational and enjoyable; cooperation of parents, teachers and pupils excellent.

Submitted by

MARY L. EDGAR

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ATTENDANCE DEPARTMENT

Presented to the Board of Education
by the Supervisor
CASSIE E. LEWIS
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
ATTENDANCE DEPARTMENT

This report is designed to give an epitome of the services performed by the attendance department during the school year 1934-1935.

The state laws affecting the welfare of children require (1) that the census be taken annually, (2) that children of school age shall attend some public, private, or parochial school regularly, and (3) that child labor be regulated. The administration of these three state laws is the special function of this department.

1. Child Accounting and Census

It is imperative that adequate records of school pupils be kept if the attendance service is to function effectively. The department had this in mind when it developed the three pupil accounting forms; namely, the enrolment, transfer, and withdrawal cards. The cooperation of every principal and teacher is needed from year to year in keeping the files of our office up-to-date daily, not only in order to know the whereabouts of every child but to have the data accurate. The new data on the enrolment cards received from the schools is transcribed to each child's cumulative record during the year by the office assistants. The permanent record provides valuable information to community agencies and school departments in their case-work studies with children.

The traditional check-up of the new total school enrolment with the census was done last fall at the beginning of the school year. This is one of the most important uses made of the census. Its real value lies in its usefulness in locating the children who should be in school.

Every effort was made by this department to provide for early enrolment of pupils not found to be attending school since delay sometimes results in failure or in a difficult non-attendance problem throughout the year. Loss of school time and loss of school interest have a very definite and close relationship, regardless of whether the non-enrolment is wilful neglect on the part of the parent, poor physical condition of a child, or a lack of proper clothing.

The large number of removals during the year complicates the accurate enumeration of children. May is usually considered the moving month, and it is in this month that the enumeration begins. According to the Association of Commerce Bulletin, 372 removals within the city were reported during that month and 41 families moved away from Madison. During the summer vacation months of June, July, and August, the removals within the city totaled 745 and 159 families moved away. It was surprising to find that September exceeded all other months of the year, having 464 removals within the city and 56 families who moved away. This checking up of the families in their new locations is part of the work in the fall included in the census check-up and the tracing of junior and senior high school pupils who have not returned to enroll and call for programs assigned them before the close of school. This year we made 465 home calls in the census and unclaimed program check-up.

During the year the school reported 481 children transferred from one district to another and 566 who withdrew when families moved away from the city.

The following is the enrolment of our public and parochial schools the past year, including non-resident pupils. Included in the census report which follows is the enrolment of the various elementary schools:

Public

Elementary	6213
Central Junior	500
Central Senior	812
East Junior	1046
East Senior	1151
West Junior	677
West Senior	917
Wisconsin High	306
Vocational	244
Doty Deaf	25
Orthopedic	45
Special Classes	120

Parochial

Blessed Sacrament	344
Edgewood Graded	80
East Side English Lutheran	65
Holy Cross	35
Holy Redeemer	335
Sacred Heart	284
St. Bernard	447
St. James	368
St. Joseph	156
St. Patrick	171
St. Raphael	384
Seventh Day Adventist	11
Total	14736

Our current school census enumeration as of June 30 was begun May 7, a week earlier than usual. Of the 20 enumerators, 6 were new workers. The completed census of all elementary districts except Nakoma was checked with the elementary enrolment cards by the office assistants, and 265 names of children missed by enumerators were added after the attendance supervisor and assistant had made calls to verify the data. The census compilation total shows an increase of 286 in our child population over the preceding year. A detailed tabulation is on file in the Superintendent's office.

2. The Enforcement of School Attendance

On June 15 the Governor signed the amendment to the school attendance law which becomes effective September 1, 1935. This raises the full-time school attendance age to 18 years if unemployed.

Below is quoted in full the second paragraph of the law:

"Any person who is not indentured as an apprentice, who has not completed the equivalent of four years of high school work, who resides or is employed in a district which maintains a vocational school, who is not physically incapacitated, and who is not required by subsection (1) to attend school full time, must attend in the daytime, for at least eight months in the year and for such additional months or parts thereof as the full time public schools in the district are in session in excess of eight months during the regular school year, some public, private, parochial or vocational school, half-time from the end of the period of full time compulsory education to the end of the school term, quarter, semester or other division of the school year in which he is sixteen years of age, and after that for at least eight hours a week if regularly, lawfully and gainfully employed, half time if employed at home, and full time if unemployed until the end of the division of the school year in which he is eighteen years of age; and the parents of such minors shall compel such school attendance."

Of the 244 enrolled in Vocational School last year, our records show that 89 were enrolled full time, 66 half time, and that 89 fulfilled the minimum requirement of eight hours per week. Last year only 14 permits were issued to children to work while school was in session. We have no data on the 17 to 18 age group who were working, as permits were not required. This part-time attendance total of last year may aid in anticipating the number that will be affected by the change in the law.

The two attendance home visitors made 4,720 home and school calls during the past year. This figure indicates the scope of the work in the promotion of attendance.

As the city grows and our school enrolment increases, problems dealing with regular attendance, which are not always wilful, increase proportionately. While the law puts the responsibility of sending a child to school on the parent where it legally belongs, it is sometimes found that the parent presents a more difficult problem to deal with than the child. Long week-end trips that sometimes include school days result in that tired feeling and the excuse "overslept" which begins a bad week for a school child. Likewise, late hours, unwholesome recreations, lack of interest in home life, absence of proper educational advantages for the children, and delinquent parents present some of the more difficult situations encountered.

We find quite as many cases of parents who are puzzled over their own problems arising from insecurity and the forced change in their standards of living.

During the first days of the first and second semesters we investigated cases of pupils whose parents had not purchased all or part of their school books, gym suits, material for sewing, and other school supplies. We were gratified in making our contacts with parents to find how willing they were in most instances to provide what they could afford. Sometimes it was half the supplies when the earnings were meager and sometimes only a book. It is important, we feel, to make these calls so that children may be provided with their materials promptly in order to avoid pupil embarrassment because of lack of funds. It is often impossible for the school to determine the economic status of the families in deal-

ing with mass enrolment.

This year was the first time we really had the desired funds for repair and purchase of shoes and other articles for needy pupils, and it has seemed to serve our needs much in the manner of the "widow's meal", as there is a balance of \$6.00. It began with the donations of the Superintendent's secretary and my own and was added to by an author of children's stories who wishes to aid other children to have some of the comforts her own enjoy. We are using this surplus to help send an underprivileged boy to Scout camp. This will provide both an outing and the contact he needs.

Although this fund was used chiefly for children whose parents are unknown to a relief agency, it did solve some stubborn cases of irregular school attendance when it provided such things as a bright pair of new mittens to an otherwise drab outfit and warmed up the heart, too, to a keener interest in school.

We supplemented with used clothing from our store room, and gave away 317 pieces of clothing, including coats, dresses, hose, shoes, and galoshes. Often the clothing has to be remodeled, which is done by the parent or occasionally by the child who has learned at school how to design and sew. When our limited stock fails to supply a need, as it frequently does, a call to the Madison Woman's Club brings prompt attention. They have offered their services, which have been of wide range, from supplying a bed for the large family where four children were sleeping in one bed, to warmer clothing for the girl who has walked daily from the city limits to high school.

We have much in common with the relief office and other community agencies in coordination of the work of the school. Requests for particular articles of clothing needed for a family, more adequate lunch for some child, cooperation in the treatment of mal-adjustment, exchange of information with case workers and supervisors all occupy considerable time daily during the school year.

We have checked up on all the known cases of sick children absent from school for an indefinite period where a physician's statement had not been received. In this way we arranged for re-examinations for children who had not been under medical care for some time and referred several to other school departments for special care upon recommendation of the attending physician. The prompt replies to our letters indicate the interest and cooperation the medical profession are giving to our schools.

The epidemic experienced the past winter added to our work. Schools requested our assistance when children were absent from 3 to 5 days without a report. Often we found homes placarded and the reported child either ill with a communicable disease or quarantined with the family. Suspected contagion was reported either to the school for attention of the nurse or directly to the Health Department.

We share with Dr. Carstens, Executive Secretary of the Child Welfare League of America, who talked to a local group of welfare workers recently, when he said that the school is the most natural approach to the child welfare problem. We are, I believe, not only working more closely with the principals but with the teachers from year to year. Teachers are often held as an ideal in a child's mind and it is usually that type who has an interest beyond the subject matter before them. For instance, an attendance worker gave John's teacher a verbal picture of his home and

parents, and discussed with her the difficulties which caused him to revolt to the routine of school. It was she who won John's confidence through his talent in art which resulted in a greater interest in all subjects and a desire to finish high school.

Besides the cases in common carried over from previous years, we have referred 10 new cases to the Family Welfare and Children's Service Association. Four of this number were suitable for their student case workers. They dealt with such types as Ben, the colored boy, who hiked from a town in a southern state after the death of his father and step-mother in hopes of finding a home with relatives here. We requested help from the Children's Service Department on 6 adolescent girls presenting particular problems. Three of these, ranging in age from 12 to 15, had twice run away from home. We also referred 10 boys in the age group 9 to 17 to the Probation Department chiefly because they were attendance problems and becoming pre-delinquent in the neighborhoods where they live. This afforded early contacts with the homes to do preventive work.

The probation offices have requested school records and information on children they have taken into court, and in some instances referred cases to us.

In looking for clues in initial contacts with children we have turned to the church the family attends when we find an interest there. This summer we are working with several such cases. Modern methods in promotion of attendance deal more closely with the child at school and the home and neighborhood conditions that interfere with school progress. In most instances we have learned that "compelling" attendance is not of itself the sole or the most important objective.

We have had one juvenile court case this year. A complaint of neglect was filed by the attendance supervisor when the parents of a large family persisted in keeping the children home to force relief not due them.

Last October a new assistant replaced the one who resigned. She has shown a keen interest and understanding of the problems connected with school attendance. However, our staff of two field workers is inadequate to extend a growing service to our schools.

3. Child Labor

There has been a continued falling off in the number of child labor permits issued from year to year since 1930. During that year 435 child labor permits were issued to children of the 14 to 17 age group as compared with 91 issued the past year. This is due to the lack of jobs for children since the depression, the NRA restrictions in employment of children under 16, and the amendment to our state child labor law referred to in last year's report. A tabulation showing the number of permits issued and the kinds of employment children have been engaged in the past year is on file in the Superintendent's office.

The amendment to the child labor law effective September 1, 1935, raises the permit age from 17 to 18 years. This change will probably increase the number of permits to be issued the coming year.

Some general information regarding permits will be sent to the schools this fall. This will enable persons working with children, who are not familiar with the procedures in securing permits and such details as minimum age and regulation of hours, to give accurate information.

Street Trades

The Street Trades Law regulates the employment of boys between the ages of 12 and 17 in the sale and distribution of newspapers, magazines, and other street trades.

There are 557 boys of this age group in our city who have been given permits and badges for street work. Of this number, 143 were issued permits during this past year. The majority of our newsboys are working to aid in buying clothes, school books, and lunches. Some of them also give assistance to their families.

We have had cooperation this year from both local newspapers, which have worked with us through the staffs of their circulation departments. The first editorial on street trades appeared in one of our local papers quite recently. It favored existing laws for the protection of children and the cooperation of newspapers.

Through street inspections and reports that come to us from local residents we find some instances of parents exploiting their children for gain. A few of them seem to share the Spartan viewpoint that the error lies in being "caught". A little child of 7 or 8, especially if poorly dressed, is appealing and usually can find a ready sale for his wares.

Jimmy, age 11, was at least a mile away from home selling sacks of candy for 10¢ each at 10 o'clock at night. He told a pitiful story of a sick father. Despite several talks with Jimmy by the attendance worker who met him on the street, reports came to us that he continued to sell. The attendance worker visited the parents and found that disability compensation received by the father provided adequately for his family. The parents were advised that Jimmy, who was under age to do this work at any time, needed more rest to improve his school work.

In a local news story recently, Ben, age 14, was classified as probably one of the "meanest boys" to be found. He had been selling flowers made by his mother, from door to door. He was also asking for old magazines to purchase the required materials for them. A lady impressed with his story gave him all she had saved for weeks. It was too heavy a load to carry, so Ben borrowed a cart in the neighborhood. The father of the little boy who loaned the cart failed to get Ben's name and address, and Ben failed to return the cart.

Before the newspaper carrying the story had reached its readers, we had been asked to help in the recovery of the wagon. We knew Ben's tactics, and using this as a possible clue an attendance worker visited his home. There in the dooryard was the bright red wagon. It was returned to the owner by the attendance worker and Ben.

Ben has an IQ of 62. His mother also has low mentality. Both are being cared for by the relief department.

Ben has since been given a permit to sell flowers but he and his mother have been cautioned that he will be closely supervised and must discontinue giving a false impression of the family circumstances. Ben admitted to us that he had sometimes been given as much as a dollar by a customer who told him to keep the flowers to resell.

In our program we aim to visit schools to talk to grades, visit parents of children illegally employed, and contact all magazine agents who employ children. We have

lacked time this year to give the school talks. A few of the homeroom teachers have included street trades in their citizenship work. The school method reaches the largest number of boys, who in turn are good publicity agents and the best medium for educating parents.

The teachers of the elementary grades made a survey of juvenile street traders for our department this year. They listed those selling magazines, newspapers, paper flowers, and candy. We found violations in this way that otherwise might not have been detected.

The problem of street work and the street worker, like all social problems involves many factors not always apparent to the casual observer.

Other Activities

We served on the Empty Stocking Club committee again this year. Eleven hundred dolls were given out from our office to be dressed, and the 100 doll beds made by the firemen were outfitted with sheets, quilts, and pillows. The dolls were dressed by senior high school girls as a girls' club project, the Vocational school teachers and students, community and church organizations, and individuals. Our efforts were repaid by the cooperation given us and the appreciation of the committee and recipients of the dolls.

We believe the little girl mothers in our community must be all "dolled up" and the coming Christmas season we will probably help in some other way.

Submitted by

CASSIE E. LEWIS

TABLE I

Table Showing Comparison of Census Totals of
School Districts for the Years 1934 and 1935

SCHOOL DISTRICTS	CENSUS TOTALS 1934	CENSUS TOTALS 1935	INCREASE	DECREASE
Duty	851	828		23
Draper	810	864		54
Dudgeon	619	632		13
Emerson	1717	1727		10
Franklin	737	734		3
Harvey	497	490		7
Hawthorne	960	941		19
Lapham	667	685		18
Lincoln	991	1013		22
Longfellow	1388	1957		69
Lowell	1730	1740		10
Marquette	655	704		49
Nakoma	237	254		17
Randall	2196	2269		73
Washington	871	866		5
Joint District #8	320	328		8
TOTALS	15746	16032	343	57

16032 = 1935 Census Total

15746 = 1934 Census Total

286 = Increase

TABLE II

Comparison of Increases and Decreases
in Child Population of Census Age and
School Enrolment by School Districts

SCHOOL DISTRICTS	CENSUS INCREASE 1935	CENSUS DECREASE 1935	ENROLMENT INCREASE JUNE 30, 1935	ENROLMENT DECREASE JUNE 30, 1935
Brayton			11	
Doty		23		4
Draper	54			7
Dudgeon	13			2
Emerson	10			32
Franklin		3		10
Harvey		7	18	
Hawthorne		19	6	
Lapham	18		5	
Lincoln	22			5
Longfellow	69		34	
* Lowell	10			20
Marquette	49		14	
Nakoma	17			3
Pandall	73			9
Washington		5		8

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

THE MADISON PUBLIC SCHOOL
Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Supervisor
ETHEL MARIE
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
CURRICULUM DEPARTMENT

The Function of the Curriculum Department

The nature of curriculum work and the relations of the curriculum supervisor with other members of the staff have been developed slowly through the experiences of the past four years. Certain purposes and policies have been crystallized in the statements below. They are submitted for the consideration of the superintendent and other members of the administrative staff.

I. Purposes of Curriculum Study in Madison

The curriculum is the organized program of studies and experiences which the school provides for the child. Study of it has two main aspects:

- A. The planning and production of new or reorganized programs in various fields. This is necessary because of changes in life outside of school, because of scientific studies in education, and because of new materials of instruction being constantly made available. Frequently, the actual construction of outlines is preceded by a year of study by the staff. The recommendations of committees studying specific problems are incorporated in the courses which are built the following year.
- B. The discovery and correction of deficiencies in our instruction program. From such study comes, not only the improvement necessary at the time and for the pupils who are the subjects of the study, but better plans and materials to use another year. Better first teaching is the aim and the result. This justifies its place in a curriculum program.

II. Staff Relations of the Curriculum Supervisor

A. To the Superintendent

The curriculum supervisor is responsible directly to the superintendent for

1. The discovery of fields needing investigation or reorganization
2. The suggesting of plans of attack and organization of committees
3. The determination of conditions needing scientific facts from research-test results, evidence of progress, age-grade figures, etc.
4. The actual production of new outlines and formulation of plans for their installation.

B. To Elementary School Principals

The curriculum supervisor should be available on call from principals to

1. Discuss proposed curriculum changes and their effect upon the building-staff, their relation to texts and other instructional material, or their relation to the type of organization in the building
2. Talk at building meetings to help with the installation of new programs
3. Consider test results and their relation to needed curriculum study

Principals should be available on call from the curriculum supervisor to

1. Suggest teacher members for curriculum committees
2. Serve on core committees to advise, organize, and approve plans
3. Propose fields needing investigation and reorganization
4. Create enthusiasm for and supervise the installation of all new courses of study
5. Be responsible for the results of instruction under new programs.

C. To Secondary School Principals and Department Heads

The curriculum supervisor serves with the Superintendent and the three secondary school principals on the organizing committee that balances, directs, and approves curriculum study on the 7-12 grade levels. Which fields shall be studied, how rapidly production shall take place, what emphasis is to be given various fields, what general arrangements are to be made, are questions to be handled by this central committee of five.

The head of the science, English, history, foreign languages, etc. departments are key people in the construction and installation of all junior and senior high school courses. The curriculum director will assist only when called upon.

D. To Supervisors of Special Fields

The special supervisors with their staff of instructors construct the courses of study in music, art, health, home economics, and manual arts. Wherever these fields can contribute to the academic program, these supervisors work with the curriculum supervisor in providing such correlation as is natural and valuable.

The work of the guidance and attendance supervisors deals largely with individual pupils. Because of this their relation with principals and teachers is closer than with the curriculum supervisor. However, when the problems of individual pupils are the result of instructional procedures, the supervisors of these departments cooperate to provide better learning conditions for all children. In studies of remedial reading, etc. the guidance department contributes much by making psychological analyses and providing case histories.

E. To Individual Teachers

The supervisor is responsible for guiding and helping all members of curriculum committees in the elementary school. The curriculum director should be available at all times for conferences with individual teachers who wish to discuss problems in putting new courses into effect. This does not include questions that have to do with the individual school administration. Problems of building organization go to the principal, problems of individual pupils to the principal and the guidance department, except in cases where the general instructional program is related to such problems.

III. Need for Research Assistance

An adequate curriculum program needs the information that could be provided by, at least, a part-time research assistant. At the present time the curriculum supervisor plans the general achievement testing program, summarizes and interprets results, and directs the building of many informal tests. The guidance department has charge of intelligence testing. A research assistant could contribute to our present program in the following ways:

- A. Plan and direct a more complete diagnostic testing program than we are now able to carry out. Teachers should give and score the tests, but they would welcome training in administering them and in analyzing the results.
- B. Assist curriculum committees in the construction of objective tests.
- C. Construct and standardize for our own system such mastery tests as it seems wise to use in measuring the achievement of pupils on our own courses of study.
- D. Compile at the request of the superintendent or supervisors statistics on age-grade progress, the achievement of pupils of different mental ages, relation of school achievement to health, or other important problems.

IV. Curriculum Studies of 1934-1935

A. Arithmetic in the Elementary School

1. Test results

The Los Angeles Test in Fundamentals in Arithmetic, given in our intermediate grades in September, 1934, showed these results:

	<u>Standard Median</u>	<u>Madison Median</u>
Grade 4	4.0	3.7
Grade 5	5.0	4.8
Grade 6	6.0	6.1

Considering that about one-third of the pupils in each grade have had one semester less of instruction because of our shift to annual promotion, the Madison median scores of three and two months lower than the standard in grades 4 and 5 respectively, is entirely satisfactory. Grade 6 has already overcome the handicap of acceleration.

2. Problems studied

During this year committees studied these problems in the teaching of arithmetic:

- a. Problems in beginning the teaching of formal arithmetic
- b. The building of fundamental understandings
- c. The method and grade placement of instruction in division
- d. The development of problem-solving ability
- e. The need for changes in the third grade course
- f. The method and placement of instruction in fractions and decimals

- g. Methods and results of drill
- h. New dial work in arithmetic
- i. Available textbooks in arithmetic
- j. Suitable workbook and other practice materials

3. Procedure of committees

The work of the committees followed this plan:

- a. Wide reading of books, magazine articles, and scientific studies of their problems
- b. Enlisting the cooperation of other teachers in experimentation and collecting information
- c. The construction of reports to be submitted for the study of the entire staff in 1935-1936

4. Study of textbooks

A committee of principals, assisted by the committee of teachers, studied available text materials in arithmetic.

5. Professional assistance

The following speakers addressed the elementary staff during the year on the teaching of arithmetic:

Dr. John Guy Fowlkes, Professor of Education, University of Wisconsin

Mr. Harry O. Gillet, Principal of the University of Chicago Elementary School

Dr. Frank M. Clapp, Professor of Education, University of Wisconsin

We are grateful to these men for their generous assistance in our study.

6. Use of the reports in 1935-1936

The reports of the committees will be used in the following ways in 1935-1936:

- a. As a basis for revisions in the present course of study
- b. As material for discussions in buildings, each principal conducting the discussions of problems and evaluating the reports

B. Reading in the Elementary School

1. Test results, October, 1934:

	Standard Median	Madison Median	Test Used
Grade 3	3.0	3.1	Metropolitan Primary Form B
Grade 4	4.0	4.1	Gates, Types A and C
Grade 5	5.0	4.5*	Gates, Types A and D
Grade 6	6.0	6.1	Iowa Form B

June scores for Grade 6 on the Metropolitan Achievement Test were as follows:

Standard Median - 6.8

Madison Median - 6.8

*Because of the low scores at this level, fifth grade teachers requested that another test be given later in the year. Accordingly, the Public School Achievement Test was given in April. At that time the Standard Median was 5.7 and the Madison Median 6.7.

2. Study of remedial reading cases

Each teacher was asked to select for intensive study two pupils whose reading scores were low but whose mental ages gave reason to expect higher achievement. Diagnosis of possible causes for the difficulty was followed by remedial treatment. Tests were given at the end of the year. A complete summary of these reports is being made in order that all teachers may benefit by the experiences of each teacher reporting. Copies of the reports on individual pupils are being returned to the buildings to assist the next teacher in her treatment of the pupil.

General conclusions apparent at this time:

- a. There were several causes for the difficulty in nearly every case. Emotional instability, too high expectations on the part of parents, physical defects, irregular attendance, and many other causes were reported.
- b. The usual reading instruction technique, if followed slowly and carefully, brought results in a majority of cases.
- c. Individual attention stimulated interest, overcame discouragement, and was more largely responsible for improvement than the method used.
- d. A very high percent of the pupils made normal or more than normal progress for the grade indicating that such study is profitable and can be handled by the classroom teacher if time for the individual work can be provided.

C. Penmanship in the Elementary School

For a second year the teachers conducted a survey and study of penmanship in the intermediate grades, scaling samples of the children's writing in September and again in June. The results show a falling-off in legibility over the summer vacation and great progress between September and June. Fifth and sixth grade pupils were exactly at normal grade level in June. Again as in last year, fourth grade pupils made the change from manuscript to cursive writing and exceeded the score for the grade when measured in June.

D. English in the Junior-Senior High School

The tentative grammar program and tests prepared by the committee last year were used experimentally by all English teachers. The revised report will be turned over to the new committee on English in grades 7-12, under the direction of Miss Vida Smith.

The tentative course of study for grade seven was used by all teachers, criticized, and revised by the original committee. It will also be used by the general committee working with Miss Smith.

E. Kindergarten Studies

Kindergarten teachers as a group organized for the study of certain problems. They secured the cooperation of Miss Elizabeth Waterman of the Physical Education Department of the University of Wisconsin for a demonstration and discussion of rhythms. With the help of the librarians and of the local bookstores, they conducted a study of recent literature for children. They plan to continue their study of other problems in the coming year.

V. Plans for 1935-1936

A. Science in the Elementary School

Following the general reading and experimental studies of the past year, an outline of science units for grades 4, 5 and 6 will be built.

Several schools will be experimental centers in the building of an organized program in science for those grades. Mr. Engelke has offered to set up such a program in Nakoma School.

B. Arithmetic Course of Study

The few changes made necessary by the reports of committees will be incorporated in a revision of the arithmetic course.

C. Spelling

Our test results and the comments of principals and teachers indicate a need to begin an intensive study of spelling instruction in the elementary school. Miss Smith has expressed an interest in carrying such a study into the junior high school level.

D. Remedial Reading

The remedial reading studies of this year will be continued. It is hoped that some plan can be devised to give each teacher a half-hour during the day for individual work with the few pupils needing such help.

VI. Acknowledgements

Each year curriculum study in Madison seems to proceed with greater ease and effectiveness than in the previous year. Credit for this growth belongs to the teaching staff. Although classes have been large and schedules heavy, they have accepted responsibility as committee members and have contributed generously and enthusiastically to the studies being made. It is my hope that this tacit expression of belief in the value of curriculum work may be rewarded by the provision of a free period occasionally when such work may be done within the school day.

I wish to express appreciation to all who contributed to our studies during the year 1934-1935.

Submitted by

ETHEL MABIE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD GUIDANCE
AND SPECIAL EDUCATION

Presented to the Board of Education
by the Supervisor
PAULINE B CAMP
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
DEPARTMENT OF CHILD GUIDANCE
DEPARTMENT OF SPECIAL EDUCATION

On March the first of this year the department completed its tenth year of service. During these ten years our chief interest has been in promoting the study and training of the individual child. To this purpose the following divisional staff has been set up:

1. Psychometric Service
2. Psychiatric Service
3. Special Classes and Schools
4. High School Guidance

Psychometric Service

Intelligence tests were given to all children in the school system who had not previously been tested.

A mental rating was made on all kindergarten children for the purpose of guidance in first grade.

Educational tests were given to all sixth grade pupils for the purpose of classification in Junior High. Also, the eighth grades which are not yet centralized in high school buildings were given achievement tests for classification on entering Senior High.

Individual mental tests were given for case studies of problem children.

At the request of parents, individual mental ratings were made of pre-school children to determine advisability of placement in kindergarten of children under age.

The number of tests given was as follows:

Pintner-Cunningham to kindergarteners.....	1043
National in the grades.....	409
Binet.....	624
Detroit.....	5
Total number of children tested.....	2081

Two years ago, owing to the change from a two semester school year to a one, many very young children were entering first grade. Before recommending for placement, we wished to be very certain of the mental rating of each child. We, therefore, checked the Pintner-Cunningham group tests with the Binet, which is an individual test. Having this material in hand we thought it would be very interesting and valuable to work out the correlation between the Pintner-Cunningham tests and the Binet tests as given in our own schools and by our own staff. Two students, Miss Dean and Miss Simonson, from the University, who were doing their practice work under the supervision of the guidance staff, undertook the task. Miss Dean, new

a member of our speech correction staff, has just reported the findings, as follows: The coefficient of correlation between the Binet and the Pintner-Cunningham tests is .6388. The probabl error of coefficient is .0280.

Quoting from the final conclusions, "The Binet and Pintner-Cunningham tests correlate, therefore, as highly as do most measures of intelligence. We may conclude that in a large majority of cases the I. Q. found in the Pintner-Cunningham test will hold valid, but that exceptions will be frequent enough to necessitate individual re-testing on any questionable cases."

In 1935-36 we thir^l- it advisable to return to our previous plan, temporarily discontinued for lack of funds, of retesting all fourth grades every year.

Psychiatric Service

Because of the specific allotment of time to this service this year a definite advance has been made in the study and therapy of children socially and emotionally maladjusted.

An increasing number of parents have sought advice regarding the readjustment of their children to the total home and school situation. This is encouraging and helpful.

The staff have had frequent calls from Parent Study groups for leadership. This gives an opportunity to present the mental hygiene view-point in their studies.

A particular contribution of value to this year's work has been the service ren-
dered the guidance staff in the grades through the courtesy of Dr. Mabel Masten, Neuro-psychiatrist of the Wisconsin General Hospital. For several years we have taken a large number of children to Dr. Masten for neurological examination. This year Dr. Masten kindly consented to not only continue to examine children for us, but also to "sit in" at our weekly staff meetings and discuss with us the needs of these children from the medical standpint.

A more adequate interchange of pupil history material between the guidance staff of the grade schools and the guidance directors of the high schools is desirable. The plan is to have all junior high entrances checked during the summer and refer any history material in the files of the central office to the high school guidance directors.

Suggestions for the General Good of Schools

Coaching classes should be established in our large schools as they would help to take care of the educational needs of children with normal intelligence, but special disabilities in academic subjects. The children found to have these defects in smaller schools could be transferred to the schools where such coaching classes existed.

The guidance staff of the grade schools would like to participate actively in the development of school policies. For example, a social record card cannot be complete without the services this department renders to the child. Therefore, on a committee for drafting a cumulative record card, the point of view of the guidance

department should be represented. The staff would like to experience the growth that comes through participation in the development of the total school program.

School for the Deaf

Twenty-five children were enrolled in the School for the Deaf this year. Fifteen of these were resident pupils; ten were non-resident for whom the State paid board and their school districts contributed towards the payment of their tuition.

The school is now equipped with three group hearing aid machines and an audiometer.

The fourth teacher was added to the staff during the year.

The principal feels that the children show a decided gain in speech and language development. She states, also, that there has been a big gain in the understanding of books--as shown by the number of library books read.

The fine cooperation of the principal and teachers in the Doty School is greatly appreciated. They generously permit the deaf children to enter hearing classes. This year four of the deaf children have joined a sixth grade hearing class in arithmetic.

We plan next year to transport the children by taxi which will increase the school hours.

The school is quite well equipped as far as physical planning is concerned.

Our new staff member for next year is a young man--Mr. John Yale, grand-nephew of the late Dr. Carolyn A. Yale, foremost educator of the deaf. Mr. Yale received his training for the deaf at Clarke School, Northampton, Massachusetts.

The year 1934-35 passes with distinct gain, and the hope that with our new equipment and excellent staff of teachers next year's progress will be still more marked.

The Orthopedic School

Ninety-three children received academic training and physio-therapy in the Longfellow Orthopedic School during the year. Forty-nine of these were enrolled in the school; forty-four were enrolled in the regular schools, but received physio-therapy and transportation under the supervision of the Orthopedic School.

The following chart shows the type of disability, number enrolled in the Orthopedic School, and the number in the regular schools.

<u>Disability</u>	<u>No. in Orthopedic School</u>	<u>No. in Regular Schools</u>	<u>Total</u>
Congenital Malformations	2	0	2
Encephalitis	1	1	2
Cerebral Palsy	15	3	18
Infantile Paralysis	15	16	31
Muscular Dystrophy	1	1	2
Cardiac	7	10	17
Hemophilia	0	1	1

(Chart continued)

<u>Disability</u>	<u>No. in Ortho- pedic School</u>	<u>No. in Regular Schools</u>	<u>Total</u>
Arthritis	3	1	4
Perthes Hip	2	0	2
Asthmatic	0	2	2
Osteomyelitis	1	1	2
Osteo Sarchondroma	0	1	1
T. B. Hip	1	2	3
Epilepsy	1	0	1
Burn	0	1	1
Fracture	0	1	1
Flat Feet	0	2	2
Curvature	0	1	1
	49	44	93

The Wisconsin Association for the Disabled have just held a clinic for crippled children in Dane County and vicinity. Quite a number examined in this clinic are expected to enter the Longfellow Orthopedic in September.

Seven pupils from the advanced academic class will enter Junior High next fall.

The primary room has been overcrowded this year. There will be an additional teacher next year.

Some of the chief activities of the year are as follows:

Last summer Mr. Rothschild sponsored a recreation program of two weeks' duration. A cottage on Lake Mendota was secured. Two paid camp directors were in charge of the older children. Mrs Phillips and Mr. Boy volunteered their services for the younger group. The non-resident children were also included with railway and bus fare paid to and from their homes.

A P.T.A. was organized for parents and boarding home mothers. The meetings were social, instructional, and round table or question box in type. Both parents and teachers benefited through the better understanding of their mutual problems.

A Christmas party was given by the Delta Theta Chi sorority which the children greatly enjoyed.

The Shriners came in their cars and took the whole group--teachers and all--to revel in Mardi Gras.

Were it not for the kindness of their many good friends the crippled children would live very secluded lives. These opportunities offered for recreation and social activities are of equal important with intellectual achievement in the development of well-balanced personalities.

The following chart from the physio-therapy division gives interesting results:

Learned to walk alone.....	2	Fitted to artificial leg.....	1
Learned to use cane.....	2	Improved bone condition.....	2
Better use of arms and hands...	3	Braces discarded.....	5
Better use of legs.....	2	Learned to swim alone.....	3
General improvement (marked)...	8	New braces.....	9
Crutches discarded.....	2	Had surgery during year.....	10

For the coming year the physio-therapist suggests:

1. Continuance of the services of the students in physio-therapy from the University of Wisconsin
2. Provide for rhythmic work and for more speech training
3. Continue the use of the I tank
4. Provide special menus for children needing special diet
5. Provide for making photographic records for cases.
6. Provide for summer school in the budget

The changes which are to take place in transportation will greatly facilitate the work of the school next year. With a fleet of taxies the children will reach school earlier and be able to stay later.

Also, the installation of an elevator will make convenient the use of the whole building.

Classes for Mentally Subnormal Children

There were four classes for children mentally handicapped up to the first of January. At that time an additional class was organized. One hundred and two children were enrolled.

Some interesting units of work were developed in both of the rooms for younger children, such as: a farm, community life, circus.

One of the primary classes has started a library of pre-school toys used in developing a reading readiness.

The older primary class at Lowell have made considerable progress in reading.

The two groups of older children who were in Emerson school did departmental work. Special emphasis was put on making them better readers. Manual training and crafts were given three half days a week.

This spring both a Girl's Scout and a Boy's Scout Troop was formed.

In Longfellow the following units of work were developed: I. Trees; II. Health; III. Grocery Store; IV. Nature - Bird Study.

Each pupil attended the following special classes:

Cooking and Courtesy	1 hour
Manual Arts.....	1½ hours
Arts and Crafts.....	1 hour
Sewing - girls only.....	1 hour

The importance of cooperation, fair play, self control and honesty was taught throughout the year.

It is the plan to have two vocational groups next year. The older boys will attend a class organized in East High. The vocational class for girls will be at Emerson.

There will be six classes, if the above arrangements go through.

Speech Correction

Number of speech cases - 438. The speech staff was increased from two and one-half teachers to three this year.

A specific allotment of time for speech work in each building unit has been an advantage. The time given to speech correction was uninterrupted by other work assignments. A number of speech cases were referred for a neurological examination at the Out-patient Clinic, University of Wisconsin Hospital. Several were taken to the Speech Clinic at the University for audiometer tests. Next year we will have the use of the audiometer which has been purchased for our School for the Deaf.

High School Guidance

The high school reports are submitted separately. A brief summary of the guidance contribution to the mental health of the high school pupils is quoted from the West High guidance director, Miss Reinking, as follows:

1. Home Room Activities

Develops leadership, personality, and character
Develops social security for timid personality

2. Individual Counseling

Emotional adjustments

To develop security
To promote goals
To seek out unusual personalities and "shut-ins"
Educational and vocational advice on basis of ability
To prevent discouragement

Failure adjustments

To restore confidence through analysis
To provide program suited to individual
To interpret pupil to teacher and parent

3. Research

Curriculum changes

To make success in high school possible
(special English, mathematics, and history courses)
To fit curriculum to individual
(Mathematics requirements, et cetera, waived)
Reducing failures and withdrawals

4. Relief

Promote and restore personal pride and feeling of equality
with school mates

The department staff feel that the work of the year has progressed, and they look forward to greater achievements next year.

Submitted by

PAULINE B. CAMP

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1934-1935
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

The Orthopedic Hospital School is a unit within the Wisconsin Orthopedic Hospital for Children--a part of the Medical College of the University. The school is under the supervision of the Superintendent of the Madison School System. The school calendar follows that of the Madison Schools, with the exception of the length of the school year. The Hospital School opened September 4 and closed June 23, 1935. Actual teaching began September 6 and closed June 14. The extended time is used for organization and reports, inventories, general summaries, and preparation for the next year, total--181 teaching days and 193 days of service.

The school program coordinates with the hospital routine. Classroom work and bedside work are carried on. There are two classrooms in the school department, to which the children are brought in the morning--primary grades from 9 to 11 and intermediate grades from 9 to 11:30. Senior high school students work in one of the rooms in the afternoon. Bedside teaching is done in the afternoon from 2 to 4 or 4:30 as the enrolment requires. Senior high school work is individual and is carried on in the schoolroom and at bedside from 9 to 11:30 a.m. and from 2 to 4 or 4:30 p.m. At times this work is departmentalized. The group called "Specials" is made up of children from the 6th grade and up who have been out of school from two to six years--children who have left school because of poor transportation facilities, or their handicap would not permit attendance, children who had closed their school career, but with a handicap developing, or encouragement to go on--have decided to return to school and continue their training. Among the latter group we have had a number return to school this year. One boy especially, who has been out of school for five years, has decided he would have better opportunities for a job if he returned to school for further studies. This group needs more time for consultation and guidance than we have been able to give them this year due to large enrolment.

The children live a full day--operations, physical therapy treatments, occupational therapy, academic work, movies, chorus, recreation and social hours. An up patient spends from 2 to 2½ hours in the school room and 1 hour 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 condition.

The enrolment this year was the largest since the school opened. This, probably, is due to the early enrolment in the school department. Formerly, no one was enrolled until after two weeks of residence in the hospital. This year, due to new treatment for contagion, children were enrolled after five days' residence. The enrolment for this year was as follows:

Grade 1.....	29	Grade 7.....	28
" 2.....	22	" 8.....	18
" 3.....	25	" 9.....	26
" 4.....	32	" 10.....	16
" 5.....	18	" 11.....	9
" 6.....	23	" 12.....	5
Special.....	28Total	280

The total of 280 includes only original entrants. Some have returned the second and third time during the year. Each time the enrolment and classification had to be made--thus the grand total was 326. The average length of stay per pupil was 36 days. At the close of the school year there were 40 children present, 27 of whom were promoted here, others had received their promotion from their school, either upon our recommendations or because of credits received here; some were not able to cover all work required because of their disability at present.

There are three regular teachers carrying on the work here. Evelyn Scharf taught grades 1, 2, 3, 4, 5; Charlotte Kohn taught grades 6, 7, 8 and specials, and Clarice Solverson taught grades 9, 10, 11, and 12. Several children's work was departmentalized between Miss Kohn and Miss Solverson and several Specials were taught by Miss Solverson. When Miss Scharf's enrolment was too large, Miss Kohn took the 5th grade pupils. Shifting of work must be done when numbers rise.

The social and spiritual development of the children is as important as the physical and academic. Some of the teachers' time is spent in personal contacts, planning with the child for the future, helping him or her to make friends among the others here, giving him a new outlook on life, bringing out his abilities and personality, etc. Many friendships are made between children here that will be lifelong.

Holiday programs are carried out similar to those given in a regular school. The Christmas program was an original one built up by the children in the schoolroom and in bed. A Birthday parade was planned and carried out in honor of the President's Birthday. This was a parade of carts, wheel chairs, and crutches, decorated by the children and moving through all the corridors for all to see who were not able to partake. It was a grand success and prizes were given to the best decorated cart, wheel chair, and crutches. A school news sheet named "The Bed-Sheet" was edited by the upper classes monthly and distributed among the children as well as an exchange carried on with other Orthopedic schools and hospitals. Movies (educational and feature films) are given once a week. Chorus work is done weekly, harmonica bands are organized, and a primary orchestra was developed. Much opportunity is given to bring out the abilities, originality, and initiative of the children. Several field trips were taken to study nature and Civics-Radio programs are followed and discussed. A Girl Scout group was organized and carried out by Mrs. Rufus Wells, assisted by Miss Desormeaux, and Scout contacts were made with Madison Girl Scouts and leaders. One of the senior girls was made State Scribe to keep contact with those leaving the hospital. Extension work was done with two boys who could not return to a school but wished to go on with their work.

There was quite a bit of isolation this year, due to contagion, as it was rampant throughout the state this winter. Pupils leaving the hospital either enter an Orthopedic School, return to a regular school, or stay at home a certain length of time and then return to the hospital. Some attend Vocational school, others take correspondence work or enter training for a trade or profession under the supervision of the State Rehabilitation Department. All schools in the state accept the credits given at this school.

Our many friends have been kind to us this year. We are grateful to the Young Mothers Circle of the First Congregational Church for favors, books, and magazines; to the Child Welfare Committee of the Madison Woman's Club for books, cards, and

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magazines; to the University Extension Department for material; to the Agricultural College for magazines; to the Girl Scout Directors; to the W. E. A. for books; and to the many individuals who have added to the happiness of the children. We appreciate the cooperation of the Hospital staff and the Superintendent and faculty of the Madison Schools for their help and interest in our efforts, and to the Shriners for their many kindnesses.

Plans for Next Year

All depends upon the enrolment next year. We have no way of telling what grade levels the children will be, nor the number of children we will have in the school department. Our plans will be much the same as this year in set-up and program.

When numbers rise, I hope we may have an assistant, part-time, perhaps, for beginners and first grade. We have not been able to do much for a child who has never been to school, as there was no time to give extra attention.

We plan to continue the news sheet, which proved to be so valuable this year, to have choruses, orchestras, more music, to stimulate hobbies. For movies I wish there were a fund so that we could have the Yale Chronicles of American Photodramas and other features and comedies.

In general, we intend to "keep on keeping on".

Submitted by

CHARLOTTE KOHN

THE MADISON PUBLIC SCHOOLS
Madison - Wisconsin

Annual Report

RECREATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
H C THOMPSON
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
for the School Year 1934-1935
RECREATION DEPARTMENT

The year just past in the field of recreation in Madison found the city broadening out with added recreation facilities as well as an additional budget to carry on a larger program. The Recreation Department of the Board of Education carries a year around program to cover the entire city for all ages outside of the regular school day program. During the year this program was enlarged by the addition of four dramatic leaders and two physical education people through the F.E.R.A. government program. The completion of the 32 tennis courts as well as the erecting of back stops for soft ball and laying out of permanent diamonds were the most noticeable additions of facilities to the athletic program, while the addition of shelter houses, fire places and general improvement of the parks were other fine additions in facilities.

Joint Committee

During this past year a Joint Recreation Committee was formed, with three members of the Board of Education and three of the Park Board, with the Superintendent of Schools and the Secretary of the Park Board serving as ex-officio members. This committee, finding that the budgets of the two boards for recreation were insufficient, made an appeal to the Board of Education. This board appreciated the need and made available \$5000 of which \$2800 was added to the Board of Education recreation budget and \$2200 to the Park Board. The program was then extended to include Madison's first social center at East High School. In addition, coasting and skating facilities were added, as well as employing an assistant to the director of recreation to carry on the winter program. In working on a ten year program it will be possible for the committee to arrange a program for Madison that will be second to none in the country.

Summer Activities

In that this report covers the period from June 15, 1934 to June 15, 1935, the first activities are those of the 1934 summer playground season. The playground program ran for a period of nine weeks from June 15 to August 15 with a staff of 28 people, having three specialists in handcraft, one dramatic specialist, four swimming instructors, and twenty playground leaders. During this period nine senior playgrounds, five junior playgrounds, as well as four swimming beaches, were open, finding an attendance of 276,536 people for this period.

Some of the highlights of the playground program found the children taking part in the huge Pageant conducted by the University Dramatic Department and the Recreation Department in the presentation of "Children of Wisconsin", which was followed by the closing playground Pageant at the end of the season, August 14. The children's Lantern Parade again drew a huge crowd around the Capitol Square, with all playgrounds taking part, while the boys and girls who were interested in track and field competed in the National Radio Track and Field Meet. The City Soft Ball Tournament was again the closing feature of this sport in the city. The handcraft display at Kessenich's caused a great deal of comment in that field. During this period movies were held at different grounds three evenings a week, the attendance ranging

from 500 to 2000, the plays being purchased through the University Extension Division. This gave the public a fine evening's entertainment, along with one-act plays and special programs arranged by the playground leaders. In order to give recreation to the lovers of music, the three high schools held five band concerts, with a good crowd in attendance at each concert.

As part of the swimming program, the instructors taught first aid and life saving as given by the National American Red Cross Association. They added 21 examiners to the Madison territory, as well as giving 43 first aid certificates. Following the instruction in swimming the instructors tried to have the individuals pass the American Red Cross tests, with 226 beginners, 162 swimmers, 42 juniors, and 54 seniors completing the tests. Competition between the beaches was held every Friday, with the City Championship held at the close of the season.

The baseball program of the city found six amateur hard ball teams in the senior division completing their schedule which was started in the spring, while seven intermediate boys' teams played a complete schedule, as did the Junior American Legion League, following the completion of the American Legion League which was through by the 20th of June. A ten-team Junior Recreation Circuit was started and completed a four-round of play.

Tennis

The 1934 Tennis Tournament for all divisions found 87 competing, with Willard Stafford winning the Junior boys as well as the men's singles title. Champions in Junior women's and Senior women's, both singles and doubles, as well as in men's, were decided. This tournament was the first to be held at Tenney Park on the new courts.

Golf

Industrial Golf--The Industrial Golf League was again formed with ten teams taking part, playing with a 6-men team, matches played on Saturdays. The league was this year won by the Madison Gas and Electric Company.

Municipal Golf Tournament--In order to give the men who are not members of a private golf club an opportunity to compete in a tournament, the Municipal Golf Tournament was again held with 28 entrants, the tournament being won by Paul Wohlford.

Picnic Kit Service

A service which the department has carried for a number of years is the Picnic Kit Service in which many organizations, church clubs, etc. may ask for balls, bats, horseshoes, volley balls or any equipment that the department has which may be used in carrying on a good program for their picnic. This service has increased each year so that at the present time practically every picnic that is held by any organization in Madison uses this service which is free.

Touch Football

The men of the West side organized an 8 team Touch Softball League which played all games at Barry playground, completing a one-round schedule.

Soccer

An attempt was made to organize a Madison Soccer League, but it was found that only enough men for three teams were available in the city. A schedule was arranged with games being played at Burr Jones Field. Four Sunday games were played, with the league disbanded at the end of that time. Oscar Mayer's team carried on games the remainder of the season.

Soft Ball - 1934

The Madison soft ball season again found a great deal of interest displayed in this sport with the St. James church team winning out in the city tournament in which 23 teams competed, represented by the many men's leagues who played through a league season. St. James represented Madison at the State Soft Ball Meet conducted by the Wisconsin Municipal Recreation Association which was held at Sheboygan. The leagues, number of teams and games played, follows:

East Major - 8 teams played 16 games (Security State Bank won)
East Minor - 10 teams played 3 games (Town Club won)
West Major - 8 teams played 16 games (Bowman Dairy won)
West Minor - 10 teams played 15 games (Zirkel's Grocery won)
Commercial - 6 teams played 11 games (State Journal won)
Industrial - 6 teams played 10 games (Ray O Vac won)
West Senior - 6 teams played 10 games
East Senior - 8 teams played 12 games
East Merchants Juniors - 8 teams played 10 games
West Merchants Juniors - 10 teams played 13 games
West Intermediate - 4 teams played 12 games
East Intermediate - 6 teams played 10 games
West Junior - 4 teams played 12 games
East Junior - 10 teams played 17 games
West Midget - 4 teams played 12 games
East Midget - 5 teams played 10 games
East Flyweight - 5 teams played 10 games
West Flyweight - 4 teams played 12 games

The Winter Program

Opening the basketball season the first of November 30 men's basketball teams played a total of 279 games, the teams being divided into 5 leagues according to strength. The Major League was won by Kennedy Dairy, the Minor A by Gerretson Radio, the Minor AA by Cardinal AC, the Minor AAA by Branton Drugs, the Minor AAAA by Young Men's Club. Following the regular league season a Major and Minor elimination tournament was held with ten teams in the Major divisions and 24 teams taking part in the Minor division, the former being won by Kennedy Dairy and the latter by the Wisconsin General Hospital. The fourth annual spring recreation boys' basketball tournament was held for the three divisions--older boys, intermediates, and juniors, 34 teams taking part.

Basketball was also played by the women with four teams having a league playing a two-round series at East High School.

Gym classes for men and women were held at Lowell, Emerson, Lincoln, West, Randall, Longfellow, and Franklin once a week from October through April with attendance of 3,236. Following the completion of the league program all women's classes held a tournament in all activities with representative teams from each center taking part.

Buchre

The cuckre was divided into two parts, the first being an organization of 12 teams each playing a one-round schedule of 11 games, followed by a league composed of a ten-men team which played one round. The season was closed with a banquet and dance sponsored by the league.

Cribbage

During the season the men interested in cribbage formed a league of 6 teams with 6 men playing on a team, all games being played at Labor Temple. Following the league schedule an individual tournament was held with Robert McBride winning the city championship.

Table Tennis

The game of table tennis is becoming very popular in Madison with 8 industrial plants forming a table tennis league, playing matches with 15 members on a team. The championship was won this year by the Madison Gas and Electric Company. At the close of the league season a Madison open table tennis tournament for men and women was held at Lincoln school with W. P. Coleman winning the men's title and Alma Bell the women's honors.

Recreation Dances

During the period from October to the middle of December, the Recreation Department held six old-time dances at Lowell and five at West High School, while the period from October 19 to February 23 found ten young folks dances being held with a total attendance of 2,990.

Social Program

The additional budget received by the Joint Recreation Committee from the Board of Estimates made it possible to open Madison's first social center at East High School. Through a survey conducted by the Recreation Department it was decided that interest was shown in instruction for social dancing, tap dancing and a general game room program. This program was held each Friday evening with an average attendance in social dancing of 139, tap dancing 31, and game room 110. This program was open to all young folks of Junior and Senior high school age between the hours of 7:30 and 9:30. On Saturday evenings from 8:30 to 11:30 a young folks dance was held with a charge of ten cents to the individual for the evening. This dance was open to all young folks from the ages of 16 to 22, with a splendid turnout.

Outdoor Winter Program

With the addition of a full-time worker for three months during the winter the Department of Recreation carried on as full a program as was possible with the

facilities available. Skating races were held each Sunday starting December 17 and finishing with the Winter Frolic on February 9th. Competition was arranged in all age divisions for both boys and girls in the city championship contest held January 20. The department cooperated in running off the events for the Girl Scouts first winter frolic as well as the Boy Scouts championships and the grade school skating championships. Although the majority of Sunday racing was done at Vilas, four programs were held at Tenney, with one at Marquette.

Coasting

The coasting problem of Madison is a very acute one. Through the cooperation of the Public Service Commission, Lakeland Avenue was blocked off for the winter, making a fine coasting hill for the children of that section. The Board of Education built a slide in back of the Lincoln school coasting off onto the lake which helped a great deal to solve the problem in that territory, while the Park Commission built a slide in Tenney and Vilas Parks for small sleds. This, although helping in a small way, far from meets the need of Madison.

Winter Frolic

The Madison Winter Frolic which was held on February 9 showed that all Madisonians were interested in all outdoor sports. A program of races, hockey, fancy skating, curling, and coasting was held. The game of ice basketball was played with a great deal of enthusiasm shown, with the possibility of the department staging an ice basketball league during the coming year. Music was supplied through a loud speaker with a great deal of interest shown by the skaters, especially the social skating to the waltz music. The ice palace gave the frolic an added tinge of festivity, while the Zor German Band kept the spirit moving at a fast clip. The Madison Park Commission is to be commended on the splendid condition in which they kept the ice and the facilities for this frolic.

Ice Boating

The Junior Ice Boat Club which was formed by the Recreation Department held three Sunday races with 26 boats competing. In that all the boys were of high school age a high school championship race was held, with Salisbury of West High winning Madison's first Junior Ice Boat Race for high schools.

F. E. R. A.

The Recreation Department extended its program of service in dramatics for the first time when it was possible to arrange for four dramatic instructors through F. E. R. A. Notices were sent to all churches and organizations of the city telling them that an instructor in dramatics would be furnished upon request to help in presenting any plays which their organization would like to put on. The instructors helped in the presentation of 52 plays during the winter and spring months, while one member helped with the organization of the Madison Little Theatre movement. Two men from the F. E. R. A. program helped with physical education classes and basketball programs. It is hoped that the department may be able to carry on the same service during the coming years with additions as requests are made.

Tennis

The opening of 32 tennis courts in the spring found it advisable to have caretakers and special rules of play. The rules as adopted by the Joint Recreation Committee were considered to be the best of any so far received by the National Recreation Association. They therefore sent the first tennis court rules to all cities in the recreation field. To date, the arrangement of caretakers at each set of courts has worked out very well. However, the amount of revenue from reserved courts is far from expectations. This does not mean that the players were not playing, however. It does mean that they were waiting their turn instead of paying for a definite period of play.

Capital Times Marble Tournament

Each spring the Capital Times with the cooperation of the Recreation Department sponsors a marble tournament for all boys and girls fourteen years and under, the winner to represent Madison at the National Tournament. This year the meet was held at Lake Geneva with Madison's entry competing. In the play-off 29 schools of Madison entered 1,100 boys, with the finals being held at Breeze Stevens Field.

During the spring months soft ball leagues in all divisions were started with a six team amateur hard ball circuit, a junior American League of five teams, as well as a cub league of ten.

Recommendations

The general recommendations as presented in the survey by the special Recreation Committee for the whole program are needs that should be met within the very near future if Madison is to progress in the field of recreation. The recommendations are as follows:

1. The Committee are of the opinion that it would be profitable for the city to buy a dredge whereby some of these improvements could be made.
2. It is recommended that lights be provided for all playgrounds where possible, so that facilities and equipment may be used at night by the adult groups, particularly tennis courts, horseshoe courts, soft ball diamonds; and two-way lights at all beaches.
3. The Committee hope that in the near future all school grounds and playground areas to be provided with complete playground equipment.
4. Plenty of sand to enlarge present beaches.
5. Provide opportunity to check belongings at beaches.
6. Plan of recreation opportunities should reach all age levels.
7. Grade up vacant lots over city for small children's playgrounds.
8. Check with Water Department to open hydrants to supply drinking water at all playgrounds.

7.

9. Due to Madison's situation making possible the various water sports, we believe that more should be done to develop the yacht club in our city; and that Municipal boat houses should be erected on shores of Madison's three lakes.
10. In this connection great possibilities are seen in the development of the bay beyond the Willows into a harbor for boating, bathing, etc. The Committee find that the Willows is the most extensively used beach in the city and has the poorest facilities. If the bay were properly developed, the whole swimming center would be transferred to the bay.
11. That the County be urged to develop Warner Beach (beyond Maple Bluff).
12. That more bridle paths be made.
13. Safe facilities for coasting should be provided for Madison's children.
14. Our observation has shown us that there is a paramount need for a recreation center in Brahms addition (Hell's Half Acre), south; Findlay Park, west; Oscar Mayer and Gallagher Plats, east; to curb the growing delinquency found there. Either the purchase of more ground or the filling of marsh areas could meet this need.
15. The Committee heartily endorse the plan of the National Congress of Parents and Teachers for the showing of proper movies for our children, to be provided by the city in our schools or civic centers.
16. The Committee recommend that the Council give further consideration to the construction of a civic auditorium, thereby providing a place for movies for children, dramatics and music development. In this building could be placed a natatorium, which is badly needed in Madison. It is regrettable that the plans for our two new high schools did not include swimming pools.
17. Purchase of vacant property across Dayton Street from Emerson School for playground use.
18. It is recommended that complete shelter houses be provided on all playground areas.
19. That basketball backstops be provided on all park and playground areas.
20. It is recommended that a woman attendant be stationed in Breese Stevens Field rest room.
21. It is recommended that a woman assistant be employed on the recreation staff.
22. That the Joint Recreation Committee be enlarged to include the Chairman of the Finance Committee of the Common Council and 4 members at large.
23. That Bassett Street be closed at the railroad right-of-way and that the road in the park between Bassett and Bedford be removed.
24. The Special Recreation Committee recommend that the Joint Committee immediately set up a progressive program to cover a five-year period, embracing the above recommendations.

In closing I wish to thank the Board of Education, the Superintendent of Schools, Park Commission, and all organizations and citizens who have cooperated with the department in carrying out this program.

Submitted by

H. C. THOMPSON

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
ART DEPARTMENT

Presented to the Board of Education
by the Supervisor
LUCY IRENE HUCK
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
ART DEPARTMENT

I. Introduction

We do not set up exact standards of achievement in art for each grade or school since this would make the work stereotyped and restrict it to prescribed subject matter. The work is motivated, rather, by the school and home interests of the child and the material suitable for his age level. His personal equipment is respected and growth is considered in relation to his own achievements. (It has been found that much harm is done to the release of honest child expression by unfortunate remarks of older people and by the thoughtless imposition of adult standards.) Although in every group there are some children with ability in drawing and painting form, others who possess unusual sensitivity in using color and still others who find their greatest success with three dimensional materials, these are few in number compared with those who lack talent but accomplish creditable work deriving great pleasure from their art expression. We therefore work for the following as minimum essentials for all age levels and abilities:

- a. individual growth in power to utilize art materials and processes,
- b. increased awareness of art quality, c. realization of the liberating, enriching influences of art in life.

II. Summary of Year's Work

Elementary

In the elementary grades the organization of the units of social studies has stimulated the art work, for children produce more spirited results when they work on a subject which is of interest to them. These expressions were individual or group and gave experience in paint, chalk, crayon, clay, wood, yarn and cloth. Blocks were cut from the children's work to decorate the covers of the social studies units which were sent out by the Curriculum Department. In the elementary schools where an art room is provided it has been made a place where the child could come to work out his ideas of waterclocks, telescopes, time-tables, etc., and where unfinished work could be safely left until he next returned. In the schools where no special room is provided large friezes and scenery were made on the floor or in the halls but less construction work was accomplished. Special mention should be made of the fine Better Homes posters made in the sixth grade at Hawthorne. The most outstanding project attempted by any group was the decorating of a wall 34' x 8 $\frac{1}{2}$ ' in the auditorium at Randall. Sketches were made for it by every boy and girl in the four sixth grade classes. From these sketches the subject, portrayal of characters in stories known and loved by all, for the composition was determined. Those whose work showed them best able to carry it out were asked to incorporate the individual ideas on paper the size of the wall. This was cut up and drawings of figures, flowers, etc., traced on the wall. Needed changes developed, of course, and these were made free-hand on the wall by children perched high on ladders. Wax and pastel crayons used on the painted surface of the wall proved an excellent medium.

for this mural. The highly satisfactory result is due to the ability and work of the group and the vision of the art teacher and principal.

There has been more enthusiasm for the art work in the sixth, seventh, and eighth grades at Lincoln and Franklin with the art teacher there a longer time to study them and their needs. A boy at Lincoln won the city and district prize and a girl at Franklin received honorable mention in the Helen Mears contest.

Junior-Senior

In the junior art classes more satisfactory work was done with the numbers reduced to the room capacity. Their enthusiastic results contributed settings for school plays, posters for these and other school activities and many individual art and craft problems in clay, wood, soap, plaster, cloth, leather and metal. In the senior art classes this year the results produced by those who have elected art throughout their junior and senior years show an advanced level over previous years. More members of this group composed the advanced art and art metal classes. The exhibit of the Art Angle at West, the posters at East, the panel decorations of the art room at Central, were evidence of decided growth in the art expression of many students. In all three schools the work has been enriched through response to the American Red Cross for memo covers, place cards and tray favors for the American Red Cross, cartoons and posters for American Education Week, cover designs for the Superintendent's Annual Report and other worth while services. Honors and prizes were won by students at West in contests promoted by the Strathmore Paper Company and the Rock River Safety Conference. At East the students turned out the best posters yet submitted by any group in the Better Homes Contest promoted by the East Side Business Men's Association.

At Central posters were made by the silk screen process to advertise the "Red Mill". This not only introduced to the class a method used in commercial advertising, but gave seventy-five posters at a cost of five cents each to advertise the play. This method would seem advisable to advertise all big school ventures of this kind.

Radio Broadcasts

Six broadcasts were given by the supervisor over WHA to children of the elementary grades. The purpose was to help children gain enjoyment from works of art created by others and stimulate them to express their own ideas in crayon, chalk, paint and clay.

Conferences

Two art conferences were held for elementary teachers. One on clay modeling at West High School in November where boys and girls in the junior and senior ceramics classes demonstrated various phases of the work. Miss Jean Sabo invited all present to model animals and figures in the moist clay which she passed out. The suggestions which she offered were most helpful and much interest was expressed in the meeting. In April Miss Ruth Shaw, the originator of finger painting, gave a demonstration of this medium. Her personality and philosophy of education met enthusiastic response from

the large audience assembled in the Longfellow auditorium. Before her talk, Miss Shaw worked in the art room with a small group of children recruited from all grades in the school. They were delighted with the introduction to a new medium and produced some interesting results.

III. Future Plans

We hope to continue to build the teaching for art from the kindergarten through the senior high upon the child's interest and needs, using suitable materials for his age level and making due allowance for individual variations. Consideration will be given to strengthening the work in the small elementary school. To do this the art teacher must become a more important part of these organizations. It is planned, therefore, to assign an art teacher to two or three buildings only, so that she can give a greater service. An increase of one teacher will be necessary to do this. At Franklin school it seems advisable to increase the art to full time. This community needs the service. The high school classes will be encouraged to turn their attention toward plans and execution of suitable mural decorations for the schools. An exchange of exhibits between schools will also be encouraged. A survey of needs for reorganizing the senior art courses will be undertaken.

Submitted by

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HEALTH EDUCATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
FANNIE M. STEEVE
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
HEALTH EDUCATION DEPARTMENT

The members of the physical education department this year as in former years have endeavored to give to all students a well-balanced program and correlated insofar as possible with the other school work. We have kept in mind the fact that while physical education is valuable for "teaching the proper use of leisure time" it is one of the most valuable of school activities even if there were no leisure time to be considered.

Early in October at a meeting of the men instructors in the high schools it was decided to make the program of work as nearly uniform as possible and to divide the time allotted to physical education as follows:

Three periods per week. Each period sixty minutes in duration.
One hour each week formal work, that is, calisthenics, tactics and marching, and group correctives.

One hour each week to games of low organization, first aid and health discussions.

One hour each week to game skills, team games and seasonal activities. The girls' program is also as nearly uniform as the different conditions in the several schools will allow.

In the high schools the program offered the past year was:

Boys

Calisthenics, marching, tactics
Light apparatus work
Group correctives
Stunts and tumbling
Boxing and simple wrestling
Game skills
Football
Touch football
Soccer ball
Speed ball
Basketball
Ice hockey
Horseshoes
Volley ball
Baseball
Hand ball
Tennis
Golf
Track and Field
Social dancing

Girls

Calisthenics, marching, tactics
Light apparatus work
Group and individual correctives
Stunts and tumbling
Game skills
Soccer baseball
Basketball
Volley ball
Baseball
Hand ball
Field hockey
Tennis
Track and Field
Horseshoes
Folk dancing
Tap and Clog dancing
Social dancing
Interpretive dancing

In the grades the program was:

Boys

Calisthenics
Marching and tactics
Stunts and tumbling
Boxing (simple)
Games of low organization
Soccer ball
Touch football
Basketball (modified rules)
Volley ball
Track and Field
Folk dancing

Girls

Calisthenics
Marching and tactics
Games of low organization
Singing games
Rhythm
Game skills
Soccer baseball
Volley ball
Baseball
Track and Field
Folk dancing
Tap dancing
Social dancing

As in former years the intramural program was stressed in both girls' and boys' departments. All students who upon examination were found physically fit participated in some activity. Those who were found unfit to take part in games were given work as squad leaders, team managers, umpires or score keepers. In this way they earned their credits.

The addition of the tennis courts to East and West high schools gave a fine opportunity to teach the game out of doors. Heretofore, tennis lessons have been given indoors which is a disadvantage to the pupils. Both boys and girls were very enthusiastic over this sport.

Very good results were obtained this year in our corrective classes. Each year renewed interest is shown in the corrective work, especially by the girls. The pupils are examined to detect any remedial postural defect or weakness, and any foot defects. Points toward a letter or chevron are given for improvement in the above. The felt letters when purchased ready-made are prohibitive in price so we bought the felt from local stores, had them cut out by one of the teachers of handcraft and hired them stitched by a girl employed by the Singer Sewing Machine Company. In this way our letters cost us about seven cents each as compared to fifteen cents for the ready-made ones.

We started boys' intramurals in the grades this year at Lowell, Emerson, Randall, Lincoln, Nakoma and Franklin. These were very successful and popular. In basketball there were thirty-five teams, in baseball twenty teams.

In the intraschool leagues there were 574 boys of the fifth and sixth grades participating in soccer, 773 in basketball, 688 in baseball, and 325 in track and field.

Boys and girls classes in the fifth and sixth grades have been combined frequently and folk and social dances were taught. We find that this is a very good way of teaching courtesy. It also prepares the pupils of the sixth grade for their social contacts in junior high school.

A social dancing class for boys and girls of grades seven and eight was organized at Franklin school with an attendance of fifty. The class was held on Tuesdays from 3:30 to 5:00.

The Physical Education Club met monthly for dinner. Some interesting and worthwhile discussions were held. Outside speakers were invited in to discuss with us some of the problems with which we are frequently faced. Dr. Kurtz of the Wisconsin General Hospital, a heart specialist, gave us a very fine talk on "Hearts in the Gymnasium Classes". Dr. Denniston of the University of Wisconsin gave a talk and demonstration on "What is New and Practical in First Aid". Both of the above speakers gave us so much valuable information and suggestion that we plan to ask them to be with us frequently next year.

The eye testing program was handicapped this year due to the lack of time on the part of the person who tested. However, all schools not tested last year and all referred cases were tested. This made a list of more than 2000 children. An effort was made to get the testing done as early in the year as possible. Many children were found to have defective vision. Some of these were taken to oculists at once by the parents, others were helped by the board of health. There are still many who should have immediate care.

The work in testing for hearing defects has not been very satisfactory. It is impossible to test primary children with the audiometer borrowed from the Vocational school because the children cannot write what they hear. It is necessary, therefore, to use the watch or whisper test which requires an absolutely quiet room. The amount of time which must be given to an individual test slows up the work and that means a very few tests made each day.

The Boy Patrols in all schools have done excellent work this year. Our school accidents have been few and much of the credit should go to the boys. Because of so much going on in all schools our annual review was omitted. The boys were given a "wiener roast" in September by the P. T. A. and were treated to a show at the Orpheum in June. This last was through the courtesy of the American Automobile Association and Mr. Flannery of the Orpheum.

The past year in the three nutrition centers there were 204 different children enrolled. Of the above 97 were T. B. contacts, 15 were cardiac cases and the remainder were classified under suspected chorea, nervous, undernourished, low resistance, "not strong after an illness", and the majority of these last were given rest only and many were dismissed after a few weeks' care.

The children enrolled in the centers were given dental care early in the year. At the final examinations given by physicians some of the children showed decided improvement, some had gained slightly and a few showed no perceptible change in condition. The examinations were not completed so it is difficult to report as to exact numbers.

Plans for the coming year include the following:

1. The members of the staff will make a special effort to keep in touch with the unit work done in the elementary grades in order to more efficiently correlate our work with that of other branches of study.

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Annual Report of Nutrition Centers

June, 1935

	Emerson		Longfellow		Lowell		Grand Total	
Total food costs for year	1538.87		1200.62		917.52		3657.01	
Total other costs for year	204.55		193.95		267.61		666.11	
Total enrolment for year	Boys 28	Girls 33	Boys 22	Girls 19	Boys 28	Girls 30	Boys 78	Girls 82
Total Dismissals	5	5	5	3	6	3	16	11
Total gains	195.25	216.25	123.25	106.75	137.5	141.5	456	464.5
Average gain not incl. dismissals	8.49	7.72	7.25	6.67	6.25	5.24	7.35	6.54
Total number of mid-day lunches served	11,840		16,635		8,451		36,926	
Total number of mid-session lun- ches served	14,986		65		6,699		21,750	

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

For the School Year 1934-1935
DEPARTMENT OF DENTAL HYGIENE

The accompanying statistical report shows that 2968 indigent school children were given dental care in the school clinics during the school term. However, 80% of these children were still in need of further attention when the clinics closed on July 1st. Although four dentists devoted nine half days per week to the school clinics and handled an average of fifteen children each per half day, the pressure of work has become so enormous that the clinics would have to be expanded very greatly to put all these children's teeth in 100% repair.

The only source of satisfaction is the fact that no child was forced to sit in school with a toothache. Children were freed of abcesses, mouth ailments, and toothaches.

The statistical report shows that there were exactly the same number of teeth filled as were extracted. This is due to the large number of deciduous teeth (baby teeth) as well as permanent teeth extracted. 1014 six-year molars were filled as compared with 646 six-year molars extracted. The number of six-year molars extracted is still too large and it is the aim of the clinics to cut down this six-year molar devastation as quickly as possible. So much time in the clinics is, by necessity, used up in giving emergency treatments that the time allotted for filling is materially cut down. The plan of having separate days for extractions and separate days for fillings and treatments has helped a great deal.

Trench Mouth

The clinics were of great assistance in controlling the spread of trench mouth. 90 cases were treated and in each case the patient was instructed to return to the clinic each morning for treatment until the disease was checked. Explicit instructions for home treatment were given, and patients were ordered not to use the drinking fountains, or use the cafeteria dishes in the schools.

Pyorrhea

148 pyorrhea cases were treated and the patients were given instructions in mouth hygiene so as to prevent a recurrence.

Consultations

464 consultations were held with parents whose children needed specialized dental attention. Those consultations included children who needed orthodontia, x-rays for impacted teeth, supernumerary growths, and other mouth irregularities. Parents were grateful for the advice and in many cases through the aid of the county welfare departments, or by their own efforts, these specialized corrections and treatments were given by private dentists. At East High, one girl used her Stein scholarship for specialized dental work which could not be given in the school clinics.

Prophylaxis

We regret that the number of cleanings is only 145. It might better have been 3000, but the load carried by the clinics has been so great that no time was left for prophylactic care. However, in order to be of greatest help in the permanent care of teeth, more cleaning should be done. There is no more lasting piece of dental education than that derived by a child which has had its teeth cleaned. Once it feels the joy of smooth, clean, shiny teeth it puts forth more effort to keep them that way. It gives the dental hygienist her very best opportunity to give individual instruction in dental hygiene. The child is usually most impressed with the advice given during such a cleaning session. As soon as it is financially possible, it would be highly profitable for the Board to employ another assistant for the clinic, leaving the hygienist free to work in the schools, do the prophylactic work, and spend some time urging those parents who can afford it, to send their children to their family dentists. Annual examination reveals the fact that many children who have family dentists are not being sent, and their mouths are in very poor condition.

Suggested Procedure for 1935-1936

It has been the custom until now to reappoint children to the dental clinics until all their work is completed and their teeth put into 100% state of repair. This procedure was followed on the theory that once a child's teeth have been put into perfect repair it would not reappear at the clinic for another year or two at least. (576 children were so handled in 1934-1935.) However, this theory does not work out in practice with indigent children. Many of them need some additional attention within a few months and the majority of them apply to the school nurses for further attention before the school year is ended.

The result is merely that out of 2900 children treated at the clinics (1934-35), 576 have received dental care entirely out of proportion to the care given the other 2400 children. The procedure is, therefore, unsatisfactory for the following reasons:

1. It is unfair to 2400 out of 2900 children.
2. It clutters up the clinics with reappointed children to the exclusion of other children who need attention urgently but not yet emergencies.
3. Only serious emergency cases can be squeezed in between reappointment cases, and they do not receive proper emergency care.
4. It would probably relieve the enormous overload of the clinics (25 to 30 children per dentist per record).

The following suggested revised procedure is, therefore, recommended for 1935-1936:

1. Indigent parents and children should be told that the clinic's capacity is too small to do all the desirable dental work for all indigent children, that only the emergency work can be done, in order to treat all indigent children alike.
2. The first children sent to the clinics by the school nurses in fall should have only the pain-giving teeth filled or extracted, if necessary. They should not be reappointed for any further repair until another emergency arises.
3. Each nurse should be permitted to send only emergency cases (toothache) until otherwise notified.

4. In addition to emergency cases each school should be permitted to send but one dental repair per day to her clinic until otherwise notified.

By this plan in the first two or three months more children will receive the most imperative care and no children will be unduly favored or discriminated against.

As soon as circumstances warrant, the clinics can begin reappointing children for further attention, but not until all indigents have received emergency care.

Naturally, this plan should not apply to nutrition center children, because complete dental repair is paramount for them for nutrition purposes.

Mothers' Pension Work

There has been tremendous improvement since the county adult dental clinic was separated from the children's clinic. However, the Dane County Mothers' Pension department has not yet sent its patients elsewhere. It has become imperative that the school clinic be relieved of this burden. The dental budget bears the expense of the materials used, because the money received from the county goes directly into the general fund of the city. Furthermore, because of the new set of dental prices adopted for relief recipients, Mothers' Pension patients should come under the same code. They should be sent to their family dentists who in turn would be paid by the county. It is urged that steps be taken to change the present procedure.

The Board of Health clinics maintained at 311 State Street are to be moved to new quarters in the old Jackson Clinic on North Hamilton Street. In these new quarters, facilities for use exclusively by the dental clinic are being installed. Many improvements are being made which will make it possible to carry on with a higher degree of sanitation and efficiency. Much credit is due Dr. D. P. Wheeler, who, as a member of the Board of Health, is keeping a sympathetic eye on the building proceedings, and is giving personal supervision to the installation of the dental clinic.

A typewriter for the exclusive use of the dental division is urgently needed. At present the division is forced to impose upon the secretaries of the Board of Health whose typewriters cannot easily be spared for the length of time necessary to prepare cards and long monthly statistical reports. It is very important that detailed reports be kept in order that they may always be available.

The dental division expresses its sincerest appreciation to the Superintendents and principals for their sympathetic cooperation in making it possible for needy children to receive dental attention during school time.

Appreciation is also due Dr. Bowman for managing to secure the necessary supplies and materials in face of a reduced budget.

To the Board of Health, the Board of Education, and the Vocational Board of Education appreciation and praise are given that during this depression they have consistently kept up the standard of the dental clinics, thereby protecting the dental health of those children unable to care for themselves.

Submitted by

ESTHER HAAS

STATISTICAL SUMMARY OF DENTAL HYGIENE PROGRAM

Total Number of Children Examined - - - - -	4563
Total Number of Children Treated - - - - -	2968
Total Number of Sittings - - - - -	4355
Total Number of Teeth Extracted - - - - -	2227
Total Number of Teeth Filled - - - - -	2227
Total Number of Consultations - - - - -	464
Total Number of Treatments for Toothaches - - - - -	500
Total Number of Treatments for Abscesses - - - - -	180
Total Number of Post-Operative Treatments - - - - -	18
Total Number of Prophylactic Treatments - - - - -	145
Total Number of Six-Year Molars Filled - - - - -	1014
Total Number of Six-Year Molars Extracted - - - - -	646
Total Number of Trench Mouth Treatments - - - - -	90
Total Number of Pyorrhea Treatments - - - - -	148
Total Number of Mouths put in 100% Dental Repair - - -	576

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HOME ECONOMICS DEPARTMENT

Presented to the Board of Education
by the Supervisor
LORETTA M REILLY
June 1935

The average cost per pupil for food

In the classes in foods and nutrition during the past year, the average cost per pupil per lesson for food is as follows:

East junior-senior high	.012	Nakoma	.020
Central " "	.015+	Longfellow	.019
West senior high	.010	Franklin	.019
West junior high	.015+	Lincoln	.013+

We make adjustments to meet emergency

Because home economics is young and growing it is changing and therefore flexible. Many adjustments have been made to better meet the unusual needs of the present emergency. As during the past five years emphasis in all foods and nutrition courses has been continued on the minimum adequate diet. The Dane County food budget was used. In addition, a study has been made for a family of 5 at four levels of cost and content.

Feeding experiments among outstanding achievements

To further vitalize subject matter in nutrition animal feeding experiments were conducted over a period of six to eight weeks in each of the senior high schools. Teachers mention this study among the outstanding achievements.

Interest increasing

Interest in home-made clothing is increasing for the enrolment in clothing and textile courses. Emphasis here is placed upon the purchase of textiles. It is believed that students have increased in knowledge that will make them wiser consumers. The need for this information is increasingly important because of practices of unscrupulous manufacturers. Competition for business is so keen and fraud is so prevalent that we must be the possessors of much information of we are to be protected. So we have aimed to make girls consumer-conscious. We think we have succeeded to an appreciable degree.

Problems chosen on basis of needs

In the high schools, problems for construction by pupils are chosen on the basis of need. And the need is based upon inventory of present wardrobe and what one does. So upon a visit to any clothing and textile class one finds many kinds of garments under construction. In one school girls made their promotion day dresses.

The most popular units

Considerable interest is evidenced in the child care and training units offered in the 8th, 9th and 11th years. Without doubt these are the units most popular and most successfully pursued. Out of these experiences has come word that many girls are able to secure employment caring for children during the summer.

Some units not successful

Some short units of work pursued through clubs are not so successful because of time allotted. It is recommended that Boys Chef Clubs be dropped unless more time can be devoted. This activity should have at least one hour per meeting.

Boys showing interest

It might be further advised that since boys are showing an interest in nutrition courses, those boys who may be recommended on their school citizenship be permitted to take work in foods and nutrition and that they be assigned to regular classes with girls.

We are exploited

Costume-making continues to be an unwelcomed activity thrust upon sewing classes. Teachers feel students are exploited. When classwork is absolutely disrupted and laid aside to do something which has no claim as being educative, and which does tear down and confuse students on standards of workmanship, both students and teachers are the victims of exploitation. One teacher reports working on costumes for eleven different activities. This same teacher remarks, "I'd like to teach without so many interruptions."

We recommend a school costume-maker

The home economics staff is unanimous in recommending the employment of a school dressmaker and setting her up in a service room to take care of school pageantry.

Assist with school services

Home economics teachers and students have assisted with many school services. A club was financed in part by yarn dolls made for sale. A chairmanship for Education Week was handled resulting in a total of 375 visitors. A visitors day for parents was sponsored by and for the East junior high home economics department and succeeded in entertaining a hundred parents throughout the day. A high school girls club social chairman and the chairman of ways and means committee were the contribution of two high school teachers. In one high school home economics students assisted in the decoration of four rooms. In another school the traffic club and faculty groups were entertained in order that girls might be given experiences in hospitality. For the same reason the board of education was entertained upon two occasions by a senior high group. For an alumni reunion a historic costume review was planned. In all schools the home economics department assisted with the hospitality usually extended to the P.T.A.

The school cafeteria service

The cafeterias continue to serve. West High cafeteria reports servicing 30 different school functions during the past school year. The program for West follows:

Dinners, banquets, refreshments served by West High cafeteria, 1934-1935

Name	Date	Number	Cost
City Teachers dinner	Nov. 19	268	.50
Bridge club-faculty	Nov. 26	23	.50
Junior High faculty	Dec. 5	30	.50
Senior banquet	Jan. 25	81	.50
Jr. H. English class	Feb. 21	48	.25
Jr. H. English class	Feb. 27	53	.25
Minstrel show play cast	Mar. 8	110	.35
City teachers dinner	Mar. 13	368	.60
Father and sons	Mar. 19	280	.40
HL club	Apr. 11	35	.40

(West High cafeteria service, continued)

Home Ec. clubs	May 4	40	.20
Hi-Y and mothers	May 7	35	.50
Mother and daughters	May 9	323	2 for .75
"A Lunch" dinner	May 14	223	.25
Press club	May 23	30	.35
Kehl dancers	May 25	75	.25
Ushers club	May 27	25	.35
Civic club	June 5	50	.35
Senior banquet	June 14	200	.50

P. T. A. Refreshments about 6 times

School party refreshments - night - 5 or 6 times

East High cafeteria reports servicing 42 school functions during year 1934-1935:

Football boys' banquet - 175 people

Formal tea - honor of Miss Taylor - 100 people

Honor Society tea for Alumni

Madison Teachers' Association Dinner - 240 people

Senior High Halloween party

Luncheon Football boys (played Central)

Christmas party for Senior High School Assembly (1500 popcorn balls)

Junior High faculty tea

9th grade matinee party

Guest Day Education Week - Nov. 9 - tea for 400

Senior class dinner, January 1935

Junior Council banquet, January 18

P.T.A. Refreshments (500 cakes and coffee)

Buchre banquet - 275 people

Junior and senior banquet - 340 people

Girl Scout - Father and daughter banquet - 500 people

Help with serving National Orchestra Convention - 2000 people

Honor Society spring tea

Latin Club picnic - 90 people

Press Club banquet - 90 people

Senior class banquet - June 1935 - 225 people

Administrative Club picnic

French Club picnic

9th grade spring party

Tea - honor Miss Addie Lang

Usher Club picnic

15 to 20 home room orders for refreshments, as ice cream, cookies, cake, etc. at various times during the year

Average number fed daily - West - 404

" " " " " East 598

Average cost per meal - West - .13

" " " " " East .09

A financial review for West High cafeteria, 1934-1935

	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May & June</u>
Starting inventory	546.00	674.00	633.19	597.45	546.90	560.26	485.46	498.17	410.84
Supplies purchased.	794.90	850.57	707.07	562.68	785.55	792.98	1013.96	620.88	1246.17
Total	1340.90	1524.57	1340.26	1160.07	1332.45	1353.24	1499.42	1119.05	1657.01
Standing inventory	674.00	633.19	597.45	546.90	560.26	485.46	498.17	420.84	221.61
Cost of food	666.10	891.38	742.81	613.17	772.19	867.78	1001.25	708.21	1435.40
Receipts	1008.70	1399.04	1205.31	990.80	1272.44	1282.68	1576.85	1010.40	2044.80
Gross profit	342.60	507.66	462.50	377.63	500.25	414.90	575.60	302.19	784.48
Operating expenses	312.57	485.30	448.35	355.55	467.57	412.28	544.51	299.94	702.08
Net profit	30.03	22.36	14.15	22.08	32.68	9.62	31.09	2.25	82.40
% cost of food	67.8	64.7	62.3	63.2	62.2	67.7	64.6	72.4	64.6
% operatg. expenses	30.9	35.2	27.6	36.7	37.7	32.2	35.1	29.7	35.3
% net profit	2.9	1.6	1.1	2.2	2.5	.75	2.0	.2	4.0

A financial review for East High cafeteria, 1934-1935

Active home economics clubs for students

Home economic student clubs have been sponsored at two junior high and two senior high schools during the past year. In the fall the East high home economic clubs were hostesses to clubs from surrounding towns on a Saturday morning. A like rally was conducted by West junior high in May. These meetings were in addition to weekly meetings at the respective schools.

We cooperate with school publicity programs

To give a glimpse here and there of activities, eight radio talks were given over WEA. Newspaper articles were prepared giving publicity to services offered by school cafeterias. Much time and energy was spent in cooperating with Womans Club for the all-school exhibit held at the Womans Building. One cafeteria manager gave a talk before the school P.T.A. on the cafeteria. One broadcast on service offered to students was given over WEA.

To assist Better Homes committee

An exhibit of literature for Better Homes Week was prepared for the Better Homes committee of the Womans Club.

All schools work for Empty Stocking Club.

At Christmas all schools worked for the Empty Stocking Club. Toys were made, dolls dressed and about 1200 pounds of sweets were prepared and packed into boxes and distributed by the Empty Stocking Club to indigent boys and girls between the ages of 12 to 16.

Summer canning helps 193 families

The summer canning project of 1934 netted a total of 23, 914 cans and brought some relief to the 193 families that used the centers. A like project is under way for this summer, the Board of Education cooperating with the Community Union, Family Welfare and Dane County relief agencies. At the present moment the whole project awaits funds.

We revise four courses of study

Courses of study revised during the past year include the 11B and 11A Homemaking, 10B and 10A Clothing, 8th grade unit in hospitality and a partial revision of 10B and 10A Foods.

Our common problems as consumers

During the past semester committees of the home economics staff worked on our common problems as consumers. Four committees worked on the following units:

Housing - advertising and the consumer

Food - # # # #

Clothing - # # # #

Cosmetics - # # # #

Plans for next year

In the year to come it is planned to further refine the material worked out in these units. Increased emphasis will be placed on the common problem of consumption in all classes. More work in better buymanship and in money management.

To try out new course of study

It is also planned to cooperate with the state course of study committee of the Wisconsin Home Economics Association in trying out the new course of study which is planned to be ready for September, 1935.

That unwelcomed activity

The attention of the principal, supervisors and dramatic directors who initiate school entertainments that call for costuming is respectfully called to the recommendation that a school dressmaker be employed and installed in a school service shop. The exploitation of sewing classes should not be longer permitted. Thoughtlessness on the part of those who initiate have forced unpleasantness from many teachers who resent exploitation.

We wish for fewer outside activities

Fewer outside activities would be appreciated. Students are too strenuously programmed in school and out. An increase in fatigue, excitability, restlessness, and lack of stability is noted. With too much to do and to take attention a trend to superficiality is noted.

A wearing down on nerve energy

With large classes there is much waste of student time. Many abilities of students are not developed and interest lags when girls discover their difficulties and inability to produce successfully. Teachers therefore believe they do not accomplish as much as formerly where classes were smaller. Nor are they able to do original, creative work. All teachers indicate a wearing down on nerve and physical energy and a fear of breaking under the strain.

A welcomed change

The abolition of midyear promotion has been a welcomed relief from adjusting to new groups at the second semester.

An increase in enrolments

Enrolments in home economics courses are growing. This may indicate a rise in appreciation of Home Economics. It may also indicate a trend in election because commercial courses do not lead so readily to employment as in pre-depression days.

Time allotted parochial groups negligible

More time is recommended for parochial classes. I do not believe an increase in time would be welcomed by this group. On the other hand, it is my opinion that time now allotted is almost negligible.

New equipment recommended for Central

It is hoped that new equipment recommended for sewing laboratory will be purchased. Plans have been submitted.

Sewing-weaving in a summer recreation program

The inclusion of sewing and weaving classes in a summer recreation program might be considered. Courses might also be offered with the summer school at Central and pursued for credit.

Summer canning project to be permanent program

There is evidence that canning centers will be needed for some years to come. It is recommended that the food conservation project take permanent shape--be a part of a Board of Education garden program, finances for which will be set up in the annual budget.

Submitted by

LORETTO M REILLY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education
by the Supervisor
T A HIPPAAKA
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
INDUSTRIAL ARTS DEPARTMENT

I. Introduction

It seems that in previous reports we have struggled with forced economies. The amount expended for supplies has been cut to a minimum. In every instance teaching loads have been increased. Teachers now have larger classes and more of them than ever before. In addition to this increased teaching load teachers are doing club work, working on various committees, supervising study halls, acting as homeroom teachers, assisting in various ways with school athletics, repairing and making equipment for schools and building stage scenery. A very considerable amount of the school printing is done in our print shops. The clerical work that teachers must do now has become quite a problem. In addition to these duties each teacher must keep his equipment in a good state of repair and in the best of working order. If this is left undone, class work suffers severely and injuries result. There is not a teacher on the Industrial Arts staff who does not keep his shop open after regular school hours in order that boys may come in and work. Each day large numbers of boys are availing themselves of this opportunity. Teachers must still find time to grade drawings, projects, test papers, and written topics; make out grade cards and grade sheets; and to devote some time to reading, --being ever alert for new ideas and practices in their chosen field. To keep abreast of the times in the industrial field when changes are certainly rapid is quite a task in itself.

Other entrenchments that have resulted from recent forced economies are as follows:

1. Periods have been shortened in the senior high school from ninety minutes to fifty minutes.
2. Pupils must be satisfied to make smaller and less involved projects.
3. Shops were discontinued at the Emerson, Lowell, Randall, and Washington Schools.
4. Industrial arts work in grade six was entirely eliminated.

II. Summary of Accomplishments

- A. Teaching even a greater number of students with the same teaching staff as last year. The enrolment in the department was 2602 as against 2552 last year.
- B. The number of courses offered in the department has not been curtailed in any way. Home mechanics has been shifted from the seventh grade to the ninth. Home appliances have become more complicated, and consequently it takes a more mature boy to understand the mechanisms of such appliances.

- C. Individual differences have been quite satisfactorily met in spite of the pressure of more and larger classes.
- D. There has been even better planning and selection of projects to be made by the students. A sincere effort is being made to have boys build projects that are correct from the standpoint of design. Much thought is given to the utilitarian value of the product. The making of each project shall result in the maximum educational value to the child. The making of it should involve as many different educational experiences as possible.
- E. Unfinished work left by pupils has been cut to a minimum. Even in cases of continued illness on the part of the pupils, teachers have labored with students after school in order to help the child complete his project. Teachers have enjoyed considerable success in getting boys interested in handwork. Teachers often remain late after school to help such boys. Instructors have been instrumental in encouraging home work shops of their own.
- F. More worth while use of leisure time has been encouraged among boys. This phase of education becomes more and more important as we realize that working hours become shorter each year.
- G. Doing our part to make the all-school exhibit held at the Woman's Building a success.
- H. Members of the staff assisted with the Boys Hobby Show held at the Home Show.
- I. The Industrial Arts Exhibit at the Home Show.
- J. Continued effort to retain and inculcate current and up-to-date material in our course of study. Obsolete practices as well as information must be eliminated. They should have no place in the course of study.
- K. The cooperation and teamwork of the teachers has been excellent especially when we consider the innumerable demands made upon them.
- L. A very considerable amount of production work for the Board of Education as well as the various schools has been done.
- M. Tools and equipment have been kept in good condition in spite of the many other tasks that teachers have to perform.
- N. Continued good craftsmanship has been secured from the pupil by the teacher where skill is the natural order of things.
- O. We seemed to have met with fairly good success in connection with P.T.A. exhibits particularly during those evenings when parents saw their boys actually at work in the shops. Parents have exhibited a very keen interest in the shop activities of their boys.
- P. The foremanship plan has worked even more successfully this year. Where classes are large this plan is certainly necessary. Fortunately it

trains boys for leadership and gives them an opportunity to assist the teacher in guiding others. Incidentally, with the ever increasing burdens of the teacher the plan is a great help to him.

Q. Teachers have again acted in the capacity of club leaders and homeroom teachers. They have assisted in various ways with athletic events both at Breez Stevens Field as well as in the different school buildings. Industrial arts teachers have aided the dramatics department in constructing stage scenery. They have helped in many other ways often remaining after school hours to do so, or returning in the evening to be of further assistance.

III. Plans for the Year 1935-1936

A. The following constitutes the offering and represents further curriculum revision:

Junior High School (nine week courses)

Grade 7

Electricity

General Bench Metal

Shop Drawing

Woodwork

Grade 8

Aeronautics

Furniture Construction

Mechanical Drawing

Sheet Metal

Grade 9

Applied Drafting

Auto Mechanics

Home Mechanics

Pattern Making

Printing

Senior High School (eighteen week courses)

Grade 10

Auto Mechanics 10B and 10A

Printing 10B and 10A

Mechanical Drawing 10B and 10A

Sheet Metal 10B and 10A

Woodwork 10B and 10A

Grade 11

Aeronautics 11B and 11A

Architectural Drawing 11B and 11A

Electrical Shop 11B and 11A

Mechanical Drawing 11B and 11A

Grade 12

Architectural Drawing 12B and 12A

Electrical Work 12B and 12A

Machine Shop 12B and 12A

B. We hope to make continued improvement along the following lines:

1. Recognition and providing for individual differences.
2. A better course of study.
3. Teaching techniques.
4. Organization of subject matter.
5. Shop management and control.
6. Correlating our work with that of other departments.
7. Economy of operation.
8. Selling our schools to the public.
9. Cooperating more fully and intelligently with good, wholesome movements for the betterment of youth in our city.
10. Doing our part to educate adults relative to the part we play in the education of the Madison boy or girl, for even girls may be found in our classes today.

IV. Recommendations for 1935-1936

- A. It is hoped that we may have some new machinery to replace some of the old. In some cases used machines were purchased in the beginning and they have long been obsolete or difficult to keep in a state of repair. Modern methods and practices cannot be taught with obsolete equipment. Even the most up-to-date machines and methods in this rapidly changing world become out-of-date soon enough.
- B. We hope that the roof on the barracks at the East High School might be repaired so that it will not leak.
- C. Several improvements might be made in the Nakoma Shop. Water runs into the shop through the floor as well as under the door in the northeast corner of the shop. The walls have been patched and never painted. At various times sewer gas from the sewage system is present in the shop.
- D. We hope that teachers, guidance directors, and principals in our high schools will continue to insist that all students have at least eighteen weeks of mechanical drawing before they are permitted to enroll in a shop course.
- E. Further attention should be given to the heating of the auto mechanics shop at the West High School. When the weather is the least bit severe, classes cannot be taught in this shop. It seems that we are jeopardizing the health of students and teachers unnecessarily.
- F. All outside doors to the West High shops should be repaired so that they can be securely locked.
- G. The department should have at least part time clerical assistance.
- H. Relieving those teachers who are teaching other than industrial arts of such duties in order that they might help with the teaching of shop subjects entirely.

- I. That some arrangement be made at the Central High School so that junior high school electricity need not be taught in the drawing room. We are also compelled now to teach junior high bench metal in the woodshop.

Submitted by

T A HIPPACA

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

MUSIC DEPARTMENT

Presented to the Board of Education
by the Supervisor
ANNE E MENAUL
June 1935

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1934-1935
MUSIC DEPARTMENT

Music in the schools may be considered under three types of enjoyment: singing, listening, and playing upon instruments. During the past year vocal music has been presented to all children from kindergarten to eighth grade inclusive. The children in these grades have listened, each week, to carefully selected recordings of the world's best music. Vocal music has been elective through ninth, tenth, eleventh and twelfth grades. Individual instrumental instruction and orchestral work was elective in the junior and senior high schools.

During the past year, the music department was very active in the school and community. Many children were given opportunities to appear before the student body and the public. Children have developed the ability to read music with some degree of skill. They have sung many songs for the sheer enjoyment of singing and have correlated much of the vocal music with the social studies. A minimum amount of technical work was given when the need arose for it.

When one teacher is held responsible for all of the music in a building, there will be opportunity for more creative work, closer correlation with the social studies, and more time for special activity work.

As the school children in Madison seldom hear music better than their own and many of them have never attended an orchestral concert, it would be of great value to have a series of concerts given by instrumental artists of the city. These concerts should include numbers and demonstrations by the high school orchestra nearest the grade building. The program should be made up of numbers previously studied in the listening lessons with the victrola. These concerts should be free of charge and given during school hours.

Many of the pianos and victrolas were bought over twenty years ago at a very low figure so that it will be necessary to purchase new pianos and victrolas in some of the schools if a high standard of music is to be obtained.

Instrumental instruction should be given the seventh and eighth grades of the Franklin, Lincoln and Nakoma schools. This instruction should parallel the work done in the three junior high schools.

The senior high schools are feeling the loss of the Saturday classes in instrumental instruction. As it takes many years to make good players on stringed instruments, class lessons should be offered the fifth, sixth grades and the junior high schools. These lessons should include violin, viola, cello, bass viol and the flute.

High school bands are required to march in many public parades for school and civic affairs. A fund should be created to keep the uniforms in good condition. Uniforms have not been purchased for many years - consequently they are in very poor condition.

Submitted by

WILLIAM W. MERRITT