



Beginning the second century in the Madison public schools: eighty-fourth annual report, 1938-39.

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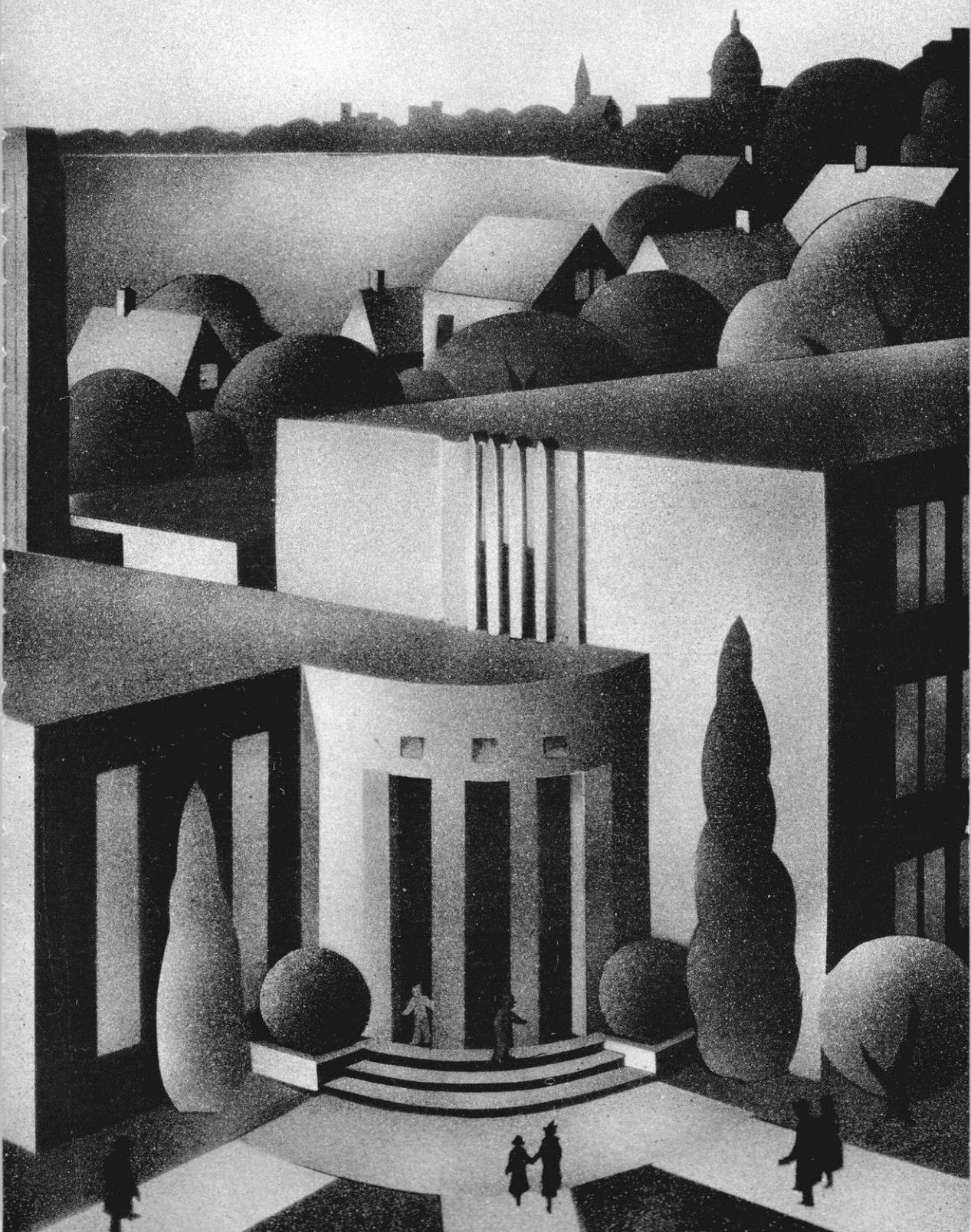
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Beginning the Second Century



Beginning the Second Century in the Madison Public Schools

Eighty-fourth Annual Report

1938-39

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Philip H. Falk, Superintendent

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(Pictures — Federal Art Project, WPA)

FOREWORD

• Most institutions experience periods of time during which relatively few significant changes in the directing personnel take place. Then suddenly circumstances combine to bring about more changes within a few months than occurred in the previous ten or a dozen years. Madison schools now face this situation. Three of the seven members of the board of education have recently assumed office; and R. W. Bardwell, superintendent for ten years, resigned last February.

Not only has there been a sudden change in directing personnel, but also the new building program makes possible and necessary changes in the elementary school. No longer will the elementary school curriculum be restricted by the limitations of the physical plant. Approximate equality of educational offering in all parts of the city will now be possible, and the determination of a general elementary school policy will be imperative.

The last annual report of Superintendent Bardwell was entitled "The 100th Year in the Madison Schools." We are beginning the second hundred years. It seems fitting at this time to present an annual report in the nature of a recent stock-taking with a view toward making it the basis for a look ahead. Such changes, if any, in policy or practice as may be made in the future should be made with full understanding of what has been and what now is.

Consequently the present report attempts to present very briefly a concise, general picture of the schools today and during the past few years. It is hoped that it may be a useful guide for actions taken tomorrow.

The data presented have been the contribution of almost every administrative and supervisory officer in the school. Significant excerpts have been freely taken from their June, 1939, annual reports to the superintendent. The compilation, selection, and revision of excerpts and materials, and the organization of "Beginning the Second Century" have been largely the work of Margaret Parham of the school staff. Garland Smith of the East high school art department made the cover design.

Philip H. Falk, *Superintendent*

INTRODUCTION

- Madison's public schools have embarked on their second hundred years of service. The first hundred years have witnessed phenomenal achievements, but many challenging educational problems remain to be solved in the second century.

It is obvious, of course, that there is no distinct break between the schools of yesterday and tomorrow. The schools of the second hundred years will necessarily be merely a continuation and an outgrowth of the first hundred. However, in general, there were certain distinctive characteristics of the schools during the past century that will probably be superseded by other general characteristics in the next hundred years.

First, a characteristic of the last century and especially the last fifty years of schools in Madison, as well as in the nation, has been **quantity**—sheer numbers and size. From a common school of three or four grades to a common school of twelve grades beyond the kindergarten has been an unbelievable achievement.

Now practically all children from five to eighteen years of age in Madison are in school and well housed. More attention can be devoted to the quality of the offering. Characteristic of the second century of schools in Madison, then, as well as in the nation, will probably be greater emphasis on **quality** than was possible in the face of unprecedented school housing problems.

We cannot assume that merely because all the children of all of the people are in school we have cause for rejoicing. We have been inclined to assume that the school is a miracle house — that if only a child enters and attends, desirable consequences will be inevitable. We have much evidence that there is no magic in a child's presence in the school. True, the child must be in attendance to receive the benefits of the curriculum, but during the second hundred years we shall probably be much more concerned about what **happens** to the child in school than about the fact that he **is** in school, which will be taken for granted.

A second characteristic of schools during the past hundred years has been the broadening of the popular concept of the function of the school. In the early days the school was expected to teach the three R's. It was apparently assumed that if people could read, write, and do sums, that out of these skills would emerge all the essential traits and qualities of the good citizen in a democracy.

Today the popular concept of the curriculum has expanded to include many of the vital responsibilities formerly held by the home and the church. In addition to the responsibility of teaching the three R's note the following responsibilities, each with its band of ardent supporters, which have been imposed upon the school: character training, health education, citizenship, vocations, home relationships, leisure-time activities, conservation, safety, fire prevention, propaganda resistance, cooperatives, temperance, value of dairy products, physical education, morals, how to think, kindness to animals, music, art, auto driving, personality development, and many others.

The school cannot do everything. Within the limited amount of time and means available, the schools will have to devote their time to those things that are most important and most conducive to individual and social welfare.

The second hundred years then will probably see a re-definition of function. Consideration will be given to the time and resources available as well as to reasonable expectation of achievement in order that what is done may be done well and thoroughly. Many feel that at present too much of the school's energies are too thinly and often ineffectively spread over the entire range of human activity. They believe a concise, clear-cut statement of function will do much to make more effective the work of the school.

A third characteristic of the early school is a resultant of the first two — a curriculum patchwork. The rapidly increasing number of pupils with varied interests and abilities resulted in stretching the old curriculums to serve both pupils and purposes for which these curriculums were never intended. On the other hand, the frantic awareness of the futility of much of the old offering has often led to the uncritical acceptance of curricular innovations, the results of which have been equally futile.

Until relatively recently our schools have dealt with academically slow learning pupils by the simple process of making their lives in school so uncomfortable that they withdrew from school. For obvious reasons this procedure is no longer pursued. For several years now Madison schools have enrolled the vast majority of children in the community up to the age of eighteen.

Present indications are that this trend is going to persist. Although attempts have been made to adjust the curriculum to meet this increase in pupil population, a major task of the schools of tomorrow is to reshape the curriculum to meet the educational needs of pupils with a wide range of abilities and interests.

This means adjusting the curriculum to meet the needs and capacities of the academically slow child and at the same time providing for the academically brilliant child. Further, it means providing more fully for the development of the socially necessary types of ability other than academic, such as so-called mechanical ability, artistic ability, social ability, etc. This implies a

recognition of the integrity and dignity of all forms of socially useful and necessary work.

A fourth characteristic of the old school was that, whereas it did a remarkably good job in caring for the ever increasing horde of pupils, it focused attention largely on **mass education**. The center of interest was the **class** — class medians and **class** growth.

The next hundred years will probably see an increasing concern for the individual child with recognition for his physical, social, and emotional well-being as well as his intellect, a trend which is already well under way. However, unless budgetary stress, which makes necessary constantly increasing class size, can be relieved, the individual pupil may again be submerged in the class.

A fifth contribution of the past hundred years has been the attempt to professionalize the work of the teacher. One of the outstanding factors in this attempt has been the application of the scientific method to certain phases and problems of education.

The teacher of tomorrow must constantly check his teaching in terms of pupil reaction and the acknowledged objectives of the school. The teacher must constantly ask himself, "Just why am I doing this? What is the effect on this pupil? Is the result desirable, and does it conform to the recognized objectives of the school?"

We have gone through stages during which people have felt that anyone could teach who possessed scholarship — or technique — or character — or a pleasing, well-integrated personality. We have begun to recognize that a good teacher needs all these qualities. The second hundred years will surely see an effort made to extend the beginning already made to raise the level of the teaching profession to that of other comparable professions.

Every new and rapidly growing profession has to fight quacks within its ranks. Education is no exception. Within the coming years educators are faced, on the one hand, with the task of eliminating from their ranks the soft, plausible sentimentalists with panaceas and, on the other hand, the pseudo-scientific, racketeering, miracle workers who conceal their wares behind high-sounding terminology. Society has a right to expect that educators will identify the charlatans within their ranks as have other professions in theirs.

A sixth feature of the schools of the past century has been the community pride exhibited in splendid school buildings. A community that is willing to provide safe, healthful, artistic buildings for its children is worthy of commendation. The heart of the school, however, is in the teaching staff, not in the buildings. It is hoped that in the next hundred years communities will vie with each other over the quality of their teaching staffs as they have in the past over the cost and size of their buildings.

A seventh characteristic of the first hundred years of schools in Madison was that they existed in a society that was predominantly rural and simple

with major problems centering on the individual. The beginning of the second hundred years finds the schools in a society that has become predominantly industrial and highly complex. This society faces serious social problems in the face of which millions of individuals are helpless. The more complex the social order, the greater is the problem for democracy and its schools.

The ultimate goal of the American school in both centuries is the same: namely, the good life for the individual and the preservation of our democratic form of government in order that the integrity of the individual may be respected. The state exists for the individual, not the individual for the state. But if the integrity of the individual is to be respected, a form of government must be preserved which permits the recognition of the individual.

Much of the popular support for education in the past has been on the basis of what it would do for the individual — not of what was necessary for our democratic society. Parents were too frequently concerned about schools solely because they enabled their own children to get ahead economically. In promoting attendance, schools have added to this point of view by arguing ultimate personal financial gains for their graduates.

Our problem today is to develop in America a voluntary consciousness of and an interest in the common welfare and a public recognition of the part that the school must play in this development. We need to recapture some of the spirit of mutual helpfulness in a setting of independent individualism which characterized our American frontier. We need to think of our schools not only in terms of what they will do for the individual, but also in terms of what they must do for our social order.

A serious problem which faces the schools of the nation today is that of financial support. Throughout the years Madison has had a splendid record in the support of its schools. However, the beginning of the second hundred years in the Madison schools comes at a crucial period in the history of the schools of America. Never have more responsibilities been placed on the schools by society; never have expectations been so high; and never has the cost, in human happiness, for failure been so great. Accompanying the imposition of this unprecedented responsibility on education has been an increasing problem over the source of school financial support — taxation.

Factors operating in this drive against taxation, which make it increasingly difficult to reconcile society's ever growing expectations from schools with the funds available to meet such expectations, are as follows:

1. The dependence of schools in large measure for their revenue upon a method of taxation — the general property tax — regarded by many competent people as possessing glaring weaknesses. In Wisconsin this tax is superimposed upon a school district organization that is grossly out of date.
2. A mounting popular opposition to all taxation, including that for education, because of the rising total tax in recent years. This is due primarily to increasing pressure on the social income because of social security and relief costs.

3. Honest difference of opinion as to the extent to which common needs should be provided for cooperatively, and the amount of social income that can be or should be devoted to public services, including education.
4. The use of "economy" as a cloak behind which to fight indirectly that which one does not care to oppose openly — equal educational opportunity for all. There can be no quarrel with a drive for sound economy. Inefficiency and extravagance are socially indefensible in either public or private life.
5. The uncritical and indiscriminate drive against taxes per se — the assumption that any tax for any purpose is vicious and undesirable. Certain groups attempt to capitalize, by an emotional appeal, on the historic hatred of taxation by continual emphasis on tax costs with careful omission of benefits or services rendered.
6. The inability of the public to reconcile its demands for governmental services, including education, with what it is willing graciously to pay.
7. The fear that our governmental debt structure and spending are getting out of hand.

It is not the function of school people to attempt to dictate the proportion of social income that should be devoted to the preparation of youth to live in our democratic state. The ultimate decision rests with the electorate. Our society has chosen to spend a much larger proportion of its total national income for acknowledged non-essential and even harmful luxuries than it spends to teach its youth to participate in and to perpetuate our democratic ideals in a highly complex social order. This may be tragic, but democracy has the right to make its own choices. The obligation on the educators is that if possible they enable voters to make their choices with their eyes open.

There devolves upon the schools of tomorrow, therefore, the task of enlightening the public as to the place and function of the school in our democratic society. If we want our American democracy to continue to exist, we must pay the price, part of which is an American school system adequately financed to meet the responsibilities imposed upon it. The American school system may not be the perfect instrument for training in democracy, but it is the only possibility on the horizon. Democracy and a school system to perpetuate it are inseparable.

Perhaps the schools have been remiss in the past in the assumption that, merely because the average taxpayer paid his school tax with not more than the usual amount of grumbling, most citizens were fully aware of the significance of the school in our American life. However, the impunity with which school budgets have been slashed — in some places to the point of closing schools — and, most surprising of all, the mild reaction of citizens are indicative that our American public is not, as we had confidently assumed, aware of the part the schools are destined to play in our American democracy.

The foregoing suggests the following obligations for tomorrow's schools:

1. A careful survey of school expenditures by educators to the end that every dollar spent may produce the maximum educational return.

2. Promotion and support, insofar as possible, of attempts to modernize and to make more equitable our system of taxation and school district organization in Wisconsin.
3. Opposition to blanket tax limitation proposals which will arbitrarily cripple educational offerings.
4. Development of a sound program of public interpretation in order that the public may arrive at decisions on educational policy in full view of the facts.

Unless the American public rises to stem the growing attack on the sources of school financial support, our American school system and democracy may be rather short lived.



Thus the Madison schools begin their second hundred years at what appears to be a crucial period in our American scene. Probably never has there been a time when those delegated by the community to assume the responsibility for the direction of the schools shouldered so great a responsibility. The nation needs school systems that can lead the way. It is a tremendous challenge.

It is with feelings of respect and humility that the present superintendent begins his term. He respects the long list of superintendents who have served Madison and especially his immediate predecessor, R. W. Bardwell, whose educational vision and warm, kindly personality guided so effectively the schools during the difficult period of the past ten years. He is equally appreciative of the privilege of working with the splendid school staff which has been characteristic of the Madison schools for many years.

He is aware that ability, sincerity, and harmony characterize the board of education; and he appreciates the cordial cooperative spirit which exists between the board of education and other city officials in the interest of the children of Madison. He is grateful for the splendid, modern school buildings and equipment and for the sound financial condition of the city government. He recognizes that Madison's citizens have never been content with Madison being just another average city. Madisonians have been noted for their civic pride. Education has always played a major part in that pride.

He respects also Madison's long record of living up to its trust as the capital city of Wisconsin. A capital city is the recipient of many favors from the state. A capital city, in a measure, belongs to and represents the state. It should represent the best and finest in the commonwealth. It should be a city to which the state can look for guidance and stimulation. It should be a city of which the entire state may justly feel proud. The Madison schools have for years maintained an enviable reputation in both state and nation.

It is with humility that the superintendent contemplates Madison's splendid educational past and the obligations and opportunities of her future. Surely if ever there were a city in which the American dream should become a reality — the dream of equality of educational opportunity for all, enabling free men to rise to their full statures and to solve their individual and common problems by means of intelligence and good will — it is in Madison, Wisconsin.

Interest and effort



Chapter 1

GENERAL SURVEY

The Pupils in Our Schools

- In a hundred years the school population in Madison has grown from approximately a dozen pupils to 11,373 boys and girls ranging in age from five to about eighteen years. Major problems attendant upon such expansion have been to provide housing facilities for the constantly growing horde and to meet the educational needs of children with an ever-widening range of ability and interest.

Today 6,036 of the children are enrolled in the elementary schools while 5,337 are in the three junior-senior high schools. Three elementary schools also have pupils of junior high school level. They are Franklin school—107, Lincoln—62, and Nakoma—64. But most of the elementary schools have the generally accepted elementary organization, kindergarten through the sixth grade.

The Elementary Schools

- The three R's still form the backbone of elementary education. They are taught as separate subjects with literature an important part of the reading program. In addition, they receive much supplementation from the rich experiences and fields of study which curriculum revision has added to the elementary school program.

The social studies program of the elementary schools is planned to help the child to know and adjust to the social environment in which he lives. As he grows old enough to understand, the past, from which his world of today has developed, opens to him. He is encouraged to face the future with seeing eyes and to realize that he has a part to play which is both an opportunity and an obligation.

Children have an eager curiosity about the how and why and wherefore of this world in which they find themselves. The elementary science program is the answer to a basic childhood need. It opens up untold areas of knowledge and provides many opportunities for using the basic skills which become real tools only through actual use.

Health education consists not only of carefully directed activities as outlets for physical energy and refinement of physical skills, but also includes the

acquiring of personal health knowledge, the improvement of personal health habits, and the understanding of progress and needs in the field of public health.

Dances and rhythms, which are a natural form of physical expression and development, have a close attachment to the lives and histories of people of other lands and at once help to increase social understanding and appreciation, which are closely akin to some of the aims of the social studies program.

So it is with music and art. Instruction in these fields is concerned not only with the improvement of the children's own abilities but also with the cultural enrichment of their lives through improving their knowledge, understanding, and appreciation of the best works of the ages. Again a close harmony exists between the aims of the social studies and the knowledge of the contributions of people of many lands and many races to the fields of these arts.

The Junior High School

About the time that school population among pupils of high school age began to mount spectacularly several decades ago, the junior high school — usually comprising grades seven, eight, and nine — came into being.

Indeed, some educators state that the junior high school was a factor in the increasing enrolment. Since transition from the elementary to the high school was thus more easily made, more pupils were retained in school.

Perhaps the greatest advantage of the junior high school is the grouping together of boys and girls of early adolescent age who are going through great physical, mental, social, and emotional changes. These pupils have begun to outgrow elementary school procedures and interests, but are too young to take part in high school activities. The junior high school seeks to make provision for the maximum development of their interests and abilities.

While organized in the same building with the senior high school and using many of the same facilities, the junior high school in Madison is, insofar as possible, segregated from the senior high school, especially the social aspects.

An exploratory course of study and a special guidance program have been set up to take care of this group of pupils during these crucial and stimulating years of growth.

Among the exploratory courses are manual arts, home economics, art, music, dramatics, and physical education. In a sense, even core subjects are made exploratory. General science or general mathematics reveal special aptitudes or disabilities among the children.

Such a program calls for careful guidance of individual pupils that talents may be developed or remedial work given. Besides the guidance of approximately 30 pupils, each home-room teacher instructs the same group for one or more classes depending upon the grade.

Through the home-room organization the junior high council has been developed. Boys and girls are given the opportunity to act as representatives of the home-room, serve on committees, plan programs, and, in general, learn democratic procedure and practice good citizenship.

Since pupils in this age group are developing rapidly socially, the junior high school offers a special club program. More than 90 per cent of the children are active in one or more clubs such as the handicraft club, stamp club, nature study club, and poetry club.

An additional advantage in the junior high school organization in Madison is the economy of operation. For example, by establishing the junior high schools in the same building with the senior high schools, only one manual arts department, one auditorium, one library, etc., are needed.

Another advantage in the six-year junior-senior high school organization is that a continuous guidance program has been worked out. Children can be observed and directed in unbroken sequence from the seventh through the twelfth grades.

The Senior High School

Following the exploratory course of study in the junior high school, youths in the senior high school may choose the course in which they have the most interest or for which they show the greatest aptitude. An effort is made to provide for pupils differing widely in ability and interest.

For those who possess so-called mechanical, artistic, social, or administrative ability and interest, several courses and activities are provided. An effort is also made to provide for those pupils who possess a high degree of academic aptitude and who will probably attend college after graduation from high school.

However, a common core is provided for all. Boys and girls taking the general, commercial, or vocational courses must all take certain courses in English, mathematics, science, and the social studies. All courses have one purpose in common — that of developing American citizenship.

The Staff

- Emphasis on high quality of teaching service has always been the aim in the Madison public schools, according to old records. In recent years teachers have assumed heavier loads in helping to meet the need for reduction of expenditures and at the same time have endeavored to maintain the same high standards of work.

Some years ago the democratic policy was begun of inviting the teachers, as well as the administrative staff, to take part in scientific studies, curriculum revision, and general improvement of the school system. Since then practically every member of the staff has served on one committee or another.

This fruitful cooperative effort results in concrete materials for teachers' use, such as the cooperative study of reading readiness, social studies bulletins, and natural science bulletins recently issued for the intermediate grades. These make for greater ease in putting new courses of study into actual classroom practice. Other benefits are unity in purpose among teachers and easier adjustment from grade to grade for pupils.

To attract capable teachers to the system and to encourage Madison teachers to develop themselves professionally, in 1924 the board of education adopted a salary schedule with increments based upon years of successful experience and additional training. The schedule was adjusted in 1931 to include a probationary period.

Of the 445 members of the staff in 1938-39, including principals, supervisors, teachers, and superintendent, 110 members were two-year normal graduates, 70 three-year normal graduates, 14 four-year normal graduates, 171 have Bachelor of Arts degrees, 78 Master of Arts degrees, and 2 Doctor of Philosophy degrees.

A clerical staff of 31 full-time workers takes care of the business and records in the offices. Sixty-five full-time custodians and other workers keep the 19 buildings clean, warm, and in repair. These two groups were placed under city civil service last year.

Excerpts from Reports

Elementary Schools

Brayton school, Marie Hagen, principal and teacher:

"Our total enrolment has remained about the same each year although we have a shifting population in this district. . . Fifty-two per cent of the pupils enrolled this year have at some time been enrolled in other schools. Of these children 27.5 per cent have come from broken homes; 57 per cent of them were living with grandparents. The mothers of 37.2 per cent worked outside of the home."

Doty and Washington, Pearl Leroux, principal:

"I believe it is wise in our school . . . to plan an organization where children will work with their home-room teachers as much as possible. It is therefore recommended that the first and second grade teachers and pupils work rather consistently in their own rooms with special teachers assisting two or three times a week. The third, fourth, fifth and sixth grade pupils should do most of their work with their home-room teachers with the exception of special work in art, music, speech, and gymnasium."

Draper and Dudgeon schools, Lucile Clock, principal:

"An interesting experiment in reading was carried on in one of our second grades this year. Rather than devote so much time to remedial reading, the teacher stressed library reading. During two periods a week on library days, she spent the time checking on the reading of the children — what they read, how they read, etc.

"Each child would normally gain seven months in reading ability between the

October and May tests. Seventeen of the children gained from 9 to 18 months in reading ability. Among the six children who did not improve sufficiently were those who were absent frequently, had low mental ability, or were immature."

Emerson school, Leo P. Schleck, principal:

"Emerson school has the platoon or rotary type of organization from the second through the sixth grade. The home-room teachers teach all the academic subjects, such as arithmetic, English, spelling, and reading; while specially trained teachers teach such subjects as art, music, health education, social studies, natural science, and the like in specially equipped rooms.

"It is felt that the platoon organization gives the child a more balanced educational program. Then too, there are other values in this type of program. Under the work-study-play plan all school classrooms, auditorium, gymnasium, and the like, are in use every hour of the day. The school is divided into two parts. . . While one platoon is in the classroom, the other is carrying out a special activity, such as speech, music, art, social studies, or gymnasium. It works upon the principle of the maximum use of facilities."

Franklin school, Stephen A. Oellerich, principal:

"One of the most interesting and successful projects of the past year has been the organization of special reading classes for pupils of the upper grades. Teachers have cooperated in selecting and gathering information on those pupils who needed additional assistance in reading.

"These pupils, 21 in all, were divided into two groups. Each group met with one of the teachers twice each week from 8:15 to 8:45 a. m. for group as well as individual help with their particular reading difficulties. Besides the cooperation of pupils and teachers, we have had the interest of the University of Wisconsin department of education. Graduate students have assisted us with group and individual testing and diagnosis.

"Although we realize that we cannot come to many valid conclusions as to the real value of the program in so short a time, we believe that the project is worth while and should be carried on again next year."

Harvey and Marquette schools, Emily R. Parsons, principal:

"The chief effort in the lower grades insofar as arithmetic is concerned has been to give number meaning and to give the child an opportunity to meet numbers in many meaningful situations. Number work is not confined to the arithmetic period only. In the different school subjects opportunities arise for working problems which utilize real activities in school and out.

"Since not enough problems have arisen to give command of any skill or operation, practice, of necessity, has been given in the four fundamental operations. Informal tests have been used for diagnostic purposes so that teachers might discover difficulties which the pupils encounter and direct the teaching to fields where the greatest emphasis is needed.

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

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

"Health is an important part of the educational program. The teachers and the school nurse have constantly attempted to improve the health conditions of the children. All the children have been weighed regularly. Eyes have been tested, and the parents urged to secure glasses for those children who were found to need them. Where parents were unable to provide glasses, they were purchased through the health department. All the children have been given audiometer tests. Children found to have defective hearing were given the most advantageous positions in the classroom. Children in the first four grades have been examined by the dentists and notices sent to the parents of the children who appeared to have dental defects.

"Athletic sports have been well organized under the intelligent supervision of the department of physical education, and the free play of the smaller children has been under careful direction.

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

Hawthorne school, Velmer D. Pratt, principal:

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

"That our children have enjoyed the benefits of the school library is shown by the fact that we had a circulation of 11,262 books. The type of books which had the largest circulation were: fiction, including picture books, pre-primers, primers, and first readers, 7313; fairy tales and folk lore, 837; natural science, 950; current periodicals, 532; useful arts, 465; and literature, 361."

Lapham school, Shirley D. Almy, principal:

" . . . We will continue to have as our general plan an organized character-education program, believing that any good curriculum is a character-developing curriculum; and any elementary school at work developing personality through the use of school activities is working along the lines of character training. Every phase of school life affords opportunity for this development. Physical condition of old buildings may curtail some activities, but not the proper development of children. . . .

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

Lincoln school, Renette Jones, principal:

"Some major educational objectives which we attempt to carry out are: to help the child understand the society in which he lives and to develop in him 'an attitude of cooperation with others for the common welfare'; to develop the individual personality of the child; to encourage the use of scientific methods in solving problems; to develop independence and power; to develop an appreciation and a de-

sire for the esthetic and spiritual values of life; to develop a mastery of such skills and factual information as are necessary for effective participation in life activities; and to establish a sound body, controlled emotional reactions, and desirable personal attitudes. . . .

"In keeping with the general curriculum requirements for pupils of junior high school age, we provide home economics for girls and manual arts for boys in the seventh grade. Besides our own seventh graders, this past year about 235 parochial school pupils have come to us weekly for manual arts and home economics."

Longfellow school, C. Lorena Reichert, principal:

"We have worked in the upper grades of the orthopedic school and in the fifth grade of the elementary school to get some enjoyment from and appreciation for music by organizing the two rooms into bands. The children played simple, inexpensive musical instruments. In the orthopedic grades we formed a band in which the children played tonettes, triangles, and bells. The fifth grade children formed an harmonica band. Most of these children had no musical instruments at home and were most enthusiastic when they were able to play simple but beautiful melodies on them. It has been a joyful experience which we shall continue next year. . . .

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

Lowell school, Annie D. Axtell, principal:

"The Lowell school will continue with a type of platoon organization in grades three, four, five, and six. . . . Grades one and two have been organized on the traditional plan with supervision once a week by the art, nature study, and music teachers. . . .

"Social study units have been the center about which our work has been grouped. Teaching of the social studies, factual reading, and English have been coordinated as far as possible. . . .

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

Nakoma school, Walter W. Engelke, principal:

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

"All teachers have shown an interest in doing their jobs better. Several attended summer school. One has been attending school two years on a leave of absence. Two have taken correspondence courses through the University of Wisconsin. One has been attending evening classes. Three were members of the mental hygiene class. Several have done considerable traveling. In addition to these more formal indications, much practical improvement has been achieved by discussions in small and large groups. Bulletins summarizing recent articles on educational problems have

been prepared by the principal and the articles given to interested teachers. This was followed by discussion. Curriculum studies have stimulated additional reading. . . .

Randall school, Mrs. Alice Rood, principal:

"The chief purpose in the social studies field has been that of building an understanding of the world in which the child finds himself. Beginning with the home and the immediate environment in the kindergarten, the units have broadened grade by grade until in the sixth grade we have undertaken a rather intensive study of world affairs.

"Interest has been especially keen this year because of the unusual situations arising between dictatorships and democracies abroad and the effect upon the United States. Newspapers, magazines, and current event papers have been sources of information and have prompted thoughtful discussion. As a result of this interest and effort the sixth grade teachers feel that their classes show evidence of an understanding of world affairs beyond what they usually expect of children of this grade level. . . .

"The speech work in the auditorium is planned to supplement the English teaching in the other classes. This year Idelle Boyce Lee has stressed the development of the speaking powers of each child by setting up natural situations where children may practice good speech which will function in their everyday living. Attention has been focused on individual problems in an attempt to help the timid child to express his ideas with greater confidence and the more aggressive child, with greater consideration for the group.

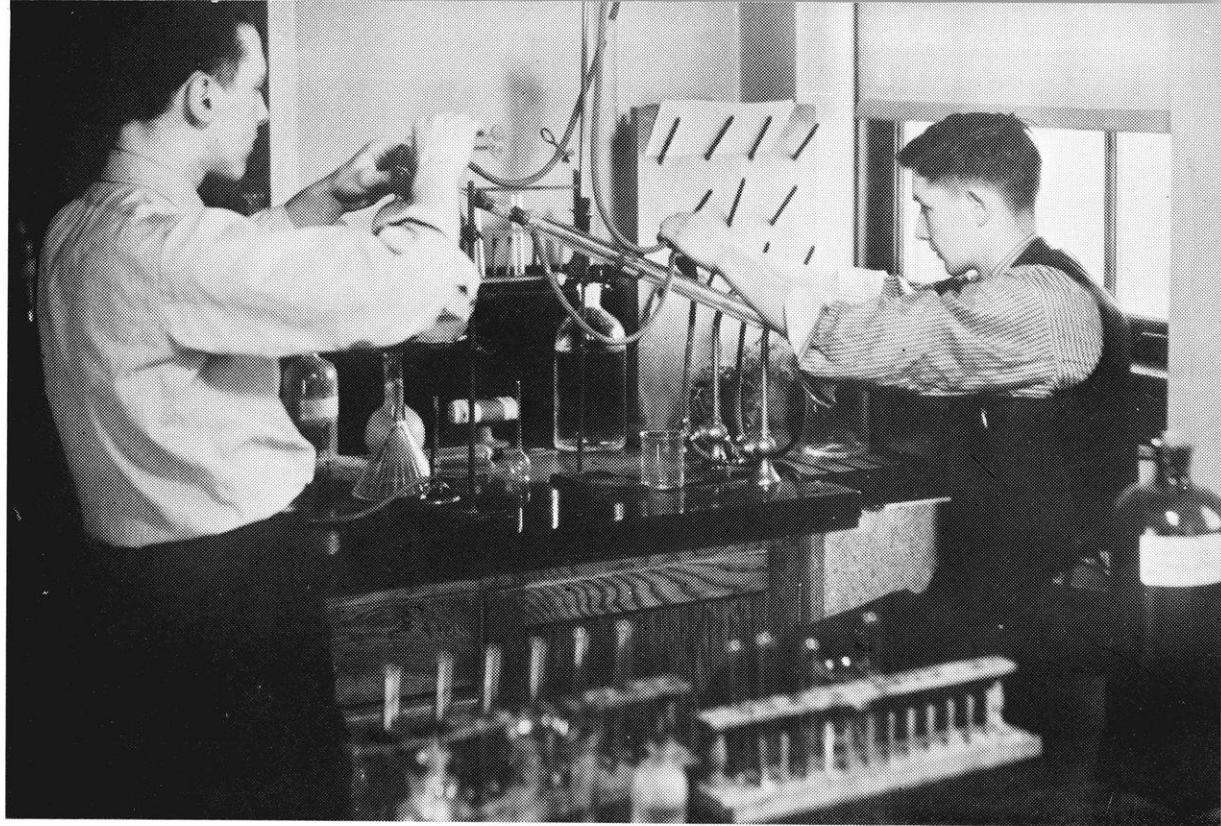
"In teaching we have stressed the belief that good speech results when good ideas are clearly and correctly stated by children who really want to be heard. The work in speech is closely correlated with the content subjects. Mrs. Lee is making a comparative study of the values of discussion and dramatization methods as aids to the social studies. It is hoped she will have some interesting findings to report next year. This year we have broadened the speech work to include more time for primary grades because we believe that training to express oneself freely and clearly without self-consciousness should begin very early in the child's school life."

Wisconsin Orthopedic hospital school,* Charlotte Kohn, principal:

"Eight years of educational activity have passed in the school department of the Wisconsin Orthopedic hospital. Enrolment this year included 152 boys and 134 girls ranging in age from 6 to 21 years. School work was conducted at all grade levels from one through twelve. Special work was planned to fit the needs and interests of the older children.

"The children have come from all parts of the state and have attended all types of schools. Their length of stay in the hospital school varied from one to 181 days. Of the 50 children present at the close of the school year, 41 were promoted. The other nine included older boys and girls who had special programs. This year five teachers, two of whom were part-time, carried out the school program, which is coordinated with the hospital schedule."

* The state reimburses the Madison board of education for all expenses in conducting this school.



What happens?

Working together





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Secondary Schools

Central Junior-Senior high school, L. A. Waehler, principal:

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

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

"This year under a cooperative plan with the University of Wisconsin department of education we have had 10 or 12 university seniors reporting one period a day to certain classes in mathematics or history or speech or music. These students were carefully selected and their qualifications checked over in advance by the principal, and they gave worth while assistance to the teachers concerned as an offset for the observation and practice teaching help provided them. For the first time in our experience such a practice teaching plan is working out satisfactorily."

Central Junior high school, Vida V. Smith, assistant principal:

"Our school population is a complete cross-section of the city—racial, social, economic, and religious. A recent survey of our junior high school shows that slightly more than 50 per cent of the pupils are too far away from racial background to recognize anything but American origins. Eleven per cent indicate Italian origin, 10 per cent German, 5 per cent Norwegian, 4.5 per cent Hebrew, 3.8 per cent Irish, 3.4 per cent English, and less than 3 per cent Negro. For several years the percentage of our total enrolment which is of Italian origin has fluctuated between 11 and 13."

Central high school guidance, Mrs. Erna N. Taylor, guidance director:

"With an ever-increasing percentage of boys and girls attending high school, statistical compilations on mental ability ratings show an increase over previous years of pupils of low mental ability. Since the compulsory full-time school law requires attendance until the pupil reaches 18 years of age or graduation, it is imperative that special attention be given to these pupils. Constant lack of achievement eventually leads to the establishment of a failure pattern resulting in an adulthood which does not care about 'life, limb, or property.'

" . . . To train these young people to lead useful, happy, well-adjusted lives seems to be one of the most important problems confronting the school administration at the present time. . . .

"Since more than 50 per cent of the pupils of each graduating class seek permanent employment, the high school seems the logical place to establish a placement bureau. Such a bureau would serve the community in two ways: by maintaining a selective list of applicants for available positions; by stimulating pupils to expend greater effort to secure the most from their exposure to a high school education and serve to make this education more objective for the majority."

East Junior-Senior high school, Foster S. Randle, principal:

"During the time that East high school was organized as a four-year high school, from 1922 to 1932, a total of 1,467 pupils were graduated. Since 1932 the total

number of graduates has been 2,206. Based on the total enrolment, the increase for the seven-year period is as follows: junior high school — 10 per cent; senior high school — 16.6 per cent; both schools — 13.6 per cent. If the same average increase is maintained during the next seven years, in June, 1946, there will be a building enrolment of 2,700 pupils. . . .

"The North Central association recommends that the maximum teaching load be one teacher for each 25 pupils. During 1938-39 East had 26.44 pupils per teacher. During the school year of 1939-40, on the North Central basis, there will be 87.7 members on the staff, and there will be more than 2,372 pupils. There will be about 28 pupils per teacher. . . .

"In the school year 1937-38 we graduated 406 pupils, and during the past school year 112 of our graduates enrolled in colleges, or 27.6 per cent. . . .

"The greatest problem of this school is to provide for the education of all pupils in the lower third ability group."

East Junior high school, Louise Elser, assistant principal:

"In the extra-curricular program of East Junior high school, 28 clubs have been organized besides the student council. Since more than 90 per cent of the pupils are members of a club, some clubs are so large that they are divided into two groups.

"Clubs meet once a week during activity period with the exception of the boys' and girls' glee clubs, which meet twice a week. Pupils choose their clubs at the beginning of the school year.

"Clubs organized for the first time this year include the chess club, recreational leaders' club for boys and girls of the ninth grade, and the model club. For the second year the school service club has been in charge of hall duty. . . .

"Among suggestions for 1939-40 is: to emphasize scholastic attainments, especially for the very capable pupil."

East high school guidance, Margaret Fosse, guidance director:

"The work of the guidance department may be summed up under three heads — social, educational, and vocational guidance. Social guidance includes orientation work with the new pupil, conferences with pupils, teachers, and parents, work with social agencies, and other activities.

"Making programs, holding conferences, and giving tests are all part of educational guidance. Home-room programs, occupational information, and employment services are included in vocational guidance work.

"This year every senior was given an opportunity to discuss his future educational and vocational plans. The Cleeton Vocational Inventory was given to about 200 students. We found this an excellent tool to use as the basis for a conference. School catalogs, occupational pamphlets, books, and articles were given to these students to help them make their decisions."

West Junior-Senior high school, Volney G. Barnes, principal:

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

"The public relations of West high school are chiefly carried out through contacts with the Parent-Teacher association. For at least two years, the West high school PTA has been the largest in the state.

"At our 'Go-To-School Night' we have from 1,000 to 1,200 parents going through their children's programs for a day and closing the evening with a lunch in the cafeteria. This is one of the most successful ways of acquainting parents with the school and with the teachers of their children.

"We also have the usual PTA meetings including afternoon study groups where parents get together to study common problems having to do with adolescent children. The value of West PTA to the school is inestimable. Members have shown themselves to be cooperative and helpful."

West high school guidance, Lillian Reinking, guidance director:

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

"Due partly to the proximity of the University of Wisconsin, Madison high schools send a higher percentage of graduates to college than most cities. Approximately 60 per cent of West high school graduates enter the university. While not infallible, the school does possess predictive evidence which should be given serious consideration by any prospective college student and his parents.

"For the purpose of convenience we divided the graduating class of 239 pupils in 1937 into three groups: those who would be likely to make good at college; those who, because of their high school records, might be doubtful; and those whom we could not recommend on the basis of the information at hand. Exactly 170 of these pupils attended the University of Wisconsin.

"Out of those recommended 83 per cent did satisfactory work the first semester at the university, and of those regarded as border-line cases or not recommended, only 10 per cent did satisfactory work."

West Junior high school, LeRoy Luberg, assistant principal:

"Although the junior high school period is generally believed to be that time in a child's educational experience when opportunities for exploration of new fields of endeavor and the discovery of talents, needs, and interests, will be made possible, it is also the period when much of the concentrated work begins which is essential to success in the academic field in college. This does not necessitate a conflict, but it does require a very broad interpretation and understanding of the fundamental needs of adolescent boys and girls. Our extra-curricular activities have now been developed to the place where almost every child in a school participates in one or more. Our immediate problem is to reduce excessive participation on the part of some and increase it on the part of others. . . .

"In our science work we have extended our physiology program to include more members of the medical profession to lecture to physiology groups. Fifteen doctors and professional men from the city have lectured to our ninth grade pupils this year and carried on discussions with them in an attempt more adequately to interpret the work pupils are doing in health education. . . .

"Interest in language work was stimulated the past year by an opportunity for specialization through creative poetry and writing. Some of the better work was

demonstrated in the school auditorium by Miss Hendrickson's classes. Not only does it seem profitable to have classroom work demonstrated in the auditorium for the purpose of stimulating interest in a particular phase of a school project, but it also provides a worth while and truly representative school program. We shall make every effort next year to improve the spelling and handwriting of our pupils. . . .

"Extension of noon-hour privileges to pupils has been so successful that we plan to make this a permanent policy of the school. The training in self-control has been significant. Members of the student traffic club assisted materially in maintaining good order. They patrolled the halls and aided in keeping the library quiet."

Art department, Lucy Irene Buck, supervisor:

"Designing decorative tiles for the new schools has been a project of the art department during the past school year. The tiles will be placed above drinking fountains and kindergarten fireplaces. This contribution will add interest and art quality to these buildings.

"Children in all schools have had the opportunity to submit designs. To get reactions, designs by the high school pupils were taken into the elementary schools. Results have been very creditable. The children were thrilled and proud to have a hand in the venture.

"Teachers of the art department selected the most suitable designs and worked them out in small sections. This was necessary because larger pieces of clay may warp when fired. The tiles will be made in the ceramics classes at West high school, which has the equipment for the project."

Home economics department, Loretto M. Reilly, supervisor:

"Demand for more work in foods and nutrition, clothing and textiles, consumer problems, and housing leads us to recommend that another year of work in home economics be offered for girls in the senior high school. Suggested courses are ready.

"We also plan to do something for the boys and their home problems. To help them to understand the part they play in the home unit, how they can make contributions to the group, and to develop an appreciation of the home-making enterprise would be a real service.

"Included on our program for next year are revision of study outlines, improvement of files, and building up of visual aids. We shall continue to beautify and equip the home economics laboratories and cafeterias."

Music department, Anne Menaul, supervisor:

"In lieu of activities in the state music contests this spring, the three public high schools presented a music festival for Madison citizens in the university stock pavilion. The performance of the all-city band, a cappella choir, and orchestra brought most favorable comments from newspapers and citizens. The following quotation is from a local paper:

'More than 600 youths took part in the spectacular concert. Against a backdrop of green were placed 272 singers robed in white. Another color note was added by the uniformed band members, 200 strong. Taking part in the combined concert orchestra were more than 150 boys and girls.'

"The musical skill shown by these young performers is a tribute to the elementary music teachers as well as the secondary school instructors who altogether have given the children a love for music, technical knowledge, and the spirit of cooperation."

Industrial arts department, T. A. Hippaka, supervisor:

"More than 400 boys and girls in the three high schools requested instruction in automobile driving last September. Due to the fact that the instructor in the driver training course could devote only half of his time to this work, all of these students could not be accommodated.

"At the end of the first semester 65 students passed the police bureau tests while 60 others qualified but were under age. During the second semester 175 students completed the course. Of these, 125 received drivers' licenses while 50 were under age."

Who's Who on the School Board

- Although the term of service on the board of education is three years, most members have worked for many years in the interest of the children of Madison.

Twice each month, the first and third Mondays, board members spend many hours in routine tasks. Besides the regular meetings during the last year, 20 special meetings were called not including the numerous meetings of the building committee.

Visitors are always welcome at these meetings. Parents and other citizens interested in the welfare of the children have frequently filled the meeting room to overflowing. Groups of teachers attend board of education meetings regularly.

Herbert C. Schenk, president of the board, has served the longest, having first been appointed to fill a vacancy in February, 1923. He also served the citizens of Madison for many years on the board of health and park commission. Mr. Schenk is a retail hardware dealer.

As a member of the assembly, Mr. Schenk has supported many progressive measures in public education. Among them have been tenure for teachers and safe transportation for school children.

Like Mr. Schenk, Glenn W. Stephens was first appointed to fill an unexpired term of another board member. He assumed his duties in May, 1927. Being an attorney, Mr. Stephens has been able to advise the board in the establishment of policies, always keeping in mind possible legal implications. His particular interest has been safety for school children.

Beginning her term of service on the board concurrently with Mr. Stephens, Mrs. James W. Madden, however, was elected rather than appointed. As a parent and also a former teacher, the only feminine member of the board contributes a special viewpoint on questions pertaining to the school children of Madison.

Dr. R. W. Huegel began his first term of office in June, 1934. Particularly interested in recreation, Dr. Huegel has worked unceasingly to promote the recreation program for Madison children and adults. During the past year he

has been working on the problem of more adequate insurance for high school athletes.

It was with regret that the board of education saw three of its members retire in 1939. They were John P. Butler, Dr. J. S. Supernaw, and Holden M. Olsen.

Mr. Butler had been president of the board for 10 years. Beginning his service to Madison citizens in February, 1924, Mr. Butler had seldom missed a meeting. A position with the federal government made it impossible for him to be a candidate for re-election. Following is the tribute presented to him by the board of education:

"President Butler, you have worked with us as colleague; you have presided over our meetings as president with that courteous dignity and impartiality that is so seldom evidenced in public bodies. You have given us wise counsel out of the background of your rich experience in life and work. You have dignified to us the cause of labor. You have been in every sense an inspirational leader, and our loss as board members is infinitesimal when compared with the loss that the city of Madison occasions by virtue of your retirement.

"We wish you well. We shall miss the opportunity of having your sound judgment to guide us, and we hope that you will look back on your board of education experiences as the most pleasant ones of your life. You have earned our unbounded respect and admiration, and we bid you Godspeed."

Although he served only one term on the board, Dr. Supernaw was active in promoting the school health program. Because of the demands on his time from his private medical practice, he felt constrained to refuse to run for re-election. In appreciation of his services, the board members presented him with a plaque worded as follows:

"With sincere gratitude, we, the members of the board of education, do present this evidence of our esteem to Dr. J. S. Supernaw in recognition of his three years of service to the Madison public schools.

"In acknowledgment of his keen interest, buoyant personality, contagious enthusiasm, critical judgment, and particularly his invaluable service in the promotion of the school health program, do we sign this testimonial."

It was with sincere regret that the board accepted Holden M. Olsen's resignation on August 21, 1939. Because of the pressure of his work with the state he found it "increasingly difficult to give as much time and attention to board matters as the present extensive building program of the board demands".

Mr. Olsen joined the group in July, 1932. He had particular interest in the Madison public schools, having had six children in attendance at one time or another. His official position is supervisor of probation and parole for the state of Wisconsin.

In accepting Mr. Olsen's resignation, the president of the board was requested to send him the following expression of appreciation:

"The members of the board appreciate the splendid contributions you have made to board decisions and actions. There has always been the utmost confidence in your honesty, sincerity, courage, and clear thinking. In addition to your value as an offi-

cial of the board, the members regret personally the loss of your kindly, pleasant, gentlemanly personality as a working member of this group. It has been a real privilege to have had the pleasure of working with you."

Two new members of the board of education who were elected by the people last April and who took office July 1, 1939, are Prof. John Guy Fowlkes and William S. Hobbins. Professor of education at the University of Wisconsin, Dr. Fowlkes has made many research studies in this field. Mr. Hobbins is a banker. At the annual reorganization meeting of the board, he was elected treasurer of the revolving fund. Raymond Felt was appointed by the mayor and city council to fill the vacancy caused by the resignation of Mr. Olsen. Mr. Felt has for many years been very active in the organized labor movement in Madison.

The Schools and the Community

- Records of the Madison public schools contain many examples of cooperation between the schools and various groups in the community. While activities are frequently directed toward benefits for the children, mutual advantages are sometimes gained through these relationships.

Parent-Teacher Associations

- One of the most important of these groups today is the Parent-Teacher association. Every school principal reports on the helpful activities and interest of the PTA.

On the other hand, staff members often present talks before PTA meetings or take part in study-group activities. They also plan programs in which the children take part or exhibits of the children's work. Father-and-son banquets, mother-and-daughter teas, and open house are part of the social relationship between schools and parents.

A noteworthy example of effective effort of PTA groups was their recent campaign to construct new elementary school buildings. Their interest in the welfare of Madison children was one of the most influential factors in promoting the new building program. The new buildings make it possible to move approximately 1,800 boys and girls from obsolete buildings rating much below an acceptable minimum standard, to healthful, safe, and modern schools.

The Library Service

- Madison is particularly fortunate in its coordinated services for children. One of the most fruitful of these and the oldest is the library service. In 1902 the Madison Free library employed a librarian for a children's reading room and purchased a duplicate set of books to circulate among the schools. The first school librarian was employed in 1911.

Today the library provides 14 school librarians who divide their work among 17 school libraries. The number of books for exclusive use in the schools totaled 54,642 while the circulation of books in school libraries amounted to 383,299, according to the last annual library report.

The Board of Health

- Another example of coordinated service for school children is the work in the field of health. The board of health employs 10 school nurses as well as a supervising nurse and special nurse for tuberculosis work.

Doctors of the department make periodic surveys in the public and parochial schools. Health examinations and services are provided for indigent pupils. The board of health also maintains dental clinics at Longfellow and Lowell schools together with dental services to pupils who otherwise would not receive treatment.

A new phase of health service is the pre-school round-up sponsored by the Parent-Teacher associations, but conducted by private physicians with the aid of the school nurses. The supervising nurse plans all the clinics, which are held in the spring.

The aim behind this program is to have the child enter school in good physical condition together with the protection of immunization, vaccination, and other preventive measures.

The Park Commission

- In the field of recreation the park commission cooperates with the board of education in providing parks, playgrounds, and beaches for the citizens of this city. Because of its location in the midst of lakes and wooded hills, Madison is ideally situated for the development of a comprehensive year-round recreation program. Progress in the development of the program has been gradual but sound.

The Vocational School

- The Vocational school cooperates with the Madison public schools in providing public education. Adult education has received increasing emphasis in recent years. Reasons for this emphasis include the need to re-train people who have been thrown out of work by advancing technology; for post-high school education to bridge the gap between school experience and vocational adjustment; for a continuance of education for young people employed part-time; and for the development of leisure time pursuits and hobbies.

Enrolment in the day school for the past school year was 1,946. The peak load was of students more than 18 years of age and above the level of the twelfth grade. Night school enrolment was 4,368, which included many adults carrying on individual projects or obtaining advance information relating to their occupations. Besides trade and commercial courses, work was offered in the academic field, arts and music, and home economics.

Community Use of School Buildings

• In recent years there has been a return trend towards the school as the center of community activities. More and more frequently the school buildings are used for parents' and teachers' activities, recreation, social culture, and adult education. This is a logical movement and results in taking full advantage of the large investment in sites, buildings, and equipment.

Because of this trend the three new elementary schools were built on the unit plan so that the gymnasium unit or social center can be closed off from the rest of the building.

Although the buildings are sometimes in use in the evenings for school parties, athletic events, dramatics, and musical programs, they are generally available to community groups. The past year the schools have been used more often by community groups than ever before.

Following is a list showing the groups which used the buildings and the number of times the schools were used, but with no reference to the number of rooms used in each case:

Education and Recreational Groups:

Recreation Department	772
Parochial School Recreation	258
Parent-Teacher Associations	209
Vocational School	136
General School Programs	88
Music Department	81
Physical Education Department	21
Southern Wisconsin Education Association	2
Wisconsin Interscholastic Athletic Association	4
Other School Districts	7
Boy Scouts	114
Cub Scouts	34
Girl Scouts	40
Junior Optimist Club	103

Civic and Political Organizations:

South Side Band	34
East Side Woman's Club	1
East Side Business Men's Club	1
Nakoma Better Homes	1
Nakoma Community Party	1
Nakoma Carolers	1
Other Community Groups	2
Madison Police Department	16
Other City Groups	12
County Groups	1
State Groups	13
WPA	53
Labor Unions	5
Political Groups	4
Attic Angels	2
Community Union Workers	2
Miscellaneous Groups	20
Special Classes (not summer school)	103
	2,141

The picture speaks for itself!



Chapter II

CURRICULUM AND INSTRUCTION

Accomplishments in Recent Years

- Progress in curriculum development in the Madison public schools has been due in no small way to the following of two guiding principles. These are the policies of organizing the entire staff for the work and the use of scientific procedure in the development of the curriculum.

Besides members of the administrative staff, every teacher is invited to take part in committee work to improve the courses of study. The theory behind this plan is that a more comprehensive study can be made and better conclusions reached with the active participation of the whole staff. Also, the installation of the results in actual classroom practice is greatly facilitated by the participation of all.

Methods of procedure in curriculum revision include the study of research materials in each field, the study of the interests and needs of the children, and organization and testing of units of work.

Achievements in the Social Studies Program

- Following these methods of procedure committees of teachers and principals organized the social studies program for the elementary schools some years ago. Bulletins were issued in 1934 containing suggested units for each grade based on stated aims and basic principles.

It is the aim of the social studies program in the elementary schools to give the child experience that will broaden his interests and increase his understanding of his relation to other people and to the physical world about him. The plan proceeds from study of the significant factors in the child's immediate surroundings to a broader picture of an interrelated community that contributes to his needs.

Through this program the school endeavors to stimulate varied interests and to challenge the development of many abilities that will result in a well-balanced personality. It is an essential part of the plan, not only to give the child information but also to increase his realization of the importance of accurate knowledge for clear understanding. The program is planned to develop concepts that will be basic to sound, practical citizenship training.

The basic principles help to guide the teaching methods as well as the selection of particular topics to be studied. When a topic has been selected, it is important to be sure that the facts included for study are those from which judgments are formed and relationships realized. Other principles involve the adaptation of teaching methods to include a variety of activities, to encourage independent discovery of information and the use of the library, to conduct visits and interviews in the community, and to meet the needs of individual pupils who differ so greatly in many ways.

These social study units, which have received recognition in educational circles all over the country, are organized in such a way that the child is presented with new problems and experiences as his interest in the world about him expands. For instance, first graders start with the here and now of the home life unit because it is familiar and aids them in making a new social adjustment.

As the child matures, he is exposed to an ever-widening range of social problems from the standpoint of space, time, and complexity. A somewhat older child learns about the far-away sources of some of our every day needs including cotton, lumber, and rubber. Then he goes on to study about how ways of living differ in deserts and jungles, mountains and lowlands.

Later, when he is a little more mature, he follows modern problems such as land development, architecture, or government back into the roots of our past, seeking an understanding of how our country has developed and how and why ways of living in all lands and times have changed.

Social studies in the junior-senior high schools are on the required list in the course of study. Among the courses offered are geography, American history, European history, economics, and problems of democracy.

Through this program it is hoped to meet in some degree the following criteria expressed in the policy of the board: "Maintain high standards of achievement in the tool subjects, particularly reading; gradually develop essential understandings; develop the power of independent thinking; cultivate desirable attitudes, appreciations, and habits; direct the assimilation of information."

Development of the Program in Mathematics, Science

- In 1926, a detailed course of study in arithmetic was drawn up for the elementary grades. Nearly a decade later teacher committees began to study instructional problems. As a result of these studies they organized an experimental revised course of study to supplement the 1926 course. Further adaptations were made with the adoption of the Master Key textbooks in 1937.

Mathematics courses are required in two grades of the junior high school and may be elected in the ninth grade. Several mathematics courses including advanced algebra, geometry, and trigonometry are offered as electives in the senior high school.

In making a study of children's interests several years ago, teachers discovered that children in every grade from the kindergarten through the sixth were more interested in natural science than in any other field.

In order to capitalize upon the child's natural curiosity about his environment in broadening his interests and increasing his capacity to enjoy and understand his physical surroundings, teacher committees developed a science program for the intermediate grades — four, five, and six — during the years 1935-37. Bulletins of the same sort as those for the social studies were issued.

Through the science program the schools teach methods of securing exact information by observing, experimenting, reading and inquiring from reliable sources. They seek to increase the child's willingness to base generalizations upon fact and to prove his statements. They try to eliminate fears and misconceptions about physical phenomena while at the same time causing the child to realize that many truths are still to be discovered by scientific study which is constantly revealing new facts.

The science program provides dynamic instruction in basic skills, particularly in the language arts. A wide variety of reading skills are constantly used, and discussions become animated and spontaneous.

In the primary grades nature study is largely incidental, depending upon actual experiences and situations. But several primary teachers have developed and submitted a number of science units which have been duplicated and furnished to all teachers to use experimentally if they desire.

Older boys and girls, too, have an intense curiosity about scientific facts. At the present time science in the junior high school consists of general science in the eighth grade and one semester of physiology in the ninth.

Biology, physics, chemistry, physical geography, and general science are offered in the senior high school. Either science or mathematics must be elected in the college preparatory course.

Studies in the Field of Language Arts

- All subjects of the school program are the materials of instruction in the language arts. These arts are the tools for obtaining and expressing information and ideas, for establishing contact with the social environment.

The policy of the board of education provides for an organization and a program which will give opportunity to each individual for the development of those social traits which are essential to happy and successful living.

In the elementary schools the social studies and science programs provide especially rich material of instruction in the language arts. These need not monopolize the field, however; literature, health education, current events, problems of youth citizenship, mathematics, and other courses of study all contribute to the development of reading skills and language expression.

In 1931-32 a city-wide study of language expression was carried on in the elementary schools. Bulletins issued at the end of the study set forth the prin-

ciples of language teaching as well as suggestions for a varied program. The flexible program is keyed to a study of the individual pupil, his physical condition, his personality problems, his social adjustment.

Throughout the planning and administration of the curriculum the schools consider the needs of the individual pupil. An effort is made to provide for differences in health, aptitudes, interests, and skills. Opportunity is offered to the brilliant pupil to use all his powers. At the same time successful achievement is made possible upon different levels for pupils of differing abilities.

A very important part of this concern for the welfare of the individual must, of necessity, be concern for his ability to adjust himself to a group, to get along with people.

A cooperative study of reading readiness was made by kindergarten and first-grade teachers during the school year 1935-36. In attempting to locate factors in reading readiness, they observed 1,752 children. One conclusion they reached was that kindergarten training was important in preparing the child to read. As a result of their study they set up a suggestive program of reading readiness.

Teacher committees in high school have also been working on the language arts curriculum. Trends include more emphasis on practical work such as writing real letters, outlining for a definite purpose, and reading for enjoyment. Pupils are encouraged to do more creative work. With emphasis placed on wider reading, magazines are being used more frequently. The study of motion pictures and radio has also entered the classroom.

English is a required course throughout the junior high school, and at least two years of English are required in the senior high school. Electives in the language arts include speech, journalism, French, German, and Latin.

Articulation of Fine and Applied Arts with the General Course

- The art and music departments cooperate to enrich the public school curriculum. In the elementary school the work is carefully planned to supplement the units taught. Music is an extra course in the high schools while art is an elective except in the seventh grade. Home economics and manual arts are also electives except in the seventh grade where they are requisites.

The Health Education Program

- In the preparation of intermediate science units, two health units for each grade were included. These form the nucleus of a planned program in health education.

Physiology is a required one semester course in the ninth grade. Emphasis is placed upon knowing what to do and doing it. Pupils conduct interesting experiments in nutrition and other health problems. Frequently they are stimulated to build assembly programs around their research and findings.

Acquaintance with the community resources for the improvement of per-

sonal and public health is fostered. Representative speakers from professions concerned with health work contribute their services.

Further information on health education in the schools may be found in the chapter on Health, Physical Education, and Recreation in this book.

Curriculum Study During the Current Year

- Curriculum revision and improvement must necessarily be a slow process because research study must be made in each field, objectives set up, and units of work organized and tested thoroughly before general adoption.

Achievements during the current year include studies made by the committees in language arts and mathematics at various grade levels and social studies in the elementary school.

Reports on Secondary School Curriculum

- During the current year reports were submitted by two of the standing committees on secondary school curriculum; namely, the language arts and mathematics committees. Work in the field of language arts included the establishment of objectives for each phase and methods of evaluating pupil achievement.

Teachers of the language arts in the three junior-senior high schools worked together in sub-committees to determine the desirable objectives of instruction in expression, literature, reading, spelling, grammar, journalism, speech, Latin, German, and French.

These objectives having been drawn up, the entire teaching staff of the language arts in the secondary schools surveyed ways to measure the progress of individual pupils toward these desired ends.

The core committee, consisting of Mary Grace Powers, Edith Isely, Kathryn Gallagher, Cecilia Gallagher, Julia Tormey, and Vida Smith, chairman, assembled the material for the report.

The committee on secondary school mathematics also submitted a report at the close of the school year through the chairman, Ralph O. Christoffersen. This report set forth the general objectives common to all mathematics courses. Progress has been made in the study of specific purposes of each course and the means of evaluating the work, according to the report.

A special report on the need of a course in solid geometry was submitted by Florence Morris, Harriet Krueger, and Ruth Conlin. This report included a study of entrance requirements of universities and technical schools of the east and the midwest, information from 12 leading schools in Wisconsin, and personal opinion of some business and professional persons in the state.

A splendid report on the study of mathematics in the seventh and eighth grades was submitted by Clifford A. Hawley. Considerable progress has been made toward smoothing transition in the mathematics curriculum between the elementary school and the junior high school.

Progress in Curriculum Revision in the Elementary School

Social Studies

- When the social studies units were organized in 1934, teachers were urged to develop an experimental unit each year. Many teachers have developed these units during the past five years. Primary teachers who cared to do so were invited to write and submit their experimental units so that they could be distributed.

All the teachers were then asked to indicate their impression of the new units as well as their preference among the regular units which had been available since 1934. Committees of teachers who had expressed interest in a particular unit were asked to revise it, bringing the bibliography up to date, and to scrutinize it carefully in the light of five years' experience. Groups were also asked to make experimental use of the new units in several classrooms.

Editing chairmen were Marie Starks, kindergarten; Alma Skaar, first grade; Carrie Barton, second grade; and Madeline Reinbold, third grade.

The reviewing committee working with the supervisor of curriculum included Cora Morgan, Jean Thomson, Florence Fowler, Eleanor Mead, Dorothy Chapman, Mabel Hammersley, Annie Axtell, and Alice Rood.

Mathematics

- In the mathematics field committees reported on the study of adjustments between the experimental outline of 1936 and the Master Key texts. This report was formulated by a committee of teachers for each grade, second through sixth, who reported to the central committee. The chairmen of the grade committees formed the central committee with Florence Thorpe serving as general chairman.

Spelling

- Studies in the language arts now being carried on in the elementary school include spelling, oral expression, penmanship, and reading.

In the study of spelling difficulty, emphasis has been placed upon spelling as a tool of written expression in addition to the regular treatment as a drill subject. Analysis of classroom situations by the teachers revealed four types of spelling activity in which pupils need to grow increasingly proficient.

First, they need to be able to express their ideas freely using any words which will enrich and perfect that expression.

Second, they need to be able to read over their own writing and judge with considerable accuracy which words are correct and which are incorrect in order to be able to put a paper in good form.

Third, they need to be able to use with increasing independence, accuracy, and speed available aids to correct spelling.

Finally, they need to be able to write increasingly difficult perfect papers without aid or assistance of any sort. In adult life perfection is desirable; and

while aids may be available, they slow the thinking as well as the writing process

A year-to-year follow up of a number of pupils is being made to study the development of power in the use of spelling as a tool in written expression.

Penmanship

- Penmanship problems have presented themselves from time to time. Among them have been the training of left-handed writers, unsatisfactory materials for writing instruction including pens, and the difficulty of judging improvement in writing, particularly in the fifth and sixth grades.

In the school year 1937-38, a committee of elementary school principals was appointed to work with the supervisor of curriculum upon the penmanship problem. Members of the committee were Annie Axtell, Marie Hagen, and Walter Engelke, chairman. A careful study is being carried forward under this committee.

Reading

- A very large proportion of the learning that takes place in school is achieved by means of the printed page — reading. The child who cannot read satisfactorily is seriously handicapped in most of his work.

One of the most difficult problems in the modern school is adjustment to the various degrees of reading ability which occur at each grade level when all of the children of all of the people remain in school. Retardation, which has been practiced for years, is not in most cases a satisfactory solution.

Reading is not an ability which a child either has or does not have. There are many degrees of ability to read. When can a child swim? Is it when he can barely keep afloat? Or is it when he can swim like an Olympic champion? To read successfully a primer does not mean necessarily that one can read satisfactorily a junior high school social studies book or a treatise on psychology or medicine.

Most educated adults are able to read satisfactorily on the level and in the fields in which they do most of their reading. However, because reading is understanding content and not mere word calling, every adult is aware of the fact that he does not have to look far in unfamiliar fields to find books he cannot read with comprehension. The period of learning to read lasts as long as the student faces material of increasing or new difficulty which he desires to read. To have learned to read on one level of difficulty or in one field does not mean that one can automatically read on the next higher level of difficulty or in an entirely different field.

Sound teaching of reading on the primary level is essential to effective reading at higher levels. However, inability to read at a higher level is not *prima facie* evidence of poor teaching at a lower level. No technique has yet been devised to make everyone an expert swimmer. Nature has something to say about that. No technique has yet been devised to make everyone an expert reader. Nature still has something to say about that.

Consequently the schools at every level face at least three problems in teaching reading:

First, teaching the solving of new reading problems.

For every level of increased reading difficulty and for every new field those pupils who need it should receive help in the adjustment.

Second, reteaching skills formerly taught but not mastered

The learning process is extremely complicated. All children do not learn equally well under similar classroom conditions. In a given classroom situation one child may learn an item quickly and never forget it. Another may apparently learn it but forget it the next week. A third may indicate no learning whatsoever. However, this same pupil may be exposed to the same item two or three years later and learn it easily and permanently.

Third, adjusting the reading difficulty of materials to meet the needs of all pupils

In a non-selective institution there will probably always be pupils in every grade whose reading ability will be considerably above or below the average for the grade. Similar content material on different levels of reading difficulty must be provided.

In the year 1937-38 a committee of elementary principals was appointed by the superintendent to work with the supervisor of curriculum on a primary reading program which would build upon the results of the reading readiness study carried on in kindergarten and first grade in 1935-36. The members of this committee were Lucile Clock, Walter Engelke, Emily Parsons, and Alice Rood, chairman.

The committee hopes that a careful initial adjustment to reading in the primary grades may eliminate some of the need for remedial work in the upper grades. A three-group plan to assist in more adequately meeting individual needs was put into operation this year. It is planned to continue the experiment for three years in order to observe the results during the entire primary span.

Although Madison elementary classes reach or exceed the standard median in reading, the testing program reveals the need of continued curricular adjustment to meet the wide range in abilities at each grade level.

The complete range in achievement tends to become greater in higher grades, increasing from more than four school years at the second grade to more than six school years at the fifth grade. The spread of the so-called average pupils, the middle 50 per cent, grows increasingly larger also. It appears to be about seven months at the beginning of the second grade but increases to sixteen or seventeen months at the fifth and sixth grades.

The policy of the board of education calls for "an organization and a program which will give opportunity to each individual for the development of

those social traits which are essential to happy and successful living" and which will "maintain high standards of achievement in the tool subjects, particularly reading . . . when considered in relation to individual progress and growth".

In order that pupils may be able to do work that is challenging and stimulating and at the same time within their ability, provision for this range of abilities must be made within the units of instruction.

Whether a particular level of accomplishment represents a "high standard of achievement" for a pupil cannot be decided upon the basis of standard norms since individual ability must be considered.

A study was made in which the scores representing reading achievement and those representing the probable ability to learn were cross charted. It was found that, in general, the two were closely related. But the range for each group was very wide, indicating that there are many other factors which influence reading success. With these factors the school must be concerned.

Some of these factors which are believed to influence reading success are health, physical defects, maturity, regular attendance, social attitudes, work habits and attitudes, parental attitude toward pupil achievement, power of concentration, emotional control, sense of responsibility, and a feeling of security. To secure this latter, work required of each pupil should be adjusted to his capacity.

At the time of the reading readiness study in 1936, kindergarten and first-grade teachers made a rating of pupil attitudes. The scale included social attitudes, attitudes toward work, power of concentration, emotional control, attitudes toward authority, and sense of responsibility.

In order to learn whether there was correlation between reading progress and desirable attitudes and traits, certain pupils were rated again on the same scale in March, 1938. Pupils who showed good initial adjustment in these traits made better progress in reading during the two years than pupils who showed poor initial adjustment.

Pupils who made good progress in reading also improved more in attitude adjustment than pupils who made less progress in reading, although the latter had greater room for improvement. Important as work habits are, from these studies social and emotional adjustment appeared to be of even greater importance.



Rhythm develops grace

Puppetry uses art and language skills



Chapter III

HEALTH, PHYSICAL EDUCATION and RECREATION

The Health of the School Child

- With the joint efforts of various community groups the board of education has been working out a unified program of health, physical education, and recreation for the young citizens of the city.

In the interest of the health of the school child, the supervisor of health and physical education works with the school nurses, doctors, and dentists of the board of health.

The Work of the School Nurses

- The school nurses spend an average of four hours daily in the public and parochial schools. Services vary according to the school enrolment. For instance, a nurse may spend three hours daily in a large school, but visit a small school an hour three times a week. In time of epidemics nursing service varies also.

Duties of the nurse while in the school include inspection of children sent her by the teacher and those returning after an absence due to illness, weighing and measuring the children, keeping the health record cards up to date, and assisting the physician in routine inspections.

Other duties include making appointments for physical or dental examination, testing eyes when requested to do so, administering first aid, and making home calls.

Medical inspections or surveys are made by the doctors and nurses at regular intervals during the school career of each child. Boys and girls who plan to take part in high school athletics must have physical examinations.

Nutrition Centers in the Schools

- Nutrition centers are maintained in the Emerson, Lowell, and Longfellow schools for children who have been seriously ill, who have heart ailments, and who are undernourished. They are brought to these centers by bus and attend classes in the same building or near-by high school. Their school programs are adjusted to their rest periods.

Rest on cots in airy rooms and nourishing lunches are the main features in the care of these children. They are also trained in good food, rest, and cleanliness habits. In some cases the condition of the undernourished child is due largely, if not entirely, to his habits of eating. In the nutrition centers he eats what the other children eat, what is set before him.

The most nutritious lunches for the least possible cost are planned. Reports show that the lunches have not exceeded 15 cents each, and in most cases they have been 12 and 13 cents.

Among the duties of the matron in charge are the general supervision of the children in the rest room and dining room, weighing and measuring the children at intervals, recording facts, keeping account of attendance and costs, etc.

Total enrolment in the nutrition centers during the last school year was 41 boys and 61 girls. Of 23 dismissals all but two children were returned to their classrooms and put on regular schedules.

The Dental Hygiene Program

- The dental hygiene program in the public and parochial schools during the past school year included classroom educational talks and demonstrations and dental surveys of the children in grades one to four inclusive.

Two dentists with two assistants made the surveys in the elementary schools during the fall and spring. More than 65 per cent of the children in these four grades have dental defects, according to the report of the survey.

A special project of athletic examinations was carried on in the three public schools. One dentist and one assistant made three visits to each high school, spending two hours in each visit.

Another Phase of School Health

- In the spring of 1938 the board of education established the policy requiring all new employees to take physical examinations and requesting the others, including teachers on tenure, to do so. Before the opening of school the following fall, 92 per cent of the teachers sent in certificates of examinations from their physicians, 59 per cent of the clerical staff, and 72 per cent of the custodians.

Physical Education in the Schools

- Physical education in the elementary schools includes rhythm games and exercises, folk dances, health lessons, and for pupils in the upper grades, intramurals. Besides gymnasium exercises, pupils in the high schools have intramurals, athletics, and lessons in hygiene.

Members of the staff have been engaged in a study of physical education work. They have examined and evaluated courses of study from other cities

as to content and usability. Much of the study has been carried on in cooperation with a committee from the National Physical Education association.

Staff members are working on a suggested course of study in physical education which will include skills and achievement tests as well as new emphasis on health and safety for all grades. The plan is to have the course of study mimeographed in order that it may be added to or subtracted from as the work proceeds.

Achievements during the past school year include an enlarged intramural program for boys; an enthusiastic attitude toward "play for play's sake", particularly among the girls; more attention given to correctives; the introduction of new games; a better program of health and safety; an improved as well as enlarged noon recreation period in the high schools; and an enlarged program of co-recreational activities, including games as well as social dancing.

The Recreation Program

- In the city of Madison recreation is a year-round program with emphasis on seasonal activities. This program, which is for both children and adults, is administered by the board of education.

To facilitate the development of the program, a joint recreation committee composed of three members each from the park commission and board of education was set up several years ago since city parks and beaches are used as well as schools. The superintendent of schools, the secretary of the park commission, and the recreation supervisor serve as ex officio members.

The summer program includes handicraft, softball, swimming, golf, tennis, and many other activities for various age groups. Six craft centers, 11 full-time playgrounds, and 6 part-time playgrounds are supervised by leaders for a nine-week period. Swimming instruction is given at four beaches during this period.

Movies are shown at the various playgrounds on four nights a week, drawing large neighborhood crowds. For group picnics and outings, the recreation department provides leadership and equipment for games. Special features of the summer program include tournaments, the track and field meet, the annual play day, the lantern parade, and over-night hikes.

Activities in the winter include adult gym classes, basketball, volleyball, table tennis, and skating. A recent feature has been the establishment of coasting hills. At East high school a supervised social dancing center for young people has been maintained for some years.

Hearing-aids bring the world to them



Chapter IV

SPECIAL SERVICES IN THE SCHOOLS

Child Guidance and Special Education

- In March of this year the department of child guidance and special education completed its 14th year of service. The chief aim of the department during this period has been to promote the study and training of the individual child.

Divisions in the department today include the special classes and schools for handicapped children, the psychometric or testing service, and guidance in elementary and high schools.

During the past year the guidance department also carried out several special services and plans in conjunction with the University of Wisconsin. Included were the experimental child guidance clinic and the lecture course in mental hygiene for teachers. Although not new, another feature is the program for training student teachers from the university.

Comprising the staff of the department are the supervisor, 4 child psychologists in the elementary schools, 3 guidance counselors in the junior-senior high schools, 2 physical-therapists for the crippled children, and 13 special teachers.

The special classes and schools for handicapped children include the school for the deaf, the orthopedic school, the sight-saving class, speech-correction classes, and classes for mentally deficient children.

State aid, varying from 50 to 100 per cent, is given to each of these special divisions. This includes the cost of transporting the children to the school. Non-resident pupils are provided for in all groups except the subnormal, the children living in boarding homes.

Many community groups cooperate in projects and activities for the benefit of the children in the various special departments. Among them are the YMCA, Girl Scouts, University of Wisconsin physical education majors, Shriners, Elks club, Kiwanis club, Woman's club, Catholic Charities, Family Welfare association, Junior League, American Legion, Children's Theater committee, Parent-Teacher associations, Dane County Unit for the Disabled, board of health, Wisconsin General hospital, library board, relief and private agencies.

The School for the Deaf and Hard-of-Hearing

- The school for the deaf, founded 30 years ago, had this year its largest enrolment, 32 pupils. Of these, 15 were Madison children and 17 were from

near-by towns. Since association with the normal child is an essential in the deaf or hard-of-hearing child's development, the department for the deaf was placed in the Doty school.

To follow the curriculum outlined for the normal child as closely as possible is the aim in the school for the deaf. Toward this end children are transferred to hearing classes as early as is practical. For instance, when a child has gained some skill in lip reading, he can be placed in a hearing group for art work.

As his skill in lip reading, language, and speech progresses, he is placed with hearing children for more and more classes. The optimum results are obtained with high school students who attend a hearing high school and return to the school for the deaf for special academic help and lip-reading instruction.

A new emphasis in the school is to include children from 4 to 6 years old in the work for lip reading and speech so that they may not be retarded in school work because of their handicap.

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

The Orthopedic School

- Previous to the establishment of the orthopedic school in January, 1928, a teacher was employed by the board of education for a period of four years, to visit crippled and shut-in children. The Kiwanis club furnished an automobile for her to travel about the city making calls.

Many of these children became the first pupils in the orthopedic school, which was established in the Doty building and later removed to the Longfellow white building. The best facilities possible in buildings not designed for such purposes were set up for the special treatment of these children.

From the very beginning the school has been organized in two divisions: namely, the academic and physical-therapy departments. Although the course of study is followed as closely as possible, special handicaps, the treatment program, and rest periods interfere somewhat with normal achievement. Much individual attention must be given.

Besides the prescribed treatments, the physical-therapy department supervises all health conditions of the crippled children. This includes arrangements for medical and dental examinations and looking after nutritional needs of the children.

Reports on the physical improvement of the children during the year were as follows: learned to walk alone, 5; learned to swim, 9; braces, casts, or crutches modified or discarded, 12; new glasses, 11; surgical correction, 12; tonsillectomies, 3; and dentistry, 12.

The total enrolment in the orthopedic school this year was 88 children with widely varying handicaps. It is interesting to note that the two boys who suffer the greatest physical handicaps have the highest intelligence.

Special Classes for the Mentally Handicapped

- While teachers were appointed to teach retarded pupils in ungraded rooms early in this century, not until 1916 were classes established to accommodate exceptional children. Today there are five special classes for mentally deficient children with a total enrolment of 112.

The primary group was located in the old Washington school; both intermediate and advanced classes were in the Emerson and Longfellow schools. Class enrolment has increased over a period of years to a maximum of 25 pupils. The increase is due to the fact that a more thorough survey is made to find these children early through the psychological testing program.

The curriculum is simplified to meet the needs of these children. Emphasis is placed on habit training, sense training, handwork, and social experiences among the younger children. The program for the older boys and girls includes manual arts and home economics. Teachers in other fields cooperate in giving these children art, music, and physical training.

Speech Correction

- Speech defects include stuttering, oral inactivity, sound substitution, and other disorders. While some of these difficulties are due to physical defects such as poor hearing or paralysis, many of them are due to psychological handicaps. Because of this, the person who works with a child having defective speech must be a trained psychologist as well as speech teacher.

During the current year three child psychologists worked with 423 children having speech defects. Of these 155 were corrected, and 268 will continue in the training next year.

Treatment for stuttering is divided into three emphases: namely, mental hygiene, neurological stress, and spasm control. Mental hygiene and spasm control are closely related. Analyzing his type of block with the special teacher aids the child in developing a healthful attitude toward the stutter and also in controlling the spasm.

Coordination of writing and speaking make for neurological stability. By making the bodily mechanism more stable the speech comes under more adequate control.

Many drills and games are used in helping the children to overcome their difficulties. In the training each pupil travels at his own pace. Stress is placed on the fact that recovery of normal speech rhythm will not be rapid or miraculous.

The Sight-Saving Room

- Under the constant light of 4,500 watts, 14 spectacled children worked in the sight-saving room at Emerson school during the past year. Their school placement ranged from the first grade through the seventh.

The class for children with marked impaired vision was organized in February, 1937. That the children might have a normal environment, the sight-saving room was located in a school operating on the platoon system.

Thus the children of elementary school age are able to attend regular classes in the social studies, science, etc., and return to the special room to do assigned close work. Reading, writing, and spelling are taught in the sight-saving room. Older pupils attend classes in near-by East high school.

Because of their handicap, work is largely individualized to meet the needs of the children. The teacher prepares and adapts much of the material. Wherever possible oral work is done rather than written, blackboards are used rather than pencil and paper, typing rather than writing. Eye hygiene is stressed incidentally.

Equipment includes adjustable desks, large type books, large primary pencils and chalk, easels, recreational materials, a radio, and typewriters with large letters. Typing is taught in the fourth grade.

The chief problem in this department is to decide to what extent the child's vision loss should curtail his academic work. On this point the doctor's opinion is invaluable. The teacher holds conferences with the attending physician concerning the specific handicaps of each child and with his help outlines the school program.

Testing Service

- Part of the service of the child guidance department is intelligence testing of every school child, not once but several times during his school career. The first group test is given to all kindergarten children for contribution to individual child study.

Individual tests are given for case studies of children having either personality or educational problems. Re-tests are made where there is a doubt as to the validity of the tests.

A total of 2,280 tests were given during the past school year in the elementary schools by the four child psychologists. In the junior-senior high schools, the three guidance directors gave tests to all new pupils and the entire ninth grade.

Testing for hearing is another task conducted by the child psychologists. The plan is to do survey testing in the third and sixth grades each year. Since the group test is used as a sifting device, many children with normal hearing are eliminated from the study. For the group testing the department borrowed an audiometer from the Vocational school.

In the group test children showing a loss of 9 per cent in either ear are re-tested; and if the loss appears again, they are given an individual test on an individual audiometer borrowed from the University of Wisconsin.

When a child shows a hearing loss of more than 15 per cent, the audiogram is sent to the supervising nurse of the board of health with the request that the home be contacted and medical opinion obtained. If the diagnosis is unfavorable, the hearing considerably impaired, the speech affected, and grades repeated, the child is placed in a lip-reading class.

The Child Guidance Clinic

- With the establishment of the child guidance clinic in conjunction with the University of Wisconsin last year, an experimental program was set up for a two-year period. The program was designed to aid parents and teachers of children showing anti-social trends.

Psychiatric service was given in the clinic of the guidance department by psychiatrists or doctors from the university. Prior to this time children with serious behavior problems were taken to the Wisconsin General hospital where they received treatment by the same staff.

After the clinic was established, the first step in the procedure was to refer the child to the guidance department. Sources of referral included teacher or principal, parent, attendance worker, social agency, physician, and guidance worker. Members of the guidance staff then made a complete case study which included interviews with teachers and parents and a visit to the home. In some instances the social agencies had made the case studies.

The next step was a visit by the child and parent or parents to the clinic for an interview with one of the doctors. Following the interview, notes were made in the child's record with recommendations which were followed by the worker responsible for the case study.

Another important feature of the program was the weekly staff meeting with round-table discussion of the problems. To the meeting were invited the teacher, principal, or agency representative interested in the particular child. Nurses, attendance workers, or others interested in the special case under discussion were also present at these meetings.

In the clinic approach, the study of the "whole child" was emphasized, and treatment included all efforts to help the child. The actual contact between child and doctor was only one aspect of treatment. Just as important was the advice given to parent, teacher, or social worker which was designed to change the attitude of the adult to the child or the manipulation of the environment to modify the reactions of the child.

The total number of children who visited the clinic was 80, of which 58 were boys and 22 were girls, according to the clinic reports. They were divided into three age groups; those from 5 to 9, from 10 to 14, and more than 14. While 37 children were seen but once, many returned for subsequent interviews. The total number of clinic visits was 203.

Classification of the problem cases according to the type of behavior included 59 of the aggressive type, 15 of the withdrawn or listless type, and 6 special problems.

Conditioning factors causing the behavior problems were: the home in 70 cases, health in 22 cases, and school in 10 cases. The home presented such serious problems as alcoholism, divorce, step-parents, low moral standards, crowding, and financial insecurity. In the health cases both mental and physical handicaps were thought to play an important role. Difficulties in school included educational disabilities such as failure to learn to read and lack of rapport between teacher and child.

Of the 80 children who were studied in the clinic, 40 were reported improved, 16 unimproved, and 24 untreated. Although the teacher appraisal reported the same number of improved and unimproved as the clinic, the two estimates did not always coincide in specific cases.

The doctors reported that in some instances the change was in the attitude of the parent or teacher rather than any real change in the personality of the child. In the untreated group were cases in which parental cooperation could not be obtained, cases seen after the last clinic day, and cases in which a social agency was given the special service.

Mental Hygiene Lectures

- The course in mental hygiene lectures was given by the clinic psychiatrists under the auspices of the university extension division, but subsidized by the board of education. Others outside the clinic staff contributed to the background of the study of child behavior in these sessions. Thirty meetings were held during two semesters.

Attendance at the lectures varied from 200 to 220 persons, including a selected group of teachers, principals, and representatives of all the social agencies and nursing groups.



Hours of work go into the newspaper

Spreading ideas on safety





That they may learn to love books

The heart of the school — the library



Child Welfare and Accounting

- The work of the attendance department includes the counting of more than 15,000 Madison children, the checking of school attendance, the supervising of child employment, and innumerable related services. These tasks are in accordance with the administration of three state laws relating to the welfare of children.

In the child accounting system of the attendance department, a permanent and cumulative record is kept of every pupil in the public and non-public schools. The individual card contains pertinent data, such as the birth date, birth place, names of both parents, their nationality, and occupation.

From year to year information on the child's school history, such as promotions, is added. Data are added to the file or amended continually throughout the year as pupils transfer from one school to another, or withdraw, or new pupils enroll.

Records preserved in the fireproof cabinet of the attendance department date back more than a quarter of a century. Closed files are made of persons who have been out of school for more than five years. For the past 17 years a high school graduate file has been maintained.

Since the attendance department has the only central file where records of all children enrolled in the schools can be found, increasing use has been made of this information.

It has been used by the business office of the board of education for a check on tuition cases, by the curriculum and guidance departments of the schools for birth dates and grade enrolments, by workers of the city and county relief offices for verifying legal settlement, by the state industrial commission for compensation cases, by the police department and other community agencies for birth dates, addresses, and family names.

During the past year the city health department has used the filing service in two ways: namely, to locate children and to place them under the usual health regulation and to locate, clarify, and check the records of tuberculosis contact cases.

Because of so many requests, the attendance department has developed into a sort of general information office, which makes it serve as a much-needed integrating element between school and community.

School Attendance and Related Services

- One of the most important uses of the child population figures is the census-enrolment check in September to find out if every child of compulsory school age is enrolled in some school.

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

Checking enrolments with census figures is time-consuming, taking about two months. The census check last fall necessitated 258 calls by attendance

workers before all pupils were located and arrangements made for school attendance.

It includes locating children who have moved during the summer, boys who are still working on farms, and girls who are doing housework without arrangements for full or part-time attendance. Those not enrolled are usually found in homes where there is economic stress or where the parents themselves are indifferent to educational advantages.

TABLE I
Comparative Total Enrolment Figures

SCHOOLS	1930	1935	1938	1939
Brayton	230	90	84	55
Doty	125	186	172	164
Draper	305	215	172	173
Dudgeon	282	257	244	246
Emerson	764	795	759	773
Franklin	373	427	482	419
Harvey	261	223	254	225
Hawthorne	313	332	303	293
Lapham	247	263	216	229
Lincoln	399	434	435	410
Longfellow	613	607	542	517
Lowell	713	744	711	707
Marquette	389	345	341	317
Nakoma		240	323	328
Randall	687	839	761	748
Washington	339	216	225	208
TOTAL ELEMENTARY	6,040	6,213	6,024	5,812
Opportunity	85	120	105	111
Crippled	20	45	66	68
Deaf	26	25	26	31
Sight-Saving	--	--	18	14
TOTAL HANDICAPPED	131	190	215	224
Central Junior		500	560	546
Central Senior		1,761*	812	752
East Junior			1,046	1,036
East Senior		1,193*	1,151	1,284
West Junior			677	763
West Senior			917	971
Total number junior high pupils in elementary schools **	943			
TOTAL HIGH SCHOOLS	3,987	5,103	5,366	5,337
GRAND TOTAL ***	10,068	11,506	11,605	11,373

* These totals are for high schools, grades 9-12, before the six-year plan was adopted. Junior high totals from the grade schools are added to make the figures comparable.

** Junior high school pupils, grades 7-9, from Emerson, Longfellow, Lowell, and Randall schools were later transferred to high school buildings. Some junior-high-age pupils are still at Franklin, Lincoln, and Nakoma schools.

*** Does not include part-time parochial or Orthopedic hospital pupils.

During registration week the supervisor of attendance interviews boys and girls under 18 years of age who wish to enroll in the Vocational school. Through this conference plan children are kept in high school when possible. Transfers include pupils who are employed part-time and those whose high school programs have been upset because of illness or other reasons.

The number of pupils under 18 years of age enrolled in Vocational school has decreased in the past several years. This year the actual June enrolment was 109, a decrease of 59.

Home Visiting

• Home calls are an important function of the attendance workers. Besides promoting attendance through discovery of causes for school absence, the attendance workers try to assist in solving home and school problems. Not infrequently the information and efforts of the principal, teachers, special departments of the schools, and various community agencies are pooled in order to do constructive work.

Among the reasons for irregular attendance and persistent absence is one or more of the following conditions: ill health of parent or child, employment of mother, broken homes, parental neglect, poverty, maladjustment at home or school, long week-end trips.

Absence because of illness is the outstanding reason for non-attendance. The cooperation of school nurses is vital since the health of children is of first importance in promoting regular attendance and attaining success in school.

The Central Registration Bureau

• To date the central registration bureau, where all children having special problems are registered, has been used chiefly for reference. The attendance department has continued to register children requiring special services with the secretary of the bureau. During the summer the secretary worked with these children in the recreation program and also established needy boys on farms for the summer months.

Considerable time is spent by attendance workers each week in contacting other agencies and school departments where interest in families is common, in exchanging information, and in coordinating the various special services as the need may require.

Cooperation with Community Agencies

• A close relationship exists between school departments and other public and private agencies and church organizations in giving children needed services or treatment, both in school and at home, with due consideration for leisure-time activities.

The private agencies include the family welfare, recreation, and character-building agencies. Their work is well known in the community. Attendance department workers also work with the city relief department and the mothers' pension department in cases of dependent children.

There has been continued close cooperation of the attendance department with both the police and county probation departments. Each Friday the super-

visor visits the police department for cases of juveniles reported during the week. Cases needing the immediate attention of some department in the schools have been reported promptly. Conferences have also been held with community agencies doing case work with the family, and home calls have been made when it seemed advisable.

Other civic organizations and local clubs have shown an interest in school children by providing funds for scholarships for needy and deserving high school pupils, clothing in emergency cases, special Christmas funds, assistance to graduates, and by sending children to summer camps.

The School Census

- Taking the census consists of obtaining statistical information on all children from 4 to 19 years of age, inclusive, in each school district by enumerators. During the past few years the department has obtained the complete list of children from birth through 19 years of age.

The school census figures for this year show a child population of 15,728, which is the same as last year. Total school enrolment for the last school year was 14,607. The school population was distributed as follows:

TABLE II

Enrolment

Public high school	5,337
elementary	6,036
Includes non-resident pupils	11,373
high school	715
elementary	332
Total	1,047
Parochial (October figures)	2,738
Wisconsin high	329
Vocational full-time	69
part-time	40
Total	109
Lakewood (Madison children living on Superior street)	58
Total	14,607

Child census statistics are helpful in showing distribution and comparison of the child population of school districts from year to year. It anticipates pupil enrolment for the ensuing year and shows increases and decreases in age groups. The census has also served as a basis for surveys made by the university, for PTA summer round-up programs, and for city-planning projects.

By means of the census children handicapped by physical or mental disability are discovered. That they may be cared for in special classes, these children are referred to the proper school department.

The stated policy of the board of education is "provision for the child as an individual whether he be exceptional in mental ability or handicapped by physical disability".

TABLE III
Showing Comparisons of Census Totals of School Districts

SCHOOL DISTRICTS	1930	1935	1938	1939
Brayton	492	---	372	346
Doty	656	828	605	598
Draper	855	864	757	730
Dudgeon	683	632	645	657
Emerson	1,660	1,727	1,709	1,732
Franklin	658	734	778	774
Harvey	416	490	560	543
Hawthorne	818	941	874	877
Lapham	638	685	605	608
Lincoln	815	1,013	901	882
Longfellow	1,833	1,957	1,841	1,791
Lowell	1,583	1,740	1,649	1,650
Marquette	653	704	748	754
Nakoma	---	254	412	463
Randall	1,939	2,269	2,220	2,223
Washington	772	866	710	736
Joint District No. 8	264	328	342	364
TOTALS	14,735	16,032	15,728	15,728

Child Labor and Street Trades

- Wisconsin has received considerable praise for its child labor law. A new law effective in October, 1937, extended the list of prohibitive employments for children under 21 years of age. The industrial commission has designated the attendance department to handle permits for employment of children.

During the past year 717 child labor permits were issued to Madison boys and girls between the ages of 14 and 18. Of the total number of permits issued, 546 were for after-school and Saturday employment. Permits for cadding for boys represented the greatest single employment group. The largest number for girls was for domestic service.

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

The new street trades law, which became effective in December, 1937, changed the permit age for boys to 13 to 18 years of age. Girls under 18 are prohibited from engaging in street trades work.

The greater number of boys in street trades sell or distribute newspapers or magazines. Throughout the year a smaller number distribute handbills or samples. At present approximately 900 boys are employed in street trades in our city. This after-school employment enables many boys to provide their clothes, school books, and lunches.



Chapter V

THE PHYSICAL PLANT

The New Buildings

- The beginning of the second century in the Madison public schools will be marked by the most extensive physical changes in their history. After nearly a decade in which few improvements were made in buildings or grounds, three new elementary schools and three additions to existing schools have been built during the past year and a half.

The three new buildings are the Lapham, Marquette, and Washington schools, which were named in May by the board of education at a meeting attended by persons representing the old schools. The three new units are the Dudgeon, Longfellow, and East high school additions.

Although the need to replace the old and obsolete buildings had long been recognized, a paramount reason for such an extensive building program at one time was the granting of federal aid. With the federal grant, Madison could build three new schools for nearly half of what it would cost the city to build them alone. Federal aid was also given for the three additions.

The total cost of the three new schools will be approximately \$1,326,000, but the city's share is only \$745,000 since the federal government will pay forty-five per cent of the cost.

Because of the long-time payment plan and the low interest rate on the bonds, the new schools should not be a burden to Madison taxpayers. Payments will be completed in 1958.

Educational Advantages of the New Schools

- More important than the financial angle is the fact that all Madison children will have comparatively equal educational opportunities with the occupation of the new schools. The three new schools will replace nine old buildings which are completely inadequate for the modern educational program.

Although the new buildings differ in architectural design and minor detail, all are functional in plan. That is, all are designed to meet the educational needs of children today and Madison children in particular.

In general, each school is built on the unit plan, including the classroom unit together with rooms for special activities, and the gymnasium and social center unit.

Among the advantages the children will have in the new schools are science rooms with adjoining growing rooms, auditoriums, art rooms, music rooms, and gymnasiums with shower and locker rooms. These rooms are vitally necessary to the program of the modern school.

Science Rooms

- For instance, in science the pupils actually observe plant and animal life in their classes besides reading out of texts. In the growing rooms the children may experiment with plant life. That scientific collections may be conveniently stored away, cabinets and drawers line the walls of the new science rooms.

Auditoriums

- Auditoriums are a feature which both teachers and parents will appreciate. While designed primarily for classroom use in speech and dramatic expression, they can also be used for group programs. These rooms have special treatment for sound absorption.

Speech teachers were called into conference to plan the stage and lighting while members of the art department planned the decorations. In fact, staff members in all departments as well as school nurses and librarians have co-operated in the planning of the new schools.

Art Rooms

- The art rooms in the new buildings are planned in two sections, a main unit and an alcove. The main section is the workroom or art laboratory while the alcove contains special equipment and storage room. Each art room also has a storage closet with numerous bins, shelves, and drawers.

An interior wall of the art room has a built-in unit of drawers and exhibit shelves of hardwood. Other wall space has blackboards and also bulletin boards to exhibit art work. All art rooms have northern exposure, which gives the most steady light.

Music Rooms

- Music rooms in the new schools have sound absorption materials installed on the ceilings. To prevent transmittal of sound to other portions of the building music rooms have double partitions and sound-proof doors. For the filing of music, phonograph records, and other equipment, each music room has a storage closet.

Health Education and Recreation Units

- The new health education and recreation units will be a boon to children and adults alike. They have been specifically planned for use as community centers as well as for school use. Included in the units are complete facilities for physical activities and other types of recreation.

In each new building the health education unit includes two gymnasiums — one for boys and one for girls — shower and locker rooms, storage space for equipment, and a small office for the teacher. That they may be adequate for adult usage, the gymnasiums are regulation size.

Light and airy, the upper part of the gymnasiums consists of windows and light brick walls. For the protection of the children, lower walls are lined with cork wainscoting. Floors are hardwood.

On the ground floor below the gymnasiums is the community center with one large recreation room and several smaller workrooms or shops. Adjoining the large room is a kitchen where refreshments may be prepared for social gatherings.

The community center is especially adaptable to Parent-Teacher or other group meetings. These rooms can also be used for special school projects. Lastly, since the new schools are situated in child population centers, the recreation units and playgrounds will be ideal for the summer playground program.

One important advantage of the unit plan of building is that while the community center is in use, the remainder of the building can be closed. Direct exits lead from the health education and recreation unit.

Another advantage of these exits is that children can enter the gymnasium locker unit directly from the playground and take care of their equipment without tramping across the hardwood floors of the gymnasiums.

Classrooms in the New Schools

- Besides these rooms for special activities, each school has two kindergarten rooms, a library, and a varied number of classrooms or grade rooms. The kindergartens are bright and attractive with window alcoves, fireplaces, and plenty of work and play space. Lavatories for the use of small children are adjacent to the kindergartens.

A corner room with double exposure has been reserved in each of the new buildings for the school library. Built-in shelves line the walls. Adjoining the library is a small workroom for the repairing and storage of books.

Since the children spend the greater portion of time in their grade or classrooms, perhaps these are the most important of all. In these rooms the children do their basic work in reading, writing, numbers, and social studies.

The classrooms are spacious, pleasant, and well-lighted. Typical classrooms average approximately 23 by 36 feet in size. Windows fill the major portion of one side of the room while artificial lighting is plentiful and semi-indirect.

Cupboards built in the corner contain book shelves, magazine troughs, drawers of assorted sizes, spaces for classroom equipment such as maps, and a compartment for the teacher's wraps. Completing the needed built-in facilities are blackboards, a bulletin board, and an electric clock.

Rooms for Special Classes

- The new Lapham school has 16 regular classrooms, the Marquette school 18, and the Washington school 14. The Lapham school also has four classrooms for the deaf department, which has been located in the Doty building.

In the new Washington school the first floor of the west wing has been planned for the orthopedic department, which has been inadequately housed

in the Longfellow annex. Included are three classrooms, a large rest room, and several treatment rooms.

Among the treatment rooms is a hydro-therapy room finished in glazed tile. This room will eventually have a tank for water treatments. Adjacent to this room is an exercise room which may be divided into smaller compartments by means of curtains. A small room for light treatments, shower rooms, lavatories, and storage alcoves for wheel chairs complete the facilities of this department.

Other rooms in the new schools include the general office, the principal's office, the nurse's room, and the teachers' room. Vestibules, corridors, and stairways are attractive and well-lighted. In the corridors built-in lockers give the impression of spaciousness.

Health and Safety Features

- With the completion of the new schools, approximately 1,800 Madison children, who have been attending school in obsolete buildings, will be housed in modern schools which will be properly heated, lighted and ventilated.

Insulating and fire-resistant materials have been used throughout the new buildings. Besides the health and safety features of these materials, they are durable, practical, and decorative.

Colorful ceramic tile is used for floors and dadoes or lower walls in vestibules. This tile is also used for flooring in the lower corridors. For the most part, painted steel lockers, which are flush with the walls, take the place of dadoes in corridors.

In lavatories, shower and locker rooms, and other places which will have hard usage and frequent use of water, glazed tile and marble have been incorporated into the walls, and non-slip tile has been used for floors. The showers also have foot baths to prevent spread of skin diseases.

Classroom floors are asphalt tile while stairways and upper corridors are asphalt tile or terrazzo. Hardwood floors have been laid in gymnasiums and cork carpet in the libraries.

Nearly all ceilings are covered with acoustical plaster or blocks. Reverberating sounds instantly identify those rooms, such as basement or storage rooms, not having sound-proof ceilings.

Another practical and decorative material that has been used in the new buildings is glass brick. It is particularly advantageous in those places where both light and privacy are needed, such as shower and locker rooms.

A complete unit ventilating system, automatically controlled, has been installed in each new school. By means of this system fresh air will be provided in every room.

Broad high windows extending almost to the ceiling provide excellent lighting. The amount of window space in each regular classroom represents more than a fifth of the floor area. Artificial lights are semi-indirect, insuring

against both glare and shadows. Double switches permit the use of lights along the inner wall when none are needed on the window side of the room.

Decorative Features of the Three Buildings

- The new buildings are modern in design, but not extreme or radical. Exteriors are shaded brick with stone trim. Names of the schools decorate the building facades of the Marquette and Lapham schools while the Washington school will have the name in metal.

Provisions are made in this program to complete landscaping around the buildings, and develop playgrounds which will be fenced to protect the children while they are at play.

Besides the decorative features of modern construction materials, each new school will eventually have tinted walls, murals in special rooms, and hand-made ceramic tiles at vantage points throughout the buildings.

Madison children will have had a hand in the decoration of the new buildings too. Designing decorative tiles was a project in the art classes last spring. These tiles, which are being fired in the kilns at West high school, will be used at drinking fountains, kindergarten fireplaces, and in the lobbies.

Themes include the story of Cinderella, nursery rhymes, circus clowns, natural science, and Indians. Washington and Marquette schools in particular lend themselves to the history theme while the science theme is appropriate to the Lapham school, which was named for the Wisconsin scientist.

Murals will also decorate the new schools. In the Lapham school auditorium, murals will be painted on the walls by East high school pupils and their art teacher. The theme will be Hiawatha's childhood.

In the other new schools murals will be designed and painted by Wisconsin art project workers in cooperation with the art department of the schools. The motif will be historical.

New School Areas

- In general, the three new schools will replace nine old buildings. Boundaries for the new schools will remain approximately the same as the combined boundaries of the old schools, with the exception of the Longfellow annex.

To facilitate the establishment of new boundaries, the attendance department made a spot map showing the residences of the children. The greatest changes will be made in the Lapham and Lincoln districts.

The new Lapham school, located on Burrows field, will house the children from the old Lapham and Brayton schools and some of the children from Lincoln school, which has been crowded. The children from the deaf school in the Doty building will also be located in the Lapham school.

Most of the children that attended school in the old Marquette, Harvey and Hawthorne buildings will probably be pupils in the new Marquette school, which faces Thornton avenue and the Yahara river. The site of this school has long been owned by the city and is adjacent to the Marquette playground.

The new Washington school, which was built on the Barry park playground, will house the children from the old Washington, Doty, and Draper schools and the crippled children from the Longfellow annex.

Although the board of education had contemplated building a new school in the west central area for many years, the only vacant space large enough for a school was Barry park, which the city owned.

When federal aid was granted, the board of education secured options on three different city blocks in that vicinity, but the lowest price was twice the amount available in the grant. They had to choose between using the Barry park site or losing the \$232,000 in federal aid, which had a time limit. Moreover, the use of any other site would have taken from the tax rolls \$100,000 in assessed valuation.

But several things may be said in favor of the Barry site. In the first place, it is centrally located for the pupil population of the three old school districts. Naturally, the crippled children have to be transported regardless of location.

Secondly, through purchase of the Illinois Central railroad property, the playground will be located adjoining the school. If the school had been placed in any of the blocks adjacent to Barry park, the children would have had to cross the street to the playground or a street would have had to be closed.

In changing school boundaries the welfare of the children is the first consideration. Other factors which must necessarily have weight are efficiency and economy of operation. Traffic hazards are always a problem in a city as complex geographically as Madison.

Three New Additions

- Three new additions to school buildings are the new unit at the Longfellow school, the second story at the Dudgeon school, and the manual arts addition at East high school.

The New Unit at Longfellow School

- The new Longfellow unit includes a modern gymnasium with showers, locker rooms, and other necessary facilities for recreation and physical exercises. On the ground floor with the gymnasium unit is a health clinic with an adjoining waiting room.

A specially planned branch library is situated on the first floor. Removal of books from the room formerly used for the library releases that room for a classroom. The principal's office is directly across from the library.

A music room completely protected for sound penetration is located on the second floor. Three general classrooms or grade rooms complete the new unit.

The Dudgeon School Second Story

- Although the second story to the Dudgeon school has been erected, all rooms will not be finished until enrolment increases further. The addition of the second story was necessary at the present time to preserve the building since the second story floor, which had been used temporarily as the roof, was deteriorating.

The completed rooms include two large activity rooms, including the music room, one classroom, the school nurse's office, and lavatories. Three double rooms will be left unfinished temporarily.

The Manual Arts Addition at East High School

- Another needed addition to the schools is the manual arts unit at East high school. For years boys and instructors have used an incomplete building and barracks, which were hazardous and poorly ventilated. With the new unit the department can accommodate nearly twice as many pupils at approximately the same operating cost.

In the new unit are the auto mechanics, electric, and sheet metal shops, two mechanical drawing rooms, and the junior high school wood shop. The original unit included the senior high school wood shop, lumber storage room, and machine shop.

Safety has been the chief aim in planning the entire manual arts department. A new feature will be individual motors for each machine. This will contribute not only to the safety plan but also to quietness of operation and individual machine economy.

Huge casement windows provide excellent lighting in the new unit. Equipment for artificial lighting is new and modern. Lights in the machine shop have swivel joints so that they may be adjusted to the work.

In the new unit each classroom is part of a complete ventilating system which automatically draws in fresh air. Auxiliary ventilating units have been installed for use on windy days.

Composition tile has been installed for flooring in the entire second story while the remaining portion of the building with the exception of the auto shops has creosote wood blocks. Since the ceilings are high, balconies have been built for extra storage space, including tool rooms, locker rooms for overalls, etc.

- With the new additions and the new elementary schools in use, the board of education will have accomplished an aim of long standing, namely, "the equalizing of school plant facilities in all sections of the city, including the supplanting of old and obsolete buildings with modern schools." *

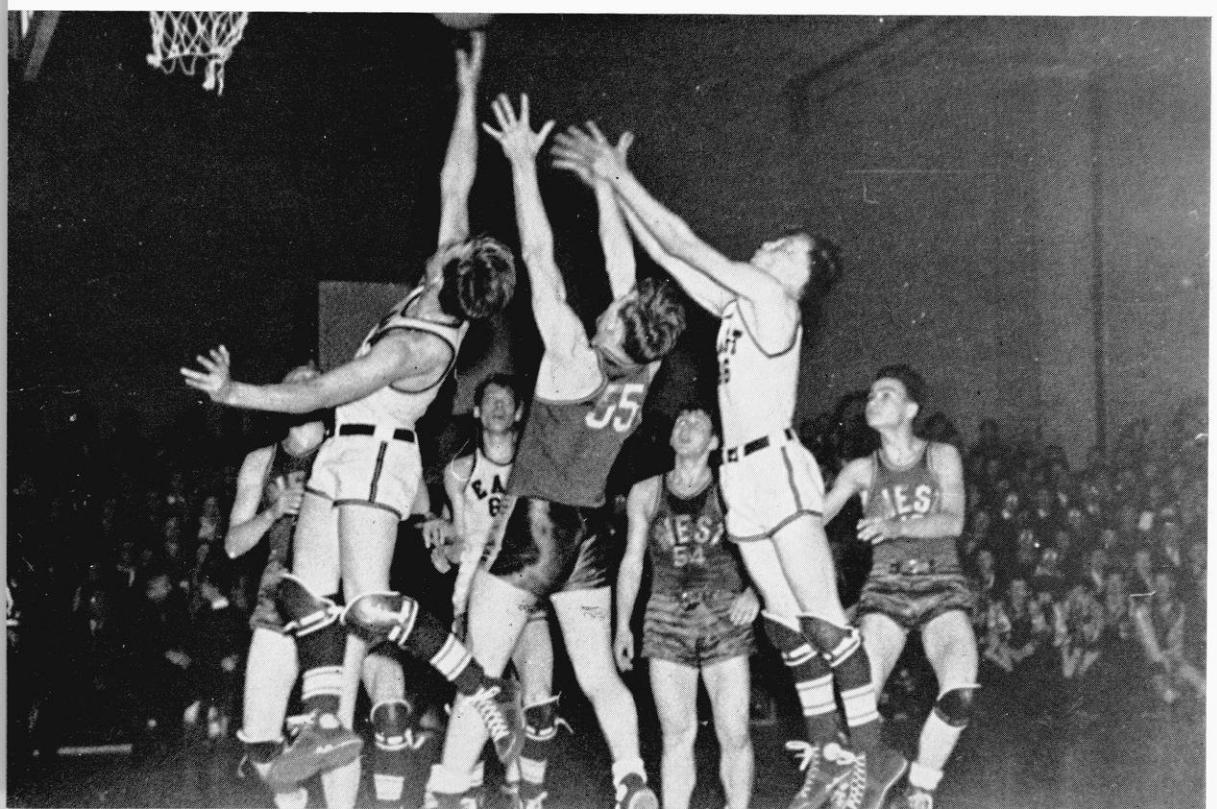
An important phase in the educational policy of the board has been to provide "clean, well-lighted, properly heated and ventilated fire-proof buildings, with adequate room and facilities for physical development and outdoor grounds of sufficient size, properly graded and surfaced, for play and outdoor exercise." *

* Eighty-third Annual Report.



Getting your money's worth

Muscular coordination



Chapter VI

BUSINESS AND FINANCE

How Much the Schools Cost

- Operation of the Madison public schools is a big business, more than a million dollar business. Expenditures from the general school fund in 1938 were exactly \$1,307,382.50. Payments for principal and interest on outstanding bonds amounted to an additional \$289,553.39.

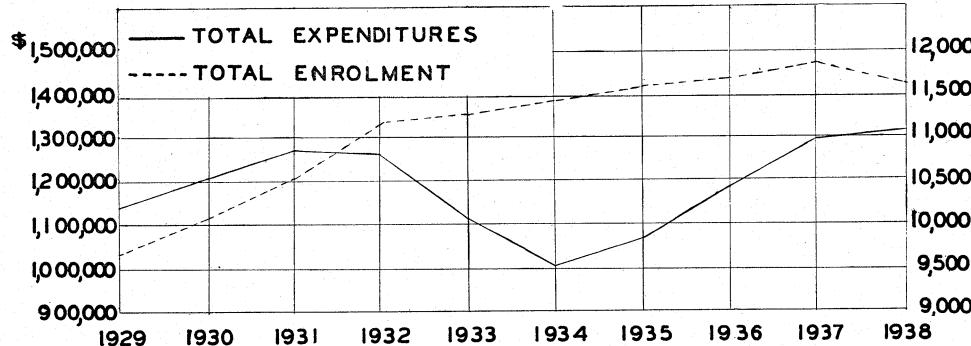
During the depression the amount of money spent for schools, like other public as well as private expenditures, was drastically reduced.

By far the greater part of reduction in expenditures during the years 1933 to 1936 was made possible by salary waivers of all employees. The city salary referendum of 1936 was followed by gradual restoration of the salary schedule. Complete restoration of board of education salaries will not be attained until the year 1939-40.

By 1936 enrolments began to level off and actually to decline in the elementary school. Within the next few years, total expenditures should follow this same leveling off process.

The leveling off process which applies to expenditures would probably have coincided with that of enrolment except for two factors; namely, the restoration of the salary schedule which was frozen from 1932 until 1936, and continued increase in enrolment in the high school where the cost is higher.

Total Enrolment and Total Expenditures *



* Does not include recreation nor debt service.

Expenditures for maintenance and capital, also drastically reduced during depression years, have not yet been restored to the pre-depression level. No more than absolutely necessary has been spent the past few years on any of the nine elementary buildings that are to be abandoned.

Distribution of Expenditures *

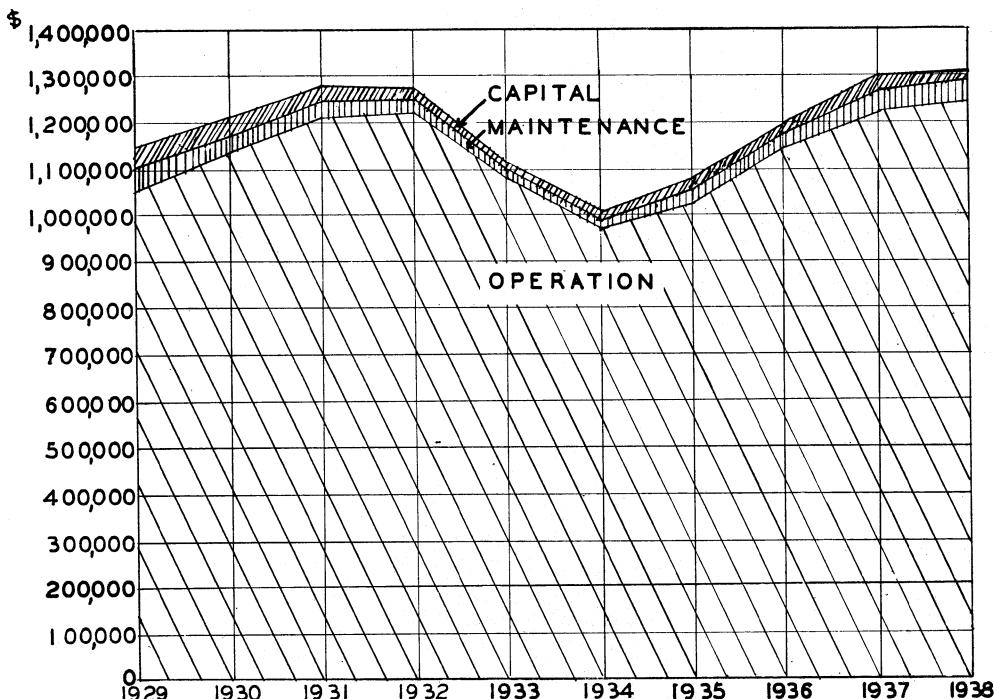


TABLE IV
Expenditures for Ten Year Period *

Year	Operation	Maintenance	Capital	Total	Total Enrollment **
1929	\$1,057,105.42	\$43,077.86	\$45,091.46	\$1,145,274.74	9,781
1930	1,141,645.69	31,983.70	39,148.07	1,212,777.46	10,068
1931	1,209,712.13	37,974.96	31,222.65	1,278,909.74	10,527
1932	1,219,476.23	28,818.20	20,132.64	1,268,427.07	11,195
1933	1,082,118.59	17,168.13	8,686.12	1,107,972.84	11,347
1934	970,306.36	15,497.21	20,129.91	1,005,933.48	11,481
1935	1,025,834.56	31,488.80	20,580.39	1,077,903.75	11,592
1936	1,150,786.42	25,346.23	17,235.72	1,193,368.37	11,720
1937	1,230,566.46	37,892.88	31,068.93	1,299,528.27	11,830
1938	1,255,062.30	30,001.48	22,318.72	1,307,382.50	11,707

* Does not include recreation nor debt service.

** Includes part-time parochial and Orthopedic hospital children.

During this same period per pupil costs took a decided dip since enrolments continued to increase, particularly in the high-school-age group, while expenditures were cut. The total expenditure per pupil followed the same general curve as the amount contributed by city taxes.

Maintenance costs reached a low of \$1.35 per pupil in 1934. This was due in part to a program of rigid economy and also because much of the painting and repair of buildings was done through the WPA program.

Since 1934 maintenance costs have increased somewhat due to the necessity of keeping buildings and equipment from depreciating beyond the point of economy.

Capital expenditures were kept at a minimum during these same years. Again WPA and PWA helped the board of education to meet needed expansion with a minimum of capital expenditure. Tennis courts were constructed, playgrounds laid out, and the second floor of the Nakoma school completed with federal aid.

Total Expenditures per Pupil

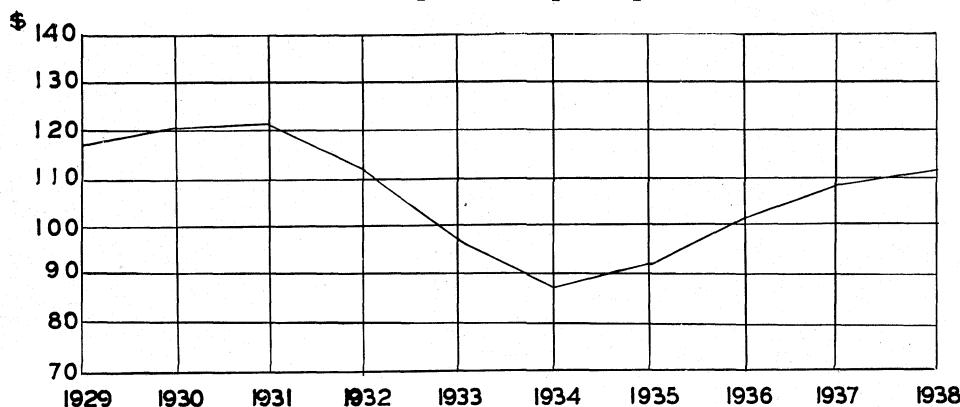


TABLE V
Per Pupil Costs in Expenditures *

Year	Operation	Maintenance	Capital	Total
1929	\$108.07	\$4.40	\$4.61	\$117.09
1930	113.39	3.18	3.89	120.46
1931	114.91	3.61	2.97	121.49
1932	108.94	2.57	1.80	113.31
1933	95.36	1.51	.76	97.63
1934	84.51	1.35	1.75	87.61
1935	88.49	2.72	1.78	92.99
1936	98.19	2.16	1.47	101.82
1937	104.02	3.20	2.63	109.85
1938	107.21	2.56	1.91	111.68

* Does not include recreation nor debt service.

Where the Money Comes From

- By far the largest proportion of school expense is met by city taxes. A decade ago the tax item amounted to approximately \$915,000, not including debt service, and, with the increase in enrolment, reached a high point in 1932 of \$1,095,000.

Sources of Receipts *

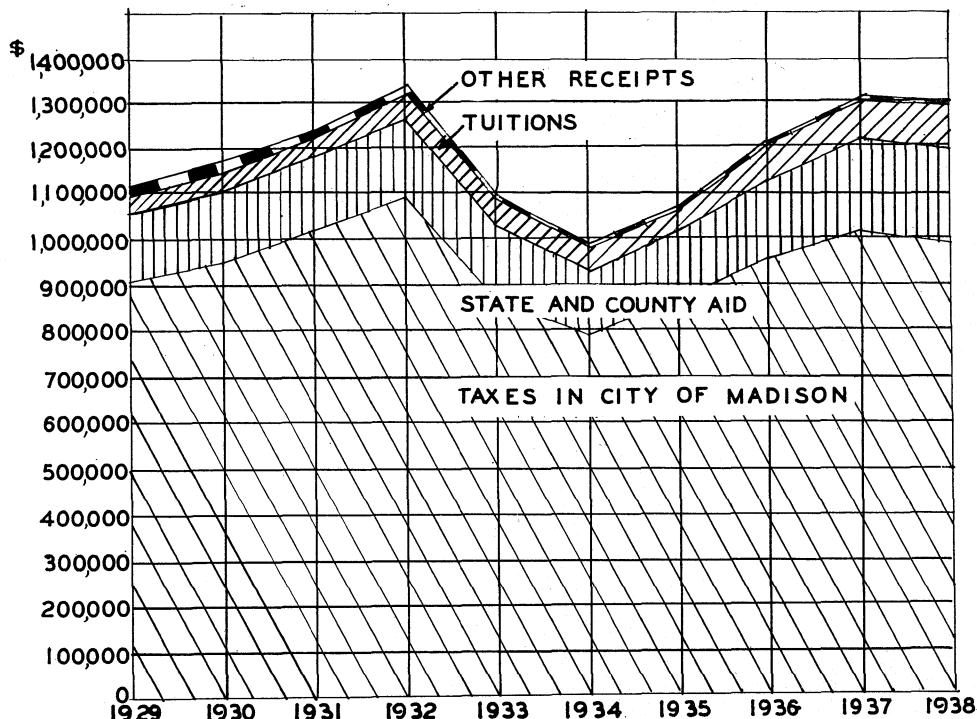


TABLE VI
Receipts for a Ten Year Period *

Year	Taxes in City of Madison	State and County Aids	Tuitions	Other Receipts	Total
1929	\$ 915,010.05	\$140,838.30	\$31,879.16	\$21,420.54	\$1,109,148.05
1930	949,472.13	151,798.89	39,511.88	30,330.43	1,171,113.33
1931	1,019,309.16	160,010.81	48,585.79	15,724.60	1,243,630.36
1932	1,095,281.60	166,664.09	54,116.64	20,521.90	1,336,584.23
1933	877,093.40	153,962.96	58,607.10	5,780.96	1,095,444.42
1934	793,621.84	137,469.98	54,861.55	6,889.48	992,842.85
1935	868,375.21	140,973.96	57,632.31	5,441.74	1,072,423.22
1936	962,046.30	171,907.99	66,833.74	6,950.78	1,207,738.81
1937	1,016,485.64	202,857.20	79,578.52	7,523.40	1,306,444.76
1938	990,857.26	208,781.84	91,808.04	8,660.88	1,300,108.02

* Does not include recreation nor debt service.

By 1934 the tax item dropped to a low of \$793,000, due, of course, to the retrenchment program caused by the depression. With the restoration of salaries, receipts from taxes went up to \$1,016,000 in 1937. In 1938 and 1939 the local tax receipts were \$990,000 each year.

It is important to note that the per pupil cost in taxes in 1932 was \$97. By 1938 this amount had dropped to \$84, a difference of \$13. This saving was due partly to increased enrolment together with a decrease in the tax request and also to a substantial increase in tuitions and state aids.

During this period tuitions almost doubled and state aids increased by approximately \$42,000. Receipts from tuitions should increase further with the operation of the new tuition law making it possible to charge for costs other than instruction.

Per Pupil Costs from City Taxes *

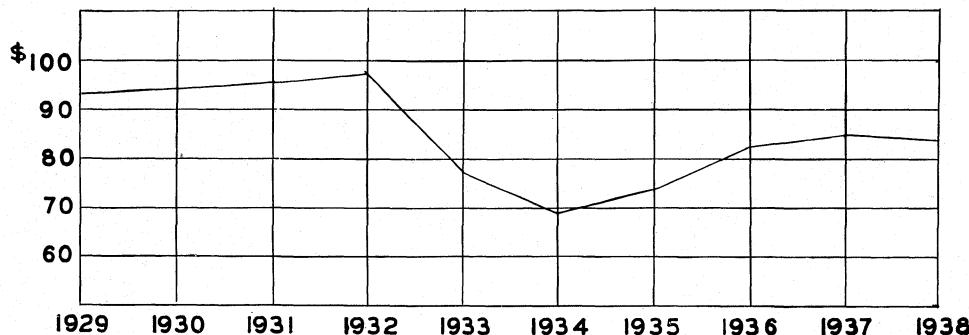
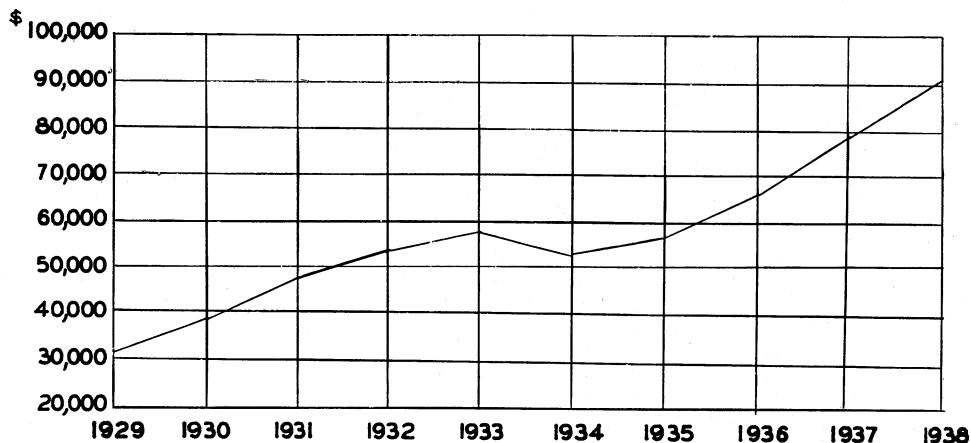


TABLE VII
Per Pupil Cost in Taxes *

Year	Taxes From City of Madison	Total Enrolment	Cost per Pupil Based on Taxes	Total Revenue From All Sources	Revenue per Pupil in Total Enrolment
1929	\$ 915,010.05	9,781	\$93.55	\$1,109,148.05	\$113.39
1930	949,472.13	10,068	94.31	1,171,113.33	116.32
1931	1,019,309.16	10,527	96.83	1,243,630.36	118.14
1932	1,095,281.60	11,195	97.84	1,336,584.23	119.39
1933	877,093.40	11,347	77.30	1,095,444.42	96.54
1934	793,621.84	11,481	69.12	992,842.85	86.48
1935	868,375.21	11,592	74.91	1,072,423.22	92.51
1936	962,046.30	11,720	82.09	1,207,738.81	103.05
1937	1,016,485.64	11,830	85.92	1,306,444.76	110.43
1938	990,857.26	11,707	84.64	1,300,108.02	111.05

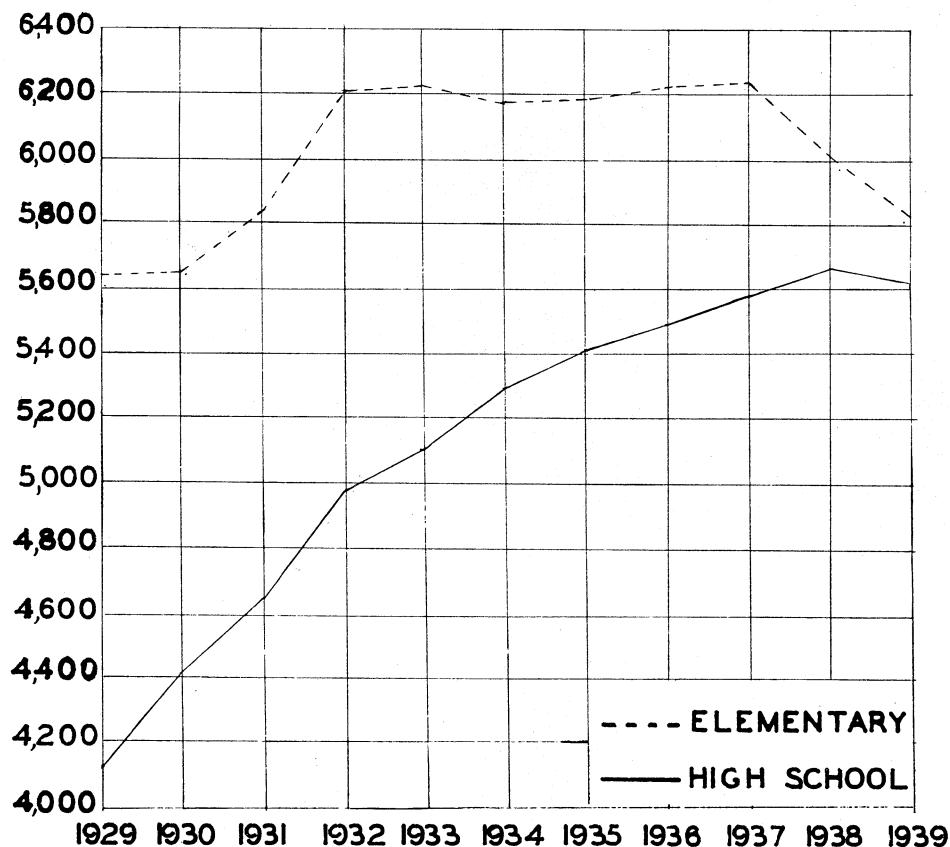
* Does not include recreation nor debt service. Refers to general property tax only.

Tuition Receipts for a Ten Year Period *



* Total number of tuition pupils enrolled 1939 = 1,151.

Elementary and High School Enrolments *

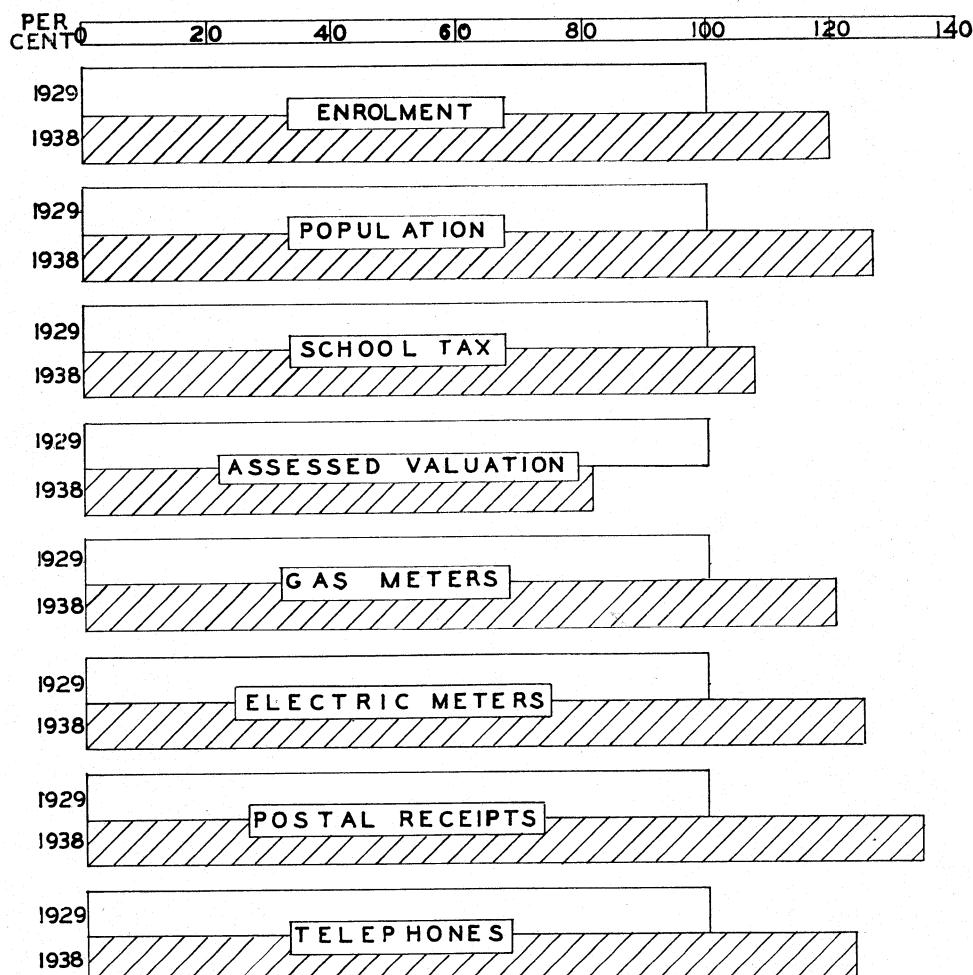


* These figures include pupils in the special departments, Orthopedic hospital school, and part-time parochial pupils. High school enrolment includes 7th to 12th grades inclusive.

In recent years there has been an increase in common school aids, high school aids, and tuitions. Because of state law, tuition revenues have mounted even more rapidly than enrolment of tuition pupils. With the decrease in city elementary enrolments, the increase of tuition pupils has helped to maintain total enrolments at an even level.

In spite of the fact that assessed valuations on general property have decreased about 19 per cent since 1929, population in the city and enrolment in the schools have increased approximately 20 and 27 per cent respectively. Other indications of growth and prosperity of Madison are shown by the increased number of gas meters, electric meters, postal receipts, and telephones.

Indications of City Growth *



* Data from Madison and Wisconsin Foundation.

What the School Plant is Worth

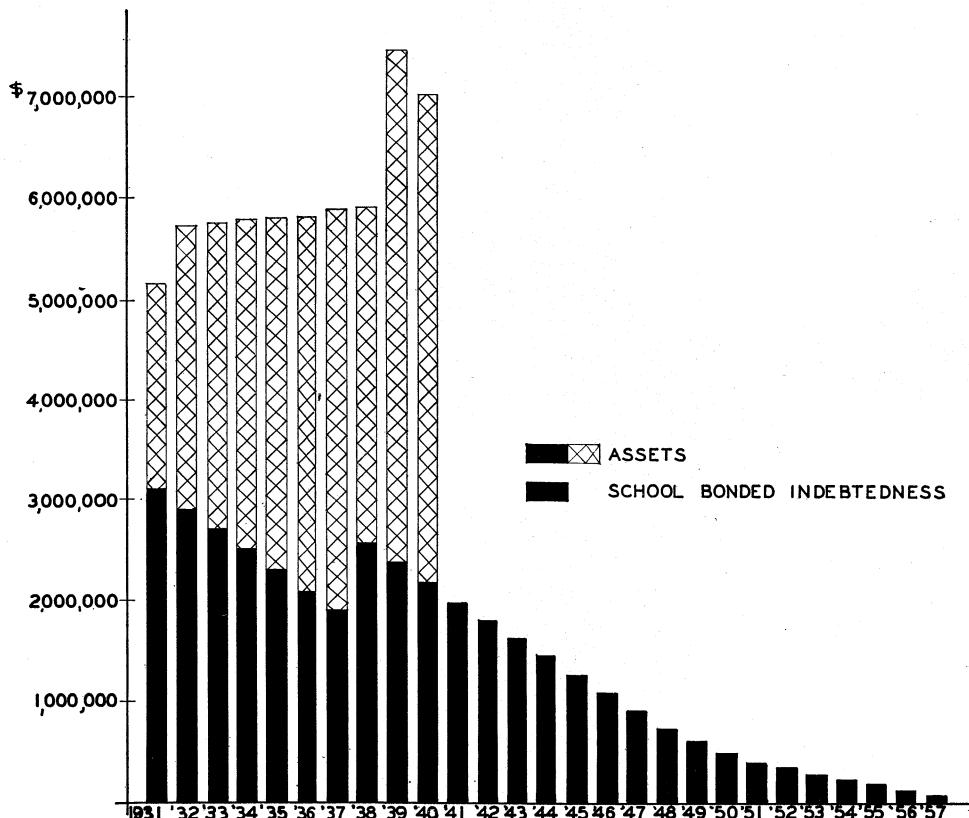
- Over a period of years total assets of the schools have been built up to the point where they are valued at almost \$7,500,000 with a bonded indebtedness at the present time of slightly more than \$2,500,000. By 1958 the present bonded indebtedness will be completely absorbed.

During the years 1929 to 1932 there was a marked increase in the building and equipment costs of the schools. West high school was built, the Franklin school addition completed, and a new unit added to East high school in this period. But from that time until 1938 little was done to improve buildings or grounds.

The coming year will see a great change in the school plant with three additions and three new elementary schools. These are the Dudgeon, Longfellow, and East high school additions and the new Lapham, Marquette, and Washington schools.

With the completion of the new buildings, a number of the old schools and sites will be returned to the city. The addition of the new buildings should give Madison one of the best physical plants in this part of the country.

School Assets and Bond Retirement



Above assets represent historical cost — no depreciation deducted.

FINANCIAL STATEMENTS

Balance Sheet as of June 30, 1939

ASSETS

Particulars

FIXED ASSETS

Land and Land Improvements	\$ 887,778.97
Buildings and Attached Structures	4,305,244.33
Machinery and Equipment	727,732.99
New Buildings and Equipment — PWA	505,878.90

SUNDRY ACCOUNTS RECEIVABLE

Accounts Receivable	8,719.48
Tuitions Receivable	118,037.85

CURRENT ASSETS

Cash in Bank — General Fund	55,801.68
Board of Education — Advances to be Refunded	1,500.00
Board of Education — Petty Cash Fund	25.00
New Buildings and Equipment — PWA	476,569.85

INVENTORIES

Stock Room	8,724.59
Fuel	5,908.40

TRUST FUNDS

Samuel Shaw Prize Fund	922.95
C. R. Stein Scholarship Fund	2,431.97
William McPyncheon Trust Fund	10,271.94
Total	\$7,115,548.90

LIABILITIES

FIXED LIABILITIES

Bonded Indebtedness	\$2,547,750.00
State Trust Fund Loans	14,568.00

OTHER LIABILITIES

Award of Industrial Commission of Wisconsin to Lloyd Benson	2,664.15
Award of Industrial Commission of Wisconsin to Margaret Nienaber	24.15

TUITIONS PAYABLE

Tuitions Payable to Lakewood School District	3,520.89
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TRUST FUND RESERVES

Samuel Shaw Prize Fund	922.95
C. R. Stein Scholarship Fund	2,431.97
William McPyncheon Trust Fund	10,271.94

CRIPPLED CHILDREN FUND

Longfellow School	1,000.00
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PROPRIETARY INTEREST

FIXED SURPLUS	4,336,201.69
CURRENT SURPLUS	196,193.16

Total	\$7,115,548.90
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Revenues — July 1, 1938 Through June 30, 1939

REVENUE RECEIPTS AND ACCRUALS

Particulars

STATE FUND APPORTIONMENT

In City of Madison	\$ 72,302.30
In that part of Joint School District No. 8, in Township of Blooming Grove	119.70

TAXES LEVIED BY COUNTY SUPERVISORS

In City of Madison	66,500.00
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CITY SCHOOL TAXES

In City of Madison	1,102,679.81
In Joint School District No. 8	3,914.70

STATE AIDS

For Deaf School	7,080.82
For Special Schools	2,800.15
For Speech Correction	1,983.82
For Crippled Children — Longfellow School	20,958.22
For Crippled Children — Orthopedic Hospital	7,623.20
For Crippled Children — Other Schools	69.13
For High Schools	24,625.59
For Sight-Saving	2,283.97

TUITIONS

Central Senior High School	2,143.48
Central Junior High School	868.00
East Senior High School	26,712.56
East Junior High School	11,687.76
West Senior High School	19,209.75
West Junior High School	11,815.42
Elementary Schools	21,971.72
Deaf School — Doty	1,163.68
Crippled Children	2,762.72
Sight-Saving	215.60
Exceptional Children	433.20

RENTALS

C. H. S. Auditorium and Gymnasium	73.72
E. H. S. Auditorium and Gymnasium	89.72
W. H. S. Auditorium and Gymnasium	82.38
Elementary Gymnasiums	10.56

OTHER MISCELLANEOUS RECEIPTS

Board of Education	*141.48
Vocational School	1,909.02

Total Revenue Receipts and Accruals ----- \$1,413,949.22

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL

Home Economics Department — C. H. S.	2.50
Home Economics Department — E. H. S.	12.12
Home Economics Department — Elementary Schools	6.35
Manual Arts Department — C. H. S.	319.26

Manual Arts Department — E. H. S.	711.73
Manual Arts Department — W. H. S.	527.30
Manual Arts Department — Elementary Schools	185.27
Special Schools	40.51
Open Air and Nutrition Department — Emerson	70.34
Open Air and Nutrition Department — Lowell	88.35
Open Air and Nutrition Department — Longfellow	354.62

INSURANCE ADJUSTMENTS

Proceeds from Insurance Adjustments	796.22
Total Non-Revenue Receipts and Accruals	\$ 3,114.57
Grand Total	\$1,417,063.79

* Indicates amount in arrear.

Total Operation, Maintenance and Capital — July 1, 1938 Through June 30, 1939

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Superintendent of Schools	\$ 10,427.85			\$ 10,427.85
Administration Building	30,820.15	\$ 664.01	\$ 734.50	32,218.66
Administration Bldg. Annex	481.87	155.37	2.63	639.87
Central Senior High School	105,353.92	4,154.37	663.45	110,171.74
Central Junior High School	55,683.77	255.68	260.09	56,199.54
East Senior High School	160,897.19	5,456.77	2,945.19	169,299.15
East Junior High School	83,010.81	73.50	69.65	83,153.96
West Senior High School	118,211.81	4,145.32	2,225.77	124,582.90
West Junior High School	67,972.44	226.45	40.26	68,239.15
Brayton	6,005.68	154.54	1,184.36	7,344.58
Doty	16,341.38	404.03	109.21	16,854.62
Draper	18,521.80	219.70	24.33	18,765.83
Dudgeon	20,701.01	538.48	51.22*	21,188.27
Emerson	61,645.00	1,968.29	3,099.24	66,712.53
Franklin	41,679.23	658.16	503.25	42,840.64
Harvey	20,787.57	246.82	49.46	21,083.85
Hawthorne	23,444.68	250.63	0.00	23,695.31
Hawthorne Annex	16.34	0.00	0.00	16.34
Lapham	16,552.29	200.40	4.84	16,757.53
Lincoln	32,987.27	890.59	258.81	34,136.67
Longfellow	55,675.42	934.16	196.12*	56,413.46
Lowell	53,718.26	2,822.08	12.00	56,552.34
Marquette	24,479.20	691.34	325.68	25,496.22
Nakoma	31,117.49	688.11	766.51	32,572.11
Randall	59,878.31	1,268.02	922.66	62,068.99
Washington	20,374.90	679.27	160.67	21,214.84
New Marquette Site	17.25	0.00	0.00	17.25
Recreation Department	25,731.20	0.00	0.00	25,731.20
Undistributed	134,789.91	81.74	313.80	135,185.45
Totals	\$1,297,324.00	\$27,827.83	\$14,429.02	\$1,339,580.85

* Indicates amount in arrear.

