



# **The Madison public schools, Madison, Wisconsin: annual reports of principals and supervisors for the school year 1944-45.**

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## FOREWORD

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

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1944-45.

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

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

- I. Significant statistical data which you may have been reporting during recent years--for continuity.
- II. Special achievements.
- III. Special problems.
- IV. Recommendations, if any."

P. H. FALK

July 1945

Superintendent

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORTS  
of  
PRINCIPALS AND SUPERVISORS

For the School Year 1944-45

Reports are arranged in the following order:

High Schools

Central High School

Junior-Senior High School - L. A. Waehler  
Junior High School - Vida V. Smith  
Guidance Department - Nina B. Fredrickson

East High School

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

West High School

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

Elementary Schools

Dudgeon School - Lucile Clock  
Emerson School - Velmer D. Pratt  
Franklin School - Armand F. Ketterer  
Lapham School - Maurine Bredeson  
Lincoln School - Lillian Simonson  
Longfellow School - C. Lorene Reichert  
Lowell School - Harry G. Knudtson  
Marquette School - Raymond C. Gibson  
Nakoma School - Walter W. Engelke  
Randall School - Alice E. Rood  
Sherman School - Walter J. Berger  
Washington School - Pearl Leroux

Special Departments

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

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
By the Principal  
L. A. Wachler  
June 1945

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THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-45  
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

This school year 1944-45 is America's fourth of active military participation in a world war. The growing accumulation of tensions, anxieties, and problems in the personal lives of pupils, parents, teachers, and of the community and nation, have reflected themselves more sharply than ever in the problems and in the work of our high school. These school problems and activities were very well outlined in my annual reports of the last two years, copies of which are appended, and some parts of which will be repeated in this report.

- For an over all picture, we invite you to glance again through these reports.

We are happy to report that the anticipated general program of Central High School in wartime, as planned and outlined in my own address to pupils and teachers on December 5, 1941 and in my annual reports to the superintendent in June 1942, June 1943, and June 1944, has been held to quite closely and has helped to maintain reasonable stability and school accomplishment even while we have carried out consciously an effective direct contribution to many phases of the war effort.

The total six-year enrollment this year was 1,171, almost identical with that of last year. However, our withdrawals during the year were larger than last year, totaling 65 in the junior high division and 106 in the senior high division. Again also we had a disproportionately large number of girls at senior high level but at junior high level the ratio of girls to boys was about equal. The table below indicates enrollment by grades and the distribution of boys and girls.

Junior High Division	Grade	Boys	Girls	
	Seventh	80	70	
	Eighth	91	85	
	Ninth	127	120	
	TOTALS	298	275	573

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Senior High Division	Grade	Boys	Girls
	Tenth	98	141
	Eleventh	83	105
	Twelfth	72	99
	TOTALS	253	345
			598

We graduated this June 152 seniors, 60 of whom were boys and 92 girls. Of these 60 boys, however, 15 were already in service and received their diplomas in absentia. Nine of the 15 received war diplomas under special state statute, and 6 of them actually have presented certifications showing completion of all credits required for graduation. About 40 other boys who started in tenth grade with this class withdrew earlier to enter the military services. Nearly all of the remaining 45 boys of our graduating class will be in military service by fall. About 25 of the girls will be entering the University of Wisconsin or some other college this fall.

Our 1945 summer school enrollment is the largest in history, totaling over 320. In addition, 121 are reporting to Central for summer music lessons.

SECTION II

Our special accomplishments of this school year again were chiefly in the area of auxiliary war activities, thus developing a strong feeling of community membership and contribution. Through Student Victory Council organization, we continued the splendid work of last year in promoting a continual stamp and bond sales campaign within the school, and in carrying out a number of special scrap paper collection campaigns with Miss Morris, Miss Ritzmann, Mrs. Pollock, and Mr. McDowell serving nobly as faculty advisors. The total stamp and bond sales handled by our Council committee this year amounted to \$65,224.30 with about 90% of senior high and 70% of junior high pupils participating regularly. Our total scrap paper collection was over 80,000 pounds. We continued to cumulate our record of graduates, former pupils and teachers in the various military services, and we have a supporting detail for all of the 1,250 represented on our school service flag, as well as for the 46 gold stars. We have continued to maintain a war scrap book of information, letters, and special accomplishments by some of our servicemen. Under the hardworking advisorship of Miss Annah Pierce we have continued to mail out to these servicemen bi-weekly, hundreds of copies of the school newspaper. A specially printed Christmas greeting from Central High School was sent to each of our servicemen. We have participated in special contributions of materials and monies for the Red Cross, the Allied Clothing Drives, etc.

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In regular school curriculum, we have continued to encourage guidance and training along pre-induction and pre-occupational lines as well as toward the development of thought to peatwar needs and problems. Special emphasis was continued in courses of pre-aviation, war geography, physical fitness, war backgrounds, first aid, and home nursing. Special programs were worked out for the many boys and girls who carried part-time jobs along with their school work, and we believe that this year this resulted in a better balanced school day for most pupils. About 40 pupils made special arrangements to have their work experience count for school credit, but ten times that many actually carried part-time jobs during the school year. A considerable added office duty was involved in serving dozens of boys now in military forces who wished advice and help toward doing correspondence courses and thus completing their high school graduation requirements, or toward beginning college courses.

This year's graduation exercises took notice of the fact that this school and its predecessors carried out course-end exercises as early as the spring of 1857. Assuming that such exercises were held each year since that date and counting 12 mid-year commencement exercises, we gave special recognition this year to our 100th graduating class.

### SECTION III

Special problems held by Central High School in common with other high schools of the land, are again chiefly the problems growing out of war activities and war philosophy. The general nature of these problems was discussed in detail in last year's report, attached.

Problems which concern us particularly as Madison Central High School continue to include the following which have been listed in many previous annual reports of mine.

#### A. Problems of Physical Plant

1. That of securing satisfactory uniform, healthful, and economical heating.
2. That of securing clean and healthful ventilation in a downtown building area.
3. That of special requirements and costs in the maintenance and repair of much aged and obsolescent equipment and facilities incident to a 38-year-old building.
4. That of reducing noise disruption within and without the building.

We believe that all of the above problems can be and should be solved

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much more satisfactorily and with much more definite effort than has been applied to them in the past decade. The first involves matters of heat insulation to piping and to certain floors and walls, as well as more effective control of valve connections. The second involves definite provision of air-cleaning and air-washing devices which have been perfected in recent years. The third involves a clear-cut, rotating cleaning and painting program with the courageous expenditure of funds necessary for such a program in this building, and the specific assignment of workers to this type of task. It involves also the continued replacement of worn, ancient, and obsolescent equipment. It involves also the avoidance of the danger of deferring maintenance functions until after the end of the war has created an almost impossible load of such deferred maintenance. The example of splendid maintenance and reconversion of century-old buildings in this country and abroad indicates that the solution of this problem is not one that must be relegated to the realm of unrealizable hopes. Kenosha High School offers a fine nearby illustration; our own adjacent Madison Vocational School maintenance through war years is another. The fourth involves a simple acoustical treatment of certain corridor ceilings and of metal ventilating ducts leading from music rooms and gymnasium.

B. The problems growing out of a situation where Central High School has no correctly defined or stated school area boundaries. For the sake of general school morale and for the provision of relatively equivalent school opportunities, curricular and extra-curricular, it seems to us that such a defining of boundaries should be made.

C. The problem of joint use and overlapping use of room space, time schedule, equipment and teacher power by Central High School and the distinctly independent Vocational School, occupying the same building. This includes the problems arising out of variant educational philosophy and of rules governing pupil actions, smoking, etc.

D. The problems growing out of comparatively small pupil enrollment as against the enrollments of East and West high schools. Obviously such items as pupil-teacher ratio, average pupil costs, relatively equivalent curricular and extra-curricular opportunities for pupils, distribution of teacher supervision over special activities and subject classes, maintenance of reasonably fair interscholastic athletic competition, etc. arise out of this problem. General school morale rises or suffers as we can meet the problems or as we can create offsetting or compensating factors.

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SECTION IV

Our recommendations for the coming year include those listed in the annual reports of the last two or more years, some of which are repeated below.

1. We recommend that some of the growing accumulation of deferred maintenance be taken care of now. If a few of the rooms could be washed and painted this year, it would reduce the mountain of work and maintenance expense which will confront us and the entire Madison School System at the close of the war. Our last painting program at Central came in the year 1934. We have appreciated the floorsanding program which started a year ago and which proposes to resand and re-finish six classroom floors each summer.
2. We continue our perennial recommendation for a Board of Education announcement of a "Central High School area" with relatively definite boundaries. This would improve our present handicapped position as a school entity, would give us certain athletic and other curricular and extra-curricular advantages, and would improve school morale, we believe. Incidentally, it would tend to relieve overcrowded conditions now developing at East and West high schools and would by thus increasing our own enrollment tend to reduce our per pupil cost.
3. We recommend the experimental installation of an acoustical ceiling to our main floor corridor. This involves materials which are not war critical and are not on priority and materials in which the special interest and cooperation of the Burgess Laboratories, an original Madison concern, could be secured.
4. We recommend that increased steps be taken toward accomplishing a more close-knit six-year high school organization. See last year's report.
5. We recommend again that the fine start we have made toward providing special remedial groups with a special teacher and facilities be continued at junior high level.
6. School attendance has been a wartime casualty both with regard to total enrollment and with regard to percentage of attendance. We recommend that every effort be made to again improve this situation by a concerted joint teacher and social agency movement toward creating firmer pupil and parent and teacher responsibility. Our junior high total enrollment has been increased in the last two years. This increase should soon be reflected in senior high enrollments once the pressure of war industry and military service demands is reduced.

7. We recommend more thorough recognition of and emphasis on the values of audio-visual education through sound films and recordings. The tremendous technical and professional progress in this area has made available a great and splendid supplementary teaching device, technique and materiel which should be utilized by every teacher who realizes that his job is more than to "teach out of a book". Teachers cannot much longer remain apathetic and uninformed as to this supplementary technique for improved teaching and learning and as to the actual mechanical operation of the machines involved.
8. We recommend that a definite study and record be made of the history of Vocational School-Central High School relationships as to the possession and utilization rights to building space and ground area. This becomes more vital than ever now as plans for additional construction by the Vocational School proceed even while the likelihood of increased high school enrollment in postwar years faces us.
9. We recommend that some definite building improvements be made during this summer or during the coming school year in line with suggestions made in verbal conference with Mr. Johnson and in my summer requests to Mr. Johnson's office. Storage space in and near the building, and storage and shelter space at the Central High School athletic practice field is desperately needed. Toilet room rehabilitation is another serious necessity.
10. Tremendous quantities of excess or surplus Army-Navy educational and scientific supplies very soon will become available to schools of the country almost for the asking. Central High School can utilize much of this free material, which would otherwise cost prohibitively. It will provide valuable supplements for better teaching, and may even reduce our supply and equipment budget, or ~~make~~ make more funds available for other types of equipment and supplies or for school maintenance. We recommend that the Madison School System arrange now a plan whereby the business office can become quickly alert to the rapidly changing information as to what is available, can inform teachers and administrators promptly accordingly, and can have authority to rapidly conclude the ordering from the War Department of such supplies as are wanted. Most of it will be free, except for transportation costs.
11. Growing out of war experiences and demands of postwar anticipations, we recommend faculty and administrative reconsideration of certain phases of school curriculum and educational philosophy. Subject fields of health, mathematics, science, and social studies decidedly will need revision and refocusing. Most high schools during the war have realized that it is possible to be resourceful rather than tradition-bound when it comes to adjusting teaching and curriculum methods. The military

has developed at least some good procedures, part of which may be adaptable to our needs. Lessons may be learned from studying techniques like:

- (a) The squad or squadron or committee system of leadership among pupils;
- (b) The disciplined situation providing democracy in action in a way which cares for rich and poor, city and country, all races and creeds under the same rules and ways in a merit system;
- (c) The military orientation procedures which give ideals and purposes to the work to be accomplished;
- (d) The results of Armed Forces and USAFI testing programs;
- (d) The expectation of contributions by youth to the community's efforts and for the community's and nation's good.

All of the above embody ideas which can be effectively transferred from their present use in military camps and in wartime school and community groups to a valuable postwar educational program.

The implications in the return of some fourteen million veterans in the next year or two -- with educational needs and interests of their own, with their likelihood of influencing for good or bad, all younger groups, with the concomitant economic readjustment needs, with some very definite, even if not always sound, concepts of the meaning of America and American ideals -- will deserve serious study and consideration in connection with the school program.

The growth of our concepts of a smaller, more closely related world of nations must enter into our consideration of changed teaching and a changed curriculum.

#### SECTION V

Appended is a special annual report by Miss Vida Smith giving more detail on operation and plans of our junior high school division. Appended also is a special annual report by Miss Nina Fredrickson giving more detail on plans and accomplishment of our Guidance Department. A separate outline of organization plans for next year is being sent to the Superintendent.

Respectfully submitted,

L. A. WAehler  
Principal

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COPY OF SPECIAL ANNOUNCEMENT

Our United States of America is at war! We can go in only one direction now. Schools will continue their main purpose of improving that thinking citizenship upon which America's growth and greatness depend. High schools particularly must join, too, in the all-important immediate purpose of winning the war. Life in America and in Madison Central High School cannot this week and in the weeks to come go on just as it was last week.

In war even more than in peace there must be loyalty--in your words and in your actions. Regardless of where you were born or where your parents were born, you must prove that loyalty to and love of America by work, and sacrifice, and courage. Try repeating the "Pledge of Allegiance" to yourself, and also in your home room your club, and in your family group at home--and get the meaning from every word of it. Incidentally, as a loyal and fair obligation on your part, try not to hurt unnecessarily the many good and loyal American citizens whose fathers or grandfathers may have been born in Japan, or Germany, or Italy.

In war even more than in peace there must be efficiency--we must do our most and best with the minimum of waste of our own and others' time, energy, materials, and property. Your suggestions for improvement will be more appreciated than ever. Rules and authority must be obeyed more strictly, and penalties to violators and slackers will be more severe, because now the office of non-cooperation is more serious. Maintain and improve your health, for your own efficiency. Help each other more than ever to learn, study, and accomplish; to overcome special problems; to correct errors and faults; to keep the rules of the school, of the city, of the country, and of decency--to be proudly patriotic Americans.

You as high school boys and girls will have to grow up more rapidly because of the war--you will have to lose by sacrifice some of the normal life and fun that should be the right of every young person--but that's a demand of war and of country. With it all let's keep some of the spirit and joy of living, of finding and making, and being friends, in a cheerful and gracious atmosphere here in our Central High School home.

L. A. WAehler

December 8, 1941

THE MUNICIPAL SCHOOLS  
Natick - Massachusetts

Annual Report

CRIMINAL JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by the Educational  
Vice P. Smith  
June 1945

ANNUAL REPORT  
For the School year 1944-1945  
CENTRAL JUNIOR HIGH SCHOOL

I. PUPIL ENROLLMENT, TEACHING STAFF, CLASS SIZES AND TEACHING LOAD

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

Pupil School Year	Enrollment	Number of Full-time Teachers	Number of Part-time Teachers	Teacher Time	Teaching Load Based On Monthly Enrollment for June	A, D. L. *
1931-32	518	16	22	22.6	21.6	22.0
1931-32	556	16	22	23.6	21.5	21.1
1932-33	496	15	19	21.7	19.6	18.3
1933-34	517	13	19	21.5	22.5	21.9
1934-35	500	12	18	20.1	23.3	22.5
1935-36	502	13	16	19.1	24.7	23.9
1936-37	547	15	16	20.2	25.7	25.2
1937-38	560	15	18	20.6	25.9	24.9
1938-39	546	14	17	20.6	25.1	24.1
1939-40	551	14	21	19.5	27.1	25.5
1940-41	524	12	24	18.1	26.9	26.0
1941-42	509	10	16	16.6	28.1	27.3
1942-43	545	10	17	17.6	26.6	25.5
1943-44	570	14	12	19.6	26.1	25.3
1944-45	573	14	15	**20.2	24.9	24.3

\* Average Daily Attendance.

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

The above table shows that we have had fifty-five more pupils on our rolls this year than we had during the first year the Junior High was opened at Central. It is interesting to note that our enrollment has been the largest this year of any time in the history of Central Junior High.

## II. SPECIAL ACHIEVEMENTS

The results of Standardized Tests given to pupils in Central Junior High School during the school year 1944-1945 were dittoed and sent to all teachers and all departments of the school system who might be interested in this data so it will not be duplicated here. The results of the tests given to the retarded groups at seventh and eighth grade levels were also dittoed and sent to the heads of the departments interested in this group.

Practically all full-time Junior High School teachers and some of the part-time teachers have made efforts to become well acquainted with their pupils and to study the needs and interests of these children. Our school attendance has been somewhat better this year, averaging a little better than 96% for the entire school year. This is encouraging when one considers the number of homes in which both parents are working and children are left on their own to get to school or not as they see fit. It seems to indicate that many children prefer to be at school.

The Department of Child Study has been helpful to us in making home contacts and in giving special aptitude tests, upon our request, to pupils who needed special guidance in making out their advance programs. We appreciate their recommendations, and in as far as possible with building conditions and teaching power available, we have tried to carry out their suggestions. We had hoped to do more in regard to assisting pupils in the retarded groups to make better social adjustments at home and at school, but this hasn't been very successful for several reasons. First, these groups became too large to make it possible for the teacher to make the personal contacts necessary. Then also many of these children came from homes where both parents work or where conditions weren't very favorable for the best educational program for children.

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

The Junior High Mirror Staff has had some benefits this year in having regular assignments and duties to perform, but it hasn't been entirely satisfactory. I hope this situation may be improved next year by relieving Mrs. Haratko of home room duties one or two days per week to meet with this group of pupils, or by having them meet with her twice a week during the pupils' study period.

Another very important achievement of our Junior High has been the continuation of the most retarded children at all grade levels and giving these children work at the level where they are capable of making progress. This has been made possible a year ago by the addition of another full-time teacher with special interest and some special training in caring for the needs of the retarded child. These children were given diagnostic tests in September and then a program in English, Social Studies and Mathematics was worked out for them according to their past achievement and their present needs. Much of the work has been individual or in small groups. Results of standardized tests given again in May indicate that the majority of these children made considerable progress in reading, spelling and arithmetic. The attendance records for the majority of the pupils in these groups were very satisfactory. Even these pupils in this group who didn't have satisfactory attendance records according to high school standards, did, in most cases, have better attendance than these same pupils had during the past two or three years of elementary school. The groups were too large this year to give as much individual attention as some pupils needed. When one considers that many of these children are of mental ages from nine to twelve years and are not well adjusted socially, he can realize that the teacher of such a group has a real task to meet the needs of each of these children who aren't able to work independently for any long period of time. These retarded groups should be kept small not having more than 20 pupils in order to do justice to them and to give a teacher an opportunity to fit the program to their needs. This will cost more but it is an issue which should be met if we believe that it is the function of the secondary school to keep these children in the school environment at least until they are sixteen years of age.

After reading Mr. Danford's report on School accidents and seeing what a large per cent of these accidents occurred again this year at Junior High level, a special effort was again made through the Student Council, Service Club and home rooms to see what could be done to cut down the number of such accidents. Out of the 217 accidents which occurred at Junior High level for the year 1943-1944, only 29 of them occurred at Central Junior High. During the school year 1944-1945 we have had 24 school jurisdiction accidents. This is better than our last year's record, and is still a small number of accidents occurring at Junior High level. It seems to indicate that our emphasis on accident prevention has done some good.

Our Junior High had the poorest year in its history in as far as interscholastic athletics is concerned. This lack of success came in spite of the fact that we had good coaches in every activity, and the same coach for the entire season. We have not had an intramural program for boys during the past two or three years and this together with the fact that our children get physical education only twice a week has definitely cut down interest in athletics within our student body. It has tended to minimize the worthwhileness of these sports in the minds of the pupils and hasn't given the instructors much of an opportunity to become acquainted with the pupils and to find out what possibilities they have for leadership in any given activity.

Our physical education program has been improved to some extent the past two years by the use of Conklin Field for physical education classes when the

weather permits, and by the addition of swimming classes for seventh grade boys. This same program has been curtailed by the fact that we could have classes meeting only twice per week, instead of three times as formerly, since the Senior High needed the gym the extra hours for physical fitness classes.

At the suggestion of the Student Council and Service Club, a noon recreation program for out-of-doors has been continued. Materials for such a program were furnished by the recreation department. Our greatest handicap besides the lack of space for play is the lack of a place to store the tables and larger pieces of equipment. They have had to be stored in the girls' dressing room, which means that boys can't assist with getting the equipment out. Pupils have cooperated in an excellent manner in setting up equipment and checking it in. This is good training in assuming responsibility.

Our Junior High pupils have cooperated very well with the Victory Corps of the Senior High School in the purchase of stamps and bonds, collection of papers, magazines, clothing and scrap, and in the saving of their copies of the Mirror to send to former Centralites in service. The Junior High pupils in each home room have assumed entire responsibility for the sale of stamps and bonds in their respective rooms. This has relieved the teachers of any concern regarding this activity, and has been practical training for pupils. While the per cent of our pupils participating each week in the purchase of stamps and bonds has not been as good as it might have been in comparison to the amount of money children have been earning, yet it has been quite good for pupils of ages eleven through fifteen, when one considers that our emphasis has been placed upon each child's earning his money for the purchase of stamps or saving it from his own allowance, and not having to ask his parents for a dime every Tuesday. Most of the home room teachers have tried to emphasize the establishing of a habit of thrift and the development of moral character by honest reporting of the number who actually do purchase stamps and the denying oneself something in order to sacrifice for a worthwhile cause. A larger number of pupils have made substantial weekly savings, and have purchased bonds than did a year ago.

Our attendance has improved somewhat over that of last year. Having the attendance worker come to the school to get the reports of absences and to give us reports of the previous day has been very much worthwhile. The absence of practically all of our children has been accounted for each day as being satisfactory or not. This has prevented any very serious attendance cases from developing.

The Home Economics Department has emphasized child care and training. The sewing groups have been taught how to clean and make over old garments into useful wearing apparel, and the cooking groups have emphasized the use of foods with low ration point values and those not rationed.

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

responsibility. This is partly due to the fact that many children are working too many hours at jobs outside of school and are too tired to do school tasks. Frequently the nurse has had a child lie down for two or more periods because from his complaints and the time he reported getting to bed, one could easily see that rest was what the child needed.

### III. SPECIAL PROBLEMS

The study halls have not been adequately taken care of. Having three different teachers caring for the same study during the week is not satisfactory. The marring of the desks in the study hall is just one good indication of what is everyone's responsibility because no one's, and so nothing is done about it. It was necessary to have three teachers handling one study on different days during the week or else some teachers wouldn't have a minute free during the entire year.

The noon recreation program in the boys' gym during the cold weather was not entirely satisfactory. Three days per week, Mr. Falgren had a class of Senior High boys who came in any time after 12:30 and the class started at 12:45. This meant that our boys had no place to be except to sit on the bleachers. The conditions in the gym at that time were not such as to warrant good teaching for the Senior High class or adequate recreation for the Junior High group. We tried to show movies in the auditorium on those days and obtained some very good films from the State Conservation Department. However, due to the fact that our auditorium has to be darkened from the outside, it was impossible to have it darkened if the weather was freezing or if it rained or snowed. This was a serious handicap to the use of the auditorium for this purpose.

### IV. RECOMMENDATIONS

1. That better facilities for physical education be provided at Central as soon as building conditions permit.
2. That our building be redecorated inside as soon as possible. Being the oldest building in the city in which school is still being held, the need of repairs and redecorating is urgent. The contrast between the upkeep of Central High and that of the Vocational School is very noticeable.
3. That the mathematics curriculum of the secondary schools be studied critically and revised so that it is a continuation of that of the elementary schools.
4. That the social studies program of the secondary school be examined critically with the idea of working out a six-year social studies program.
5. That the court be marked off for play space according to the chart made by Mr. Burd and that these spaces be painted so that they are permanent.
6. That a place near the court be provided, if possible, for the storage of play equipment, tables, etc., rather than the girls' dressing room.

7. That work opportunities for children under sixteen years of age not be over-emphasized at the expense of a well-rounded educational program for these children.
8. That a uniform policy regarding use of bus transportation for all children in the city be established which may mean that (for the duration of the war) all children attend the secondary school nearest their home unless parents provide private transportation for them.
9. That pupils in the retarded groups not be required to purchase the regular text books but that an equivalent amount of money be expended by them for use of work books and materials on their level.
10. That, if possible, the boys' gym should be free during Junior High lunch period so that it may be used for recreational activities in order that the corridors may be kept quiet while Senior High classes are in session. If this can't be done, then it would be better to shorten the lunch period for Junior High pupils to 35 minutes from Thanksgiving until Easter vacation and dismiss them at 3:05 in the afternoon.
11. More funds be provided for rental of visual education materials from the Visual Education Department of the University.
12. If possible, have the auditorium fixed so that it can be darkened from the inside in order that it might be used for visual education regardless of weather conditions.
13. Rooms 1, 8, 18A, and 18B should have dark curtains and plugs so that they might be used for visual education.
14. The size of the retarded groups should not exceed 24 pupils and should be kept as near 20 as possible. Sufficient space should be provided to make it convenient to use visual aids materials frequently in connection with the daily class work for these groups.

V. ORGANIZATION PLANS FOR 1944-1945 have been sent to the Superintendent as a separate report.

Submitted by

VIDA V. SMITH

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

GUIDANCE DEPARTMENT  
CENTRAL HIGH SCHOOL

Presented to the Board of Education  
by  
Nina B. Fredrickson  
June 1945

For the School Year 1944-1945  
Guidance Department of Central High School

The work in the Guidance Department at Central High School this year has been colored by the following facts:

1. There is an increased opportunity for school children to work several hours at the end of the school day and to earn "big money".
2. In many homes both parents are working and there is consequently a lessening of parental supervision.
3. The increase of activities that are related to the war has absorbed leisure time and created a stimulus that reveals itself in nervous strain.
4. There is the inevitable interruption of the boys' educational program and a tendency for girls to delay college plans and choose from the many attractive, good-paying jobs.
5. There is a general restlessness of another war year with its anxieties, especially in homes that have representation in the armed forces.

The following report is submitted on the same general pattern of previous ones for the purpose of giving an overview of the services of the Guidance Department for the year 1944 - 1945.

#### EDUCATIONAL GUIDANCE

##### Psychological testing

1. The California Test of Mental Maturity was again used exclusively. Eighth graders at St. Patrick's, Father Pettit, and Holy Redeemer schools were tested before the spring recess. All new pupils entering throughout the year, and all ninth graders were tested. For many ninth graders this was a retest and the scores served as checks on previous ones.
2. The Henmon-Nelson test was given in the fall to all tenth grade pupils in connection with the state wide testing program sponsored by the University of Wisconsin. These tests were scored at the University and the percentile rankings were sent back to us. From them we computed the intelligence quotients.
3. Aptitude and special psychological testing was done at our request by the Department of Child Study. This made possible a more thorough study of pupils needing special help.

### Educational Failures

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

### Programming

1. This office has taken an active part in programming in the ninth through twelfth grades. All ninth grade programs were checked and many of the pupils were given individual help and advice in making their four-year plans.
2. For the tenth graders a placement form was used. This gives the I.Q., Stanford Achievement scores, and previous English and mathematics grades, as well as recommendations for placement from the ninth grade teachers. With this data, plus pupil interviews and, in some cases, suggestions from the parents, tenth graders were programmed.
3. Eleventh and twelfth grade programs were studied to assure proper placements. In cooperation with the chairmen of the English and mathematics departments, recommendations were made for placing low ability pupils into Reading and Correspondence, Remedial Reading, and General Mathematics. On the other hand, we urged twelfth graders to continue with English and capable eleventh and twelfth grade pupils to elect advanced mathematics courses.
4. Toward the end of each semester individual pupils came to this office for assistance in program planning. We checked credits and requirements with them and made suggestions toward a program plan through the senior year. These were, in general, transfers or pupils with many failures who needed more time than the home room advisor could give.

### War Emergency Services

1. Senior boys over seventeen were given the Army College Qualifying Test on April 12, 1945. 12 boys took the test, all of whom qualified.
2. We have continued to maintain a file of information pertinent to the war services.
3. The bulletin board has been used to display posters relating to war work and military services.

Central High Guidance Office

4. This office worked with Selective Service and arranged for the completion of a school cooperative report on each boy over sixteen who withdrew from school or graduated.
5. At the request of the War Manpower Committee, we made a survey of available pupil labor for the summer. The results of the survey were sent to the United States Employment Service after providing data for our records.
6. We have arranged many pupil group meetings with representatives from the military services to give those who were interested an opportunity to be informed regarding A.S.T.R.P., Navy Radar, Navy V-5, etc.
7. This office supervised a group of boys in their preparation for the Eddy test.
8. We have kept as accurate a record as possible of the Centralites in Service and have arranged for several displays of the service lists - an especially attractive one for the week of Memorial Day. The latest count shows 1226 Centralites in service. 45 of these have given their lives while serving their country.

**VOCATIONAL GUIDANCE**

This year again a great majority of our senior boys were thinking no farther than to the branch of service they hoped to enter. They came to this office for advice concerning their immediate plans. On the other hand, senior girls were in a choice position, being actively sought by the colleges and all fields of employment open to women.

In October, we made a survey of the employment situation and determined from it the number of pupils working, the kinds of work they did, and data concerning hours and wages. Also, we determined the pupils who wanted to work and their choices of work. A table made from the survey revealed:

Number of questionnaires answered	1031
Number of pupils working	390
Number of pupils receiving work credit	28
Number of pupils having work permits	254
No. of pupils wanting help finding work	289
Average hourly wage	37 <sup>1</sup> / <sub>2</sub>
Average hours per week	18
No. of families in which both parents work	320
No. of homes in which there is no supervision while parents work	170

## Central High Guidance

We have received 250 calls concerning jobs for pupils. In general, there were more requests for help than pupils who wanted work.

### SOCIAL GUIDANCE

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

### OTHER ACTIVITIES

#### Indigents

Very little time was given this year to the supplying of books, fees, bus fare, lunches, etc. Outside of Mother's Pension cases, the need for such help scarcely exists.

#### Scholarships

This office did the clerical work in connection with granting the following scholarships: Business and Professional Women's Club, McPyncheon, Stein, Oscar Rennebohm, Legislative, and Albright.

#### Pupil records

1. Activities - Because of the tendency of a few capable leaders to do the major part of the school's extra curricular work, we made, again, a survey of pupil activities. This was followed by counselling for the pupil who had chosen to do more than he could do well and for the capable but timid pupil who needs to be encouraged into finding an activity program. This study should be followed up each year, be made more definite, if possible, and become an effective means of control.

2. Folders - Last year pupil folders (senior high) were brought to this office from the home rooms. They are accessible to all teachers and contain materials pertinent to knowing the pupil. The cumulative records within the folders were brought up to date this year. That necessitated a short interview with each pupil in senior high.

3. Report cards - Because we felt that this office would be more efficient with a grade record for each pupil, we prepared this year a simple card for recording grades and took the grades from the home room pack of cards after they had been home and signed by parents. This record has proven valuable to teachers,

Central High Guidance Office

5

office workers, and, especially to the efficiency of this office.

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

Respectfully submitted,

Nina B. Fredrickson  
Guidance Director.

MENTAL CAPACITIES OF PUPILS AS REVEALED BY  
PSYCHOLOGICAL TESTS

1944 - 1945

Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	149	28.9
Average (I.Q. 95 - 115)	279	54.2
Superior (I.Q. over 115)	87	16.9
<b>TOTALS</b>	<b>515</b>	<b>100.0</b>

Average I.Q. - all Junior High pupils -- 101.572

Senior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	83	16.5
Average (I.Q. 95 - 115)	298	59.4
Superior (I.Q. over 115)	121	24.1
<b>TOTALS</b>	<b>502</b>	<b>100.0</b>

Average I.Q. - all Senior High pupils -- 106.623

Graduates (June 1945)

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	16	10.5
Average (I.Q. 95 - 115)	87	57.2
Superior (I.Q. over 115)	49	32.3
<b>TOTALS</b>	<b>152</b>	<b>100.0</b>

Average I.Q. - all graduates -- 108.717

## Central High Guidance Office

## WITHDRAWALS

## Junior High School

## First Semester, 1944-45

Reasons	Boys			Girls			Totals
	Ret.	Av.	Sup.	Ret.	Av.	Sup.	
To other Madison school	2		1	4	11	1	14
Out of city	3	5	2	4		1	26
Illness							
Vocational school		1		3			4
To work	4	2					6
Reason not known					2		2
Totals	7	10	3	7	13	2	42

## Second Semester, 1944-45

Reasons	Boys			Girls			Totals
	Ret.	Av.	Sup.	Ret.	Av.	Sup.	
To other Madison school	1						1
Out of city	2	3	1	1	1		8
Illness		2					2
Vocational School	1	1					2
To work	7	1		5			13
Reason unknown					2		2
Totals	10	8	1	6	1		26

## Senior High School

## First Semester, 1944-45

Reasons	Boys			Girls			Totals
	Ret.	Av.	Sup.	Ret.	Av.	Sup.	
To other Madison school			1		2	2	5
Out of city	3	1	3	1	9	1	18
Illness							
Vocational School	3	4		4	5		16
To work	2	6	1	6	5		20
Entered Service	2	17					19
Reason unknown		1		1			2
Totals	10	29	5	12	21	3	80

## Second Semester, 1944-45

Reasons	Boys			Girls			Totals
	Ret.	Av.	Sup.	Ret.	Av.	Sup.	
To other Madison school							
Out of city							
Illness			1	2	5		8
Vocational School	1						1
To work	1	1	1	1	2		6
Entered Service	3	6	2				11
Totals	5	7	4	3	7		26

## CON-FAIL LIST ANALYSIS

(Pupils failed or conditioned in one or more subjects)

## JUNIOR HIGH SCHOOL

First Semester, 1944-45

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 2 subjects	5	4	7	0	1	0
Con or Fail, 3 subjects	10	2	2	5	0	0
Con or Fail, 4 subjects	2	0	1	0	0	0
Con or Fail, 5 subjects	2	0	0	0	0	0
Totals	19	6	10	5	1	0

Total number of boys 30

Percent of boys 11.27

Total number of girls 11

Percent of girls 4.33

Total number reported 41

Percent of all pupils 7.88

Total number of pupils in Central Junior High, 1st Semester

Boys 266 Girls 254 Total 520

Second Semester, 1944-45

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 1 subject	2	1	0	0	0	0
Con or Fail, 2 subjects	3	1	5	5	0	0
Con or Fail, 3 subjects	5	0	0	1	0	0
Con or Fail, 4 subjects	3	1	1	0	0	0
Totals	13	3	6	6	0	0

Total number of boys 19

Percent of boys 7.28

Total number of girls 9

Percent of girls 3.57

Total number reported 28

Percent of all pupils 5.46

Total number of pupils in Central Junior High, 2nd Semester

Boys 261 Girls 252 Total 513

## CON-FAIL LIST ANALYSIS

(Pupils failed or conditioned in one or more subjects)

## SENIOR HIGH SCHOOL

## First Semester, 1944-45

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 1 subject	2	11	22	15	1	3
Con or Fail, 2 subjects	4	4	8	11	0	0
Con or Fail, 3 subjects	0	2	4	0	1	0
Con or Fail, 4 subjects	0	0	1	2	0	0
Totals	6	17	34	28	3	3

Total number of boys 43  
 Total number of girls 48  
 Total number reported 91

Percent of boys 19.55  
 Percent of girls 15.48  
 Percent of all pupils 17.17

Total number of pupils in Central Senior High School, 1st Semester  
 Boys 220 Girls 310 Total 530

## Second Semester, 1944-45

	Retarded		Average		Superior	
	Boys	Girls	Boys	Girls	Boys	Girls
Con or Fail, 1 subject	2	7	27	13	5	5
Con or Fail, 2 subjects	1	3	7	6	0	1
Con or Fail, 3 subjects	1	0	2	1	0	0
Con or Fail, 4 subjects	0	0	0	0	0	0
Totals	4	10	36	20	5	6

Total number of boys 45  
 Total number of girls 36  
 Total number reported 81

Percent of boys 22.96  
 Percent of girls 11.76  
 Percent of all pupils 16.13

Total number of pupils in Central Senior High, 2nd Semester  
 Boys 196 Girls 306 Total 502

## EMPLOYMENT

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

Type of work	Number of jobs listed	No. of jobs filled
Housework	55	38
Child care	29	20
Odd jobs	35	29
Restaurant(dishes, bus boys, etc)	20	17
Store	14	5
Others	72	44
Summer jobs	25	20
 Totals	250	173

## Employment Questionnaire (see page 3 of this report)

On May 28 we sent out Special Application Cards for the United States Employment Service. These were given only to people who ~~were~~ would be available for and interested in summer work.

Total number of applications	81
Number wanting full time work	54
Number wanting part time work	27
No. of days per week pupil wished to work	3 days
	1
	4 days
	4
	5 days
	23
	6 days
	27
	7 days
	1
No answer	25

We kept a record of work permits issued during the school year. This record included the date the Permit was issued, the employer, and the type of permit the child received (vacation or regular, depending on the number of hours of work). 407 permits were issued during the year.

	Junior High			Senior High		
	Boys	Girls	Total	Boys	Girls	Total
1st Sem.	64	25	89	84	84	168
2nd Sem.	21	16	37	51	62	113
Total for year	85	41	126	135	146	281

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principal  
FOSTER S. RANDLE  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
EAST JUNIOR-SENIOR HIGH SCHOOL

I School Enrollment

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

Year	Junior High School			Senior High School			Both Schools	
	Number	Percent of Increase	Percent of Decrease	Number	Percent of Increase	Percent of Decrease	Total	Percent of Increase
1933	956			1132			2088	
1934	1003	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.6	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45-De-
1942	1091	2.7		1300		1.8	2391	.25 increase
1943	1104	1.19		1325	1.9		2429	1.58
1944	1128	2.17		1189		10.26	2317	4.61-De-
1945	1095		2.92	1233	3.7		2326	.47 increase

II Junior High School Total Enrollment by Grades

Grades	1932-33	1933-34	1934-35	1935-36	1936-37
7	305	296	307	284	265
8	270	316	292	305	300
9	381	391	447	430	480
	956	1003	1046	1019	1045
Grades	1937-38	1938-39	1939-40	1940-41	1941-42
7	315	276	289	254	306
8	281	326	301	309	297
9	440	450	507	499	488
	1036	1052	1097	1062	1091
Grades	1942-43	1943-44	1944-45		
7	313	282	285		
8	333	348	297		
9	458	498	513		
	1104	1128	1095		

East Junior-Senior High 2

III Increase in Enrollment

The school year 1943-44 shows the greatest decrease in building enrollment during the last thirteen years. However, at the end of the past school year the thirteen year period shows the following increase:

Junior High School		Senior High School		Both Schools	
No. Pupils	Percent Increase	No. Pupils	Percent Increase	No. Pupils	Percent Increase
139	14.53	101	8.92	240	11.49

It will be noted that the 1943-44 decrease in enrollment did not continue during the school year 1944-45. The "go-to-school" drive may have had some effect and helped in the Senior High showing an increased enrollment.

IV Department Average of Pupils Per Teacher

The rule that no teacher be assigned less than 120 pupils or more than 150 to instruct per day has been followed in most cases. However, a number of teachers have had more than 150 pupils assigned to them for daily instruction and a few teachers have confined their efforts to less than 120 pupils. It is almost impossible to, at all times, make a fair and balanced assignment of duties. However, we have to have 24 periods of teacher time for study room supervision, and while study room assignments increase the class size of the study room teacher's classes, these assignments are, when possible, made in the departments showing the lowest departmental pupil-teacher average.

V High School Graduates

Since 1932, the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	26.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
		Total	4350		

East Junior-Senior High 3

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

Total Number of Graduates 1932-1945 4350

Total Number of Graduates 5817

During the thirteen year life of our Junior-Senior High School, the graduating class has averaged 26.57 percent of the Senior High School total enrollment. From 1937 until 1941 the graduating pupils averaged 29.6 percent of the total enrollment. Those four years caused us to believe that the school was making very good provision for almost all of our pupils. However, during the six years from 1940 to 1945 the percent of graduates to total enrollment dropped one-half per cent to 29.1. The war and the war economy have had some effect on our ability to hold pupils in school. While the percentage of graduates to the total enrollment has changed but little our total Senior High School enrollment has not maintained its regular average increase. Some of our boys have dropped out of school to join the armed services, but many more pupils have left school to take jobs. The war services and labor needs will probably continue, for at least another year, to shorten the years of school membership and formal education for an increased number of pupils of high school age.

VI Graduates Going on to Higher Institutions

During normal times from 27 to 39 per cent of our graduates go on to higher institutions. However, during the war years the percentage has dropped considerably. The need to revise and improve our curricular offerings and our course content continues to be of basic importance. There seems to be but little reason for us to base our offerings on college entrance requirements.

VII War Service

The following members of our faculty will return to us after they have finished their duty with the armed forces:

1. Eulalie E. Beffel	Senior High English	Army
2. Lawrence G. Johnson	Senior High Commercial	Navy
3. Lloyd P. Jorgenson	Senior High History	Army
4. Maybelle C. Kohl	Senior High Commercial	Army
5. Shirley Hopfensperger	Junior High English	Marines
6. Herbert M. Mueller	Coach and Jr. High Mathematics	Army
7. Bernard Porter	Junior High Manual Arts	Army
8. Robert Reick	Jr. and Sr. High Manual Arts	Navy
9. William Ross	Junior High Mathematics	Army
10. Robert L. Woollen	Junior and Senior High Music	Army

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

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

We do not have an entirely complete list of all our former students who are in the armed forces, but over 2100 have been inducted and more than 60 of our young people have been killed. Some of our boys were in action in Europe up to the end of that war and many of them will continue to "carry on" until the Jap job is finished.

Many boys have sent in their record in service schools for credit valuation and office work connected with the war continues to call for much time and effort. We write many letters of recommendation for service boys and for our former pupils who are applying for positions. Almost all requests for letters are made by former students who developed a record in high school that they will always be able to use.

VIII During 1944-45 the East High School graduates who had finished our college preparatory course with a good grade point average ended their years' work at the University with a very creditable record.

#### IX Special Achievements

To make a success of each school year requires the active participation of the school faculty in the extra-curricular activities and the general school life. The faculty must continue--in spite of war activities--to maintain an active interest in the worthwhile things which mean so much to the boys and girls of the school.

Our extra-curricular activities have been continued during the past school year and an effort has been made to connect them with the war. Much war work has been completed by pupils during the school day under the supervision of their teachers and outside of the regular school time. Many teachers have helped with the school activities and have made their contribution to the general organization and student life of the school. It has, however, always been difficult to understand how some faculty members seem willing and contented to let someone else take care of all the extra duties that belong to the teaching staff of a large school.

The war is often presented as a reason for not continuing the extra-curricular activities. Many pupils are employed during part of the school day, and after school in stores and shops, and the war has changed the amount of time that the school may use for the training of its young people.

During this fourth year of the war most all worthwhile activities have been continued.

War activities have been carried on by clubs, classes, groups, and the entire school.

A very good record in the sale of stamps and bonds has been recorded.

The requests for special training for boys entering the armed services have been given consideration and provided. Boys of our senior class were given special class work to prepare them for radar work in the navy and the results were most gratifying.

In our English work changes in the curriculum have been made to meet the needs and interests of pupils under the changing conditions. Much interest was shown in the reading materials chosen to give a better appreciation of American ideals and the American way of life. Efforts to encourage thru oral and written discussion an understanding of current problems and to guide pupils in their reading of current books and magazines have been continued.

In Mathematics those parts of existing courses which have real value in meeting the war time needs of the pupils have been emphasized. Department and also standardized tests have been given and to some extent the results have been used in guiding pupils in their election of additional work.

The Science, Mathematics and Manual Arts Departments made an outstanding contribution to the war effort and the boys interested in entering the navy radar work by preparing them to take the Navy Eddy test.

Our radio code club under the direction of Mr. Peterson was a very successful organization. The members learned to receive from ten to sixteen words per minute by the end of the school year.

The Home Economics and Manual Arts classes have made quite an extensive list of useful items for the American Red Cross. The items include slippers, pillow cases, card table covers, kit bags, lap boards and one hundred canes for disabled service men.

The instrumental music of both schools and the vocal music of the senior high school has been outstanding during the past school year. The different music groups have been very useful to the school and have brought credit to themselves and their institution on the numerous times when they have taken part in public events.

Attention should also be given to the successful year's work of both the boys and the girls in physical fitness work, sports, intra-mural sports and interscholastic athletics.

X Pre-induction courses offered during the school year:

1. Mathematics 12EV - A semester course (refresher mathematics) in basic mathematics for Juniors and Seniors who have not studied mathematics beyond the tenth grade or have not studied it in the Senior High School.
2. Pre-Flight Aeronautics 12B & A - A year course for prospective flying officers. Planned for college preparatory pupils whose work is average or above.
3. Fundamentals of Machines - A one semester course for eleventh or twelfth grade pupils. Pupils taking a year of Physics are not to elect this course. Units in Mechanics and Heat are covered.
4. Fundamentals of Electricity - A one semester course suggested for the eleventh grade as a basis for work in Radio, Aviation, or Machines.
5. Fundamentals of Radio and Communications - A one semester course for eleventh or twelfth grade pupils.
6. Fundamentals of Shop Work - A one semester course for eleventh or twelfth grade pupils.
7. Auto Mechanics - A twelfth grade course for boys only. It covers the war department course "Fundamentals of Automotive Mechanics."
8. Advance Physiology and Biology of Flight - A one semester course for twelfth grade pupils.
9. Blue Print Reading as a part of our regular Mechanical Drawing classes.

In addition to the above the following regular Manual Arts courses are offered:

1. Mechanical Drawing - A one year course fundamental to all shop work.
2. Machine Drawing - A year course in continuation of the mechanical drawing course.
3. Architectural Drawing - A year course completing the three years of drawing.
4. Woodwork - A year course basic in the principles of wood construction.
5. Cabinet Making - A year course for those who wish to expand their knowledge and skills in the wood construction field.

6. Pattern Making - A semester course in the construction of models and patterns for industrial foundry practice.
7. General Metals - A year course in basic and fundamental introduction to the principles of machine and hand tool operations.
8. Printing - A year course in fundamental procedures in the correct methods of printing and practice in both English and type composition.

## XII Special Problems

1. The problem caused by so many of our pupils having outside employment. Last year we found that 33 per cent of all our Junior High pupils and 45 per cent of the Senior High pupils were employed after or during part of the school hours.

Stores employed 199, offices 13, factories 40, restaurants 29, telephone company 14, etc.

Christmas vacation coming so late this year will cause a very serious attendance problem during December.
2. The administration of the credit for outside work is a time consuming problem.
3. To change our administration ideas and organization to provide for the part time pupils.
4. The problem of checking attendance without letting the administration of the necessary work take too much time.
5. The problem of giving credit for service training and service school training. A common procedure should be developed by and for the Madison High Schools.
6. The formulating of a curriculum for low I. Q. pupils.
7. A definite program that takes care of the exceptionally bright pupils.
8. What to do with the pupil under sixteen years of age who has reached the point of diminishing return as far as educational achievement is concerned. Usually their parents will not assist in meeting the family problem.
9. To teach pupils to have more respect for school and public property.
10. The problem of teaching American ideals, its responsibilities and its duties in the world.

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11. The problem to improve and make the instruction in Junior High vocal music secure desirable results.
12. To improve the average academic achievement of both schools.

Foster S. Randle  
Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principal  
LOUISE H. ELSER  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
EAST JUNIOR HIGH SCHOOL

## I. Statistical Information

The enrolment at the first attendance report period on September 29, 1944, was as follows:

Seventh Grade . . . . .	275
Eighth Grade . . . . .	292
Ninth Grade . . . . .	506
Total . . . . .	1,073

The ninth grade was one of the largest we have ever had enrolled at our school.

Fewer pupils entered our school during the year than had been the case in the two previous school years. There were only 33 and these pupils were almost evenly distributed in the three classes;

12 Seventh Graders - (3 withdrew before the end of school)  
10 Eighth Graders - (4 withdrew before the end of school)  
11 Ninth Graders - (2 withdrew before the end of school)

The attendance report at the end of the school year (June 8, 1945) records the following pupils:

Seventh Grade . . . . .	266
Eighth Grade . . . . .	276
Ninth Grade . . . . .	468
<b>Total . . . . .</b>	<b>1,010</b>

This indicates a loss of 63 pupils during the school year.

The estimated enrolment for 1945-46 is as follows:

Seventh Grade . . . . .	262
Eighth Grade . . . . .	288
Ninth Grade . . . . .	422
<b>Total . . . . .</b>	<b>972</b>

The above figure indicates about the same enrolment for the seventh and eighth grades, but does show a smaller ninth grade than usual. However, the possibility that some of the pupils from the Sherman School area may attend East would increase the seventh and eighth grades.

II. The School Year 1944-45

This school year has been a strenuous one. No one knows this better than the classroom teachers who had daily contact with the boys and girls--the teacher felt the impact of all the conditions brought on by the war and saw them reflected in the classroom. Holding the line to the educational standards can truly be called the achievement for the year.

It is only when one stops to consider the historic events which have taken place in the world from June 6, 1944, to June 5, 1945, and their political and social consequences upon us all, that one can understand some of these are reflected in the lives of the girls and boys in the classroom.

These boys and girls reflected the anxieties and worries about members of their families in service--and some of them knew of the supreme sacrifice in their family.

Boys and girls--but especially ninth grade boys, have been able to get jobs with comparative ease. The more ambitious ones who were old enough did just that. This gave him a feeling of being self-sufficient and "in demand." The teacher who assumed there would be after-school work or rehearsals often encountered difficulty--the job which indicated immediate returns often was put before the "long term" returns of school. The fact that the pupil had his own money tended to make him feel more "grown up" than his age. In the classroom it was often difficult to reconcile his maturity in some respects with his childish attributes in others.

The fact that more parents were at work and thus had less control over the children was reflected in the classroom and added to the burdens.

When one considers that this is the background for the school year, it was a successful year. Practically all of the usual events took place--the athletic work in football, basketball, volleyball, and track, as well as intramurals and after-school sports. The auditorium programs, the orientation program, the play, the Sunday concert by the band, orchestra, and chorus classes again were offered as school activities. More Junior High School pupils were taking instrumental work than at any previous time. The Student Council took charge of stamp sales on each Tuesday. Pupils took part in paper drives--one of their own and one working with the Red Cross project with Senior High School. The club program functioned for the year except during February and March.

During the first semester Dr. Sevringshaus again spoke to the boys and girls of the physiology classes.

The physiology classes stressed the importance of nutrition and launched an adequate lunch program. A tea and style show displaying the garments made by the pupils in the home economics department received a fine response with an unusually large number of mothers in attendance.

The majority of boys and girls in the ninth grade had physical examinations this school year--394 of them were examined by the Board of Health, while 24 had examinations from their family physicians. Sixteen pupils were restricted from physical education until they received permission to participate from their family physician. Thirty-two pupils received statements to their families advising further check from their family physicians.

In the seventh grade provision was again made for pupils with poor scholastic ability--two home rooms were provided for special work in English, mathematics, and social studies. These pupils join the regular classes for their remaining subjects--art, speech, music, home economics, manual arts, and physical education.

It has been the policy that the next year these pupils are carried in special classes in eighth grade--science, mathematics, social studies, and English. The size of the classes has been reduced this year and that has been an advantage.

In ninth grade three classes were organized for pupils who have difficulty in English. The ninth grade pupils in general take algebra, but pupils who have difficulty with mathematics are guided into applied mathematics. Last year a special effort was made to direct these pupils. The eighth grade mathematics teacher helped in recommending pupils for the applied mathematics classes. This fall the algebra and applied mathematics teachers checked on their pupils and immediately after the Stanford Achievement Tests were given recommended changes. It has worked out fairly well under this arrangement.

### III. Special Problems

#### 1. Attendance

Regular school attendance is essential to success in the classroom. The tendency for the pupil to be out of school more frequently goes with the fact that often the parent is at work when it is time for the pupil to leave for school, and once the regularity is broken it is easy to follow the pattern of non-attendance.

If spite of the problems of the year, it is significant that the attendance record for East Junior High is better this year than last.

Miss Edna Roehr, of the Attendance Department, has reported to school each day to discuss the individual cases and then has made the home calls. Sometimes she has called on the parents after working hours, at other times at their work, sometimes she has contacted the pupil's employer, sometimes the case has been referred to Mr. C. H. Waller of the Child Study Division for further study, but all the efforts are tended in one direction--to that which is best for the boy or girl. Sometimes Miss Roehr has had conferences

## East Junior High 4

with the boy and girl in school to verify their stay. The fact that both the children and parents were aware that a worker might contact them relative to an absence has a wholesome effect.

More pupils were excused from school at the parents' requests to go to the doctor and dentist than previously. Practically every day from four to seven pupils were permitted to leave school for dental visits. The pupils left in time for their appointment and returned to school immediately thereafter. The same provision has been made for doctors' appointments--they would probably average one a day. The pupil often inferred he wanted this done during school time so he might be free to go to work after school.

### 2. Tardiness

There was a marked increase in the number of cases of tardiness throughout the school year. It is significant that in the month of September 1943 there were only 15 cases of tardiness, while in September 1944 there were 33. The peak months of the year 1944-45 were December with 129 and January with 116. While transportation difficulties did account for considerable of the excuses, the problem of oversleeping—"Failure to hear the alarm clock," "The alarm clock was broken," "My family overslept" and "Working too late the night before" was practically as significant. Many of the pupils who were tardy were offenders repeatedly--in spite of having to make up some time after school.

### 3. Change in Schedule

During the months of February and March when Junior High School classes started one-half hour later than Senior High School classes, it was necessary to omit the entire activity program. That did mean that the pupils spent more time in the free time before school with their home room teacher which was an advantage. However, during these two months, clubs did not meet and when the old program was resumed the continuity had been lost. The assembly programs, with the exception of the outside speakers, had to be cancelled.

During this period some of the language classes taught by the Senior High School teachers met on the Senior High School schedule. The fact that the first three periods of the day in Junior and Senior High School did not coincide tended to cause passing periods every half hour, which was not desirable. The conflicting schedule tended to make it difficult for the physical education instructors--their use of the same space during the periods was particularly difficult. It was also learned that some of the pupils in Junior High School left home at the same time they had when school started earlier but congregated at nearby restaurants instead of coming into the building.

### 4. Substitute Teachers

It was increasingly more difficult to get substitute teachers as the year went on. In some subjects there were no teachers available.

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In some instances a substitute teacher would take on work in a field for which she was not prepared, but would agree to "carry on"--which was most important. Those substitute teachers who did continue to help us out are most deserving of our gratitude.

In some instances no substitute teacher was available. This was especially true in the Manual Arts Department, and the work necessarily was divided among the members of the department, study hall teachers, and teachers who gave their free period. There were ten absences for whom there were no substitutes available. While these things are difficult for all of us, it is gratifying that when it is necessary fellow teachers are willing to add a period to their already busy day to help in such a situation.

IV. Recommendations for Next Year

1. It is hoped that more work can be done in the reading problem.
2. The use of more visual aids material would be an advantage.
3. It is hoped that there can be time available for a music teacher to be present during auditorium periods so there can be community singing.
4. There must be special emphasis on qualities of good school citizenship and respect for public property.
5. More challenge should be given the superior student.
6. There must be further provision for the slow pupil who may not have the satisfaction of being able to leave school and immediately get a job in the post-war period.

Submitted by

LOUISE H. ELSEY

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education  
by the Director  
MARGARET A. FOSSE  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

The school year which has just ended has been a serious one, each day showing more the influence of our world at war. It is seen in the ever-changing population of our school, in the new trends in curriculum content, and in the attitude of the students. It is a great responsibility and challenge to be associated today with our young men and women, and as a faculty, to be able to help them work out their problems.

Under the following topics, I would like to explain briefly some of the work of the Guidance Office:

I. Significant Statistical Data 1944-45

A. Withdrawals

Table of Withdrawals

Reason	Junior High	Senior High	Total 1944-45	Total 1943-44
Transfers to Madison Schools:				
Central High school	6	4	10	
West High School	4	1	5	
Edgewood High School	1	2	3	
Franklyn	2	0	2	
Lowell	1	0	1	
Sherman	1	0	1	
St. Bernard's				
Holy Redeemer				
Total	15	7	22	23
Transfers to other towns	43	29	72	67
To work and Vocational (1 day per week)	12	30	42	44
To work - over 18	1	4	5	10
Rural	16	5	21	25
Armed Services				
Army	0	13		
Navy	0	25		
Marines	0	3		
Merchant Marines	0	8		
Coast Guard	0	3		
Total Armed Services	0	52	52	35
Miscellaneous				
Illness	9	7	16	19
Married	0	2	2	6
Excluded	4	0	4	0
Deceased	0	0	0	1
Totals	100	136	236	230

The itemized explanation of withdrawals this year differs very little from last year except in the numbers leaving for the Armed Services. There were 236 students who left school during 1944-45, as compared to 230 last year.

The total number of boys who enlisted or were drafted into some branch of the Armed Service was 52, as compared to last year's total of 35. One explanation of this increase was a last minute enlistment of twelve boys to meet a Navy quota before the June 1 deadline. Of these, seven were seniors who took their final examinations early, completed their work, but were not present for graduation.

This year seventeen senior boys withdrew to the Armed Forces with their school record in good standing, and they all received war diplomas.

1. As each boy leaves for Armed Service, a careful record is made of his present school credits so that he can make plans for his future education.

He is advised about the possibility of earning additional credits through war service, advanced schools, or through courses from the Armed Forces Institute. In each case, it is suggested that he keep in touch with his school.

The numbers of students withdrawing to other towns is still high, 72 boys and girls. The constant moving of families because of Truax Field and Madison war industries has been a real problem, both in enrolling new pupils throughout the year, withdrawing other pupils, and in all cases keeping their school records.

No one is withdrawn without a careful investigation by the school. The Attendance Department has been most helpful in making home contacts with many of our cases. Parents' permission must be obtained before any student can make his final withdrawal.

#### B. Books and Fees

This year only 23 pupils received books and fees through Mother's Pension and none from the Madison Relief Department.

However, the large supply of books on hand owned by the Board of Education was rented out for convenience in cases where the books could not be supplied by the local book store. During the first semester books were rented to 292 pupils for a total of \$77.25 and in the second semester to 320 pupils.

There was no difficulty whatsoever in the matter of fees. The majority of pupils hold some type of job and are able to supply their own school needs. This is a very different situation from the depression years, when the question of books and fees was one of our important problems.

C. Testing Program 1944-451. Psychological tests

The California group test of mental ability is given to each pupil as he enters East High School, either as seventh grade pupils, ninth grade pupils from rural and parochial schools, or as new transfers from other towns. A recheck test is given at the end of the ninth grade.

The individual Binet test is given by the Child Study Department whenever it seems advisable to have further testing information. However, most pupils who come from the Madison schools have had an individual test.

The results of these tests are given to the home room teachers and are available at all times to any teacher. The I. Q.'s may be obtained directly from the folders or permanent record cards in the main office, or from the Guidance Office. Teachers are urged to make use of any available testing information.

California tests were administered to the following groups this year:

Grade VII	276
Grade IX	483
New Pupils	200
Re-checks	100
Lapham Grade VII	30
St. Bernards Grade VIII	52
Allis School Grade VIII	42
Madison Lutheran School Grade VIII	14
Total	1197

The following tables show the results of the California tests.

Grade VII - Given September, 1944	Number in
Interval I. Q.	Each Group
130-139. . . . .	6
120-129. . . . .	21
110-119. . . . .	41
105-109. . . . .	14
100-104. . . . .	43
95-99 . . . . .	32
90-94 . . . . .	40
80-89 . . . . .	34
70-79 . . . . .	13
60-69 . . . . .	2
Total	276
Medium I. Q.	101

Grade IX - Given May, 1945	
<u>Interval I. Q.</u>	<u>Number in Each Group</u>
130-139.	6
120-129.	49
110-119.	90
100-109.	163
90-99	120
80-89	42
70-79	11
60-69	2
Total	483

Median I. Q. 101

The Hennion Nelson University Test was given in December to all sophomore and senior students. The tests are graded by the University and the results are in terms of a percentile rank based on all the students in the state of the same grades who took the test. The percentile rank is recorded on both the permanent record cards and the cumulative records and is available to any teacher.

## 2. Achievement Tests

### a. Stanford Achievement Tests

The Stanford Achievement Test - Partial - Form H was given again in the third week of the school year to all the seventh and ninth grade pupils. The administration and scoring was done by the teachers, and the final statistical interpretation of results was prepared in the Guidance Office.

The results were returned to all teachers of these grades for further study and use. In ninth grade several students were advised to take Applied Mathematics instead of Algebra, and in some cases were placed in English classes better suited to their abilities as seen by the tests. This achievement battery is especially valuable to us in the ninth grade where we enroll so many new, rural, parochial, and transient pupils with little available information as to their abilities.

Distribution of Results of Stanford Achievement Tests in Terms of Grade Levels of 275 Pupils in Grade VII:

East Guidance - 5

<u>Name of Test</u>	<u>Grade Levels</u>		
	<u>Q 3</u>	<u>Median</u>	<u>Q 1</u>
I Paragraph Meaning	7.6	6.5	5.7
II Word Meaning	7.8	7.2	6.4
Average Reading (I & II)	7.7	6.8	6.0
III Language Usage	7.8	6.6	5.8
IV Arithmetic Reasoning	7.2	6.6	6.0
V Arithmetic Computation	6.2	5.6	5.3
Average Arithmetic (IV and V)	6.6	6.2	5.7
VI Spelling	7.7	6.2	5.4
Total Average Achievement	7.2	6.4	5.8

The grade level norm for the Stanford Achievement Test given to Grade VII in September would be 7.0

Using grade level norms as a basis, the group was low in all tests, especially in Arithmetic Computation and Spelling.

Distribution of Results of Stanford Achievement Test in Terms of Grade Levels of 483 pupils in Grade IX:

<u>Name of Test</u>	<u>Grade Levels</u>		
	<u>Q 3</u>	<u>Median</u>	<u>Q 1</u>
I Paragraph Meaning	11.0	9.4	8.1
II Word Meaning	11.4	9.4	7.8
Average Reading (I & II)	11.0	9.4	8.1
III Language Usage	10.0	8.1	6.8
IV Arithmetic Reasoning	11.0	9.4	8.0
V Arithmetic Computation	10.6	9.0	7.8
Average Arithmetic (IV & V)	10.8	9.3	8.0
VI Spelling	10.6	8.1	6.8
Total Average Achievement	10.0	8.8	7.8

The grade level norm for the Stanford Achievement Test given to Grade IX in September would be 9.0. The medians for this group were all slightly above normal except in Language Usage and Spelling. The median total achievement for the group was 8.8.

Since the new ninth grade is composed of the eighth grade plus approximately 200 new rural, parochial, and transient pupils, we questioned the distribution of these results. A separate study was made with the scores of average reading and average arithmetic by distributing the grade level results into the groups as follows: East (those from seventh and eighth grade at East), Parochial, Rural, Transient (new pupils from other towns), and a total of the last three. The following table shows this distribution.

<u>School</u>	<u>Average Reading Number</u>	<u>Median Grade Level</u>
East	276	9.0
Parochial	48	10.4
Rural	101	9.0
Transient	40	9.5
Total Parochial, Rural, Transient	189	9.8

Median - Total 9th Grade - 9.4

<u>School</u>	<u>Average Arithmetic Number</u>	<u>Median Grade Level</u>
East	287	9.0
Parochial	48	9.3
Rural	105	9.6
Transient	38	10.0
Total Parochial, Rural, Transient	191	9.8

Median - Total 9th Grade - 9.3

Since the numbers of these groups are not comparable, the results are not too valid. However, the trend shows that the pupils coming in from rural and parochial schools placed slightly higher in the fields of reading and arithmetic. One explanation is probably the type of drill methods used, as compared to the emphasis on enriched curriculum followed in our Madison schools.

Miss Bernice Leary met with our faculty to discuss the results of these tests and to give suggestions for their interpretation and use. She did a further study on the ninth grade Stanford Achievement results to show the relation of chronological and mental age to the Achievement age. (See Bulletin No. 57.) Miss Leary has been very helpful with any problems which arise in our achievement testing program.

b. Iowa Reading Test

The Iowa Silent Reading Test, Form AM, was given in May to 192 ninth grade pupils. The group included all students who made below 9.0 in the Reading tests of the Stanford Achievement Test given in September. It also included recommendations by the English teachers of pupils doing low or very average work in English.

From the results of this Iowa Reading Test, plus all other available information, special tenth grade English classes are organized for help in reading. Miss Mary Crink has been in charge of this work for several years.

3. Aptitude Tests

(See discussion under Special Achievements)

II. Special Achievements - 1944-45

A. Programming and Orientation

There are two types of problems in programming, first those involving pupils enrolled currently in East High School; and second, those involved in the large group of students entering East for the first time, namely the rural and parochial pupils coming into ninth grade, the incoming seventh grade, and the large group of new pupils from other towns entering all grades.

In the first group much time is spent in December and April in advising pupils for their next semester course.

For those entering ninth grade the question of algebra or applied mathematics arises, and the pupil is introduced to a choice of subjects for an elective. This choice becomes even more important when he is entering tenth grade where he must choose in terms of his occupational choice to take the College Preparatory, General, or Vocational Course. An attempt is made to place him in classes adapted to his abilities and needs. He is urged not to drift into any subject, but to plan his high school course carefully. Today, boys are taking pre-induction subjects planned to help them in the various branches of the Armed Forces. Students planning on higher education are urged to look up college requirements so their choice of subjects in high school will be a wise one.

Much time is spent on the new pupils entering ninth grade from the rural and parochial schools—approximately 200. Each school is visited and pupils receive help in planning their course. Information blanks on each child are filled out by the teacher giving a valuable history of his ability, special talents, health problems, and family background. The California Test of Mental Ability is given to the majority of these schools during this programming period. In this way, with test results and teachers' recommendations, we are able to place pupils in classes suited to their ability.

This year for the first time each sixth grade was visited, and pupils received information and made out programs for their seventh grade. The Guidance Director then had an interview with each sixth grade teacher to receive information on pupils needing special help. Recommendations were given for those pupils who should be in the low special classes, and information on family situations, behavior, and health problems. This information is all valuable in understanding the new seventh grade student.

We have received excellent cooperation from the sixth, seventh, and eighth grade teachers of these incoming pupils; and we sincerely appreciate their help.

The problem of the transient pupil is difficult because it must be handled as an individual matter. Each time we ask some student with a similar program to act as host or hostess. There has been such an increase in transient pupils during these war years due to Truax Field and the factories that it is a challenge to help them become adjusted quickly, and to obtain as much needed information as possible.

This year we had our seventh annual Orientation Day, under the direction of Miss Kathryn Gallagher and her committee, for all incoming pupils from the Madison elementary schools and the rural and parochial schools. There were about 500 present, and the theme was "Entering School Service with Joe and Mary East, Jr." We feel that this Orientation Day program is a valuable step in helping the pupil become acquainted with East High School.

B. Cumulative Folders

The cumulative folder which is made for every pupil when he enters a Madison school follows him until graduation. It contains all testing material and any information pertinent to family background, health, behavior, and participation in school activities. These folders have become increasingly valuable due to constant requests from our alumni in the Armed Services and in employment for recommendations.

The folders are easily accessible in the main office, and teachers are urged to use them at all times.

C. Individual Counseling: Aptitude Testing

The personal interview is still one of the most important parts of the Guidance Office, helping a pupil work out his individual problem, whatever it is. It may be a simple one which can be solved easily in school; or it may develop into a complex problem involving the pupil's teachers, his parents, sometimes some Madison social agency, and often the Child Study Department.

The interest in aptitude tests has increased very much this year in East High School. The Kuder "Preference Test" was given to approximately 300 pupils, and the "California Test of Personality" to 75 pupils. The Bennett "Test of Mechanical Comprehension" was used in boys' home rooms and classes to about 200 boys.

None of these aptitude tests are compulsory, but they are suggested; and the results are an excellent basis to any personal interview. The Kuder Preference Test was used as a preliminary study for an occupational unit in English classes.

The Child Study Department is equipped with a larger variety of aptitude tests, and many of our students were recommended there for further study. We did not force any student to go, but after explanation of the work of the department they became interested or curious and the appointment was made.

We are very grateful to Mr. Waller and his staff for their help with our pupils.

In studying an individual student, it is necessary to know everything possible about him. One of the first steps is to get reports from his teachers, not just on his grades but on his attitude, behavior, his relation to other members of the class. We have had excellent cooperation with our teachers in obtaining this information.

**D. Work with Agencies**

During the individual interview, it often becomes evident that outside help is needed from the home or some social agency.

The Attendance Department has done an outstanding job this year in bringing the homes closer to the school. They have made detailed studies of their causes to discover the underlying causes of poor attendance and truancy.

We are also grateful to Family Welfare Association, the Probation Departments, the Board of Health, and Mother's Pension for their help with our pupils.

**E. Senior Interviews**

Again this year a senior questionnaire was filled out and is on file in each folder. The Kuder Preference Test showing vocational interests was taken by most of the group. For the boys, their main interest was information on the various branches of the Armed Forces. A few younger ones inquired about possibilities for University or some higher training before their induction time was due.

The girls' interests ran about as usual with a large group inquiring about nursing and secretarial work. Catalogs on all schools, nurse's training classes, and universities are available, and we have an excellent supply of occupational pamphlets and magazines for use by these students.

**F. Physical Disabilities**

Early in the year, we received recommendations from each teacher of pupils with disabilities in speech, sight, hearing, crippled conditions, and other physical handicaps. They were referred to Miss Mary McCarville, school nurse, who saw each student. In some cases parents were notified, and it was suggested that medical

assistance be obtained. In all hearing cases each teacher was informed of the difficulty so better seating arrangements could be made.

The speech cases were referred to Miss Evelyn Green, speech correctionist, who met with the pupils in small groups each Wednesday afternoon. We felt that her work with these pupils was very successful.

An audiometer test was given to each hearing case by Mrs. Topping.

### III. Specific Problems 1944-45

#### A. Employment

Employment continues to be a serious problem this year from many angles. Stores, offices, factories, and housewives all desperate for help compete for our high school students; and the younger boys and girls easily find employment in child care, lawn work, and odd jobs. Wages are way out of proportion, giving the young person such a wrong idea of the value of money.

This year 47 students withdrew from school to work full time, and, if not 15, attend Vocational School one day per week. The competition of easy employment and high wages was too much. The student could not see the value of a high school education later on when this economic chaos settles down.

In a survey made in November, 1944, 803 students were employed in some type of work. Store jobs were high with 199 employed, child care 95, factory 40, housework 53, newsboy 91, plus a long list of miscellaneous jobs.

The Guidance Office does not attempt to handle an employment office, but when jobs are called in, the pupils are notified through the daily notices or personal contacts. Any student interested in work may fill out an application card. This year approximately 250 jobs were filled, mostly in housework, child care, newsboy, odd jobs, stores, and offices.

#### B. War Information

One of the big problems today is to be on the alert constantly for the latest information on all branches of the Armed Forces. It is absolutely necessary that boys have this so that they can make the most of their war services.

When a student withdraws to enter the Armed Service, if he is a senior, he is entitled to a war diploma if his work is satisfactory upon withdrawal. Careful records of this are kept in the folder for future use. If the boy is not a senior he is advised of possibilities to make up the deficient credits so he may later work for a diploma. In all cases, the boys are informed of the services of the Armed Forces Institute.

C. Pupils with Low Ability

In April at the request of Mr. Waller a study was made in all three high schools of the pupils in grades seven and eight with low ability and low academic achievement. In collecting the material it seemed best to make two lists for each grade; one of pupils with low academic adjustment, due to low ability, maladjustment, health, etc.; and a second list of pupils with low ability who have made good school adjustment. In the latter group the majority of the students were in special low sections doing work adaptable to their low ability.

This beginning survey shows definitely the value of special sections having a curriculum and working materials to fit the needs of the slow child. We feel that a further study of this problem should be continued next year.

Respectfully submitted,

MARGARET FOSSE

IV. Organization Plans for 1945-46

- A. To bring the cumulative folders up to date in all grades.
- B. To continue the study of the pupil with low ability.
- C. To make a study of the pupil with exceptionally high ability.
- D. To organize a better plan for handling employment and follow-up.
- E. To continue the present psychological and achievement testing program and to create further interest in aptitude tests.
- F. To collect information on Armed Services, occupations, schools, and colleges for effective use by the students.
- G. To continue work on pupil failures with an emphasis on underlying courses.
- H. To make available all information on pupils for members of the faculty.
- I. To continue plans for collecting information on all incoming pupils and for carrying on orientation plans with them.
- J. To continuus individual conferences with seniors.

The work of the Guidance Office can be carried on only with the help of the entire faculty. May I express my sincere appreciation for their excellent cooperation.

**THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin**

**Annual Report**

**WEST JUNIOR-SENIOR HIGH SCHOOL**

**Presented to the Board of Education  
by the Principal  
R. O. CHRISTOFFERSEN  
June 1945**

ANNUAL REPORT WEST HIGH SCHOOL

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1945

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

GENERAL

There seems to be a growing unrest among boys and girls from the fifth grade through senior high school. To attempt to outline the reasons why would call for a lengthy article. Too much money, working parents, a breakdown of parental discipline, learning by example, war-time pressures, working part time, and the older boys being gone are contributing factors.

Scholastically we have been affected in a peculiar way at West. The seniors work very well but the sophomores and juniors have the most difficulty with their school subjects. We have as many good students as we had before, but pupils who had done average work seemed to assume a "what-of-it" attitude. This resulted in a poorer grade of work than we expect normally from them.

The senior boys have had few opportunities to look forward to in service, consequently they have been somewhat jittery. It did not adversely affect their school work, however, except in isolated cases.

The Navy's sudden change of attitude during the month of May resulted in 19 boys being called who had planned to graduate with their class on June 8. They accepted their calls with little or no complaint. We are proud of the attitude, patriotism, and courage exhibited by our young men.

In spite of the many activities which had to be manned by the Physical Education men, they found time to sponsor intramural athletic activities. Six hundred seventy boys participated in the seasonal sports.

The Library staff works in close conjunction with the administrative and instructional staffs. We appreciate their efforts.

Maintenance, new equipment and expanded facilities are going to cost a tremendous amount of money when materials are available. A sinking fund for this purpose is desirable until supplies become available.

## West Senior High-2

### WAR RELATIONS

The Guidance Department under Miss Reinking counselled with all boys who became eighteen before the close of the school year. Seniors especially were informed about radar opportunities, the Navy, the Army, and nursing, through government bulletins, government recruiters, or qualified individuals from civilian life. (See page 7 of the Guidance Report for complete information regarding war counselling.) Forty-eight boys who withdrew from school during the year to enter the service were advised by the Guidance Office and the Principal.

Various classes, especially English, write letters to service men as part of their regular class assignment. The Student Senate raised \$212.00 in conjunction with the Junior Red Cross on a paper drive. The money is used in sending the school paper to school service men. The final war stamp and bond sales total for the year amounted to \$43,626.95. The Girls' Club collected a large amount of clothing for the Russian War Relief and had a very successful paper drive in the spring, at which time 20,700 pounds were collected.

The Home Economics Department of West High School was responsible for sending 1794 cookies to the Madison USO Club. The pupils gave up their own Christmas cookies for this purpose. We received a fine letter from Mr. R. C. Tomlinson, the director, thanking us for the cookies. The Home Economics Department and cafeteria staff canned 25 bushels of fruit and vegetables.

The French Club cooperated with the Madison Committee on French War Relief and made bonnets and booties for French babies. Thirty-one girls of Mrs. Winnifred Rennebohm's homemaking class covered six weeks of home nursing work for which they received Red Cross nursing certificates.

Mr. Jones has written several letters which were sent out to former West High boys who are in service.

### SPECIAL ACHIEVEMENTS

The Girls' Club gave four \$100 scholarships to outstanding girls in the class of 1945. The Girls' Club and the Home Economics Department sponsored a style show for the mothers, which was well attended. All the clothes were made and modelled by members of Miss Witt's clothing classes. This was a very worthwhile project.

Ann Wingert of West High School was one of the winners in the annual Science Talent Search. Following is an excerpt from

West Senior High-3

The New York Times, January 25, 1945, Page 6, Column 2:

"Four schools have placed winners in three of the four annual searches. They were Brooklyn High School, Phillips Exeter Academy, West Senior High School of Madison, Wisconsin, and Shorewood High School of Shorewood, Wis."

Mrs. Lugg had unusual success in working with the boys studying to pass the Eddy Test. As nearly as I can determine, 19 out of 22 boys she worked with during the year passed the test. Two others who took the test without her help failed to qualify.

The school Forum Club, under the direction of Mr. Gunderson, presented three school forums on the following topics:

- "Who Should Be Our Next President?"
- "Should U.S. Adopt Compulsory Military Training in Peacetime?"
- "Will the Dumbarton Oaks Plan Keep the Peace?"

This type of activity has proved stimulating, worthwhile, and of definite educational value.

The Student Senate helped on special clean-up campaigns on Saturdays, and also organized a hall paper policing committee.

Through January 23 of the past year 65 movies were shown by the aid of our school projector in the auditorium. Most of these were shown during the noon period.

A course on social and advanced personal hygiene for 12th grade girls was organized. It met one period per week. Mrs. Pope was an ideal person for this course. Dr. Mahoney of the University of Wisconsin and Mr. Waller's department were helpful to us. The instruction was well received and very worthwhile.

The relations between schools and student bodies in the city have been on a very high plane. The East-West football game drew a crowd of 10,000 at Breese Stevens Field, while a basketball game between the two schools at the Field House drew a crowd of about 6,000. The facilities at Breese Stevens Field were taxed to more than double their capacity, yet in spite of this fact the crowd was well behaved and very cooperative. I consider the athletic relations and fine understanding which exists between the city high schools at the present time a unique achievement and something continually worth striving for.

We at West have been fortunate over a period of several years in an athletic way. Our teams have won many championships, but

## West Senior High-4

better than that, the boys representing us, besides having good athletic ability, were good students and were high grade boys in all respects. With their fine attitude and ability, plus the excellent coaching of Mr. Jones and his staff, the following championships have come to us this year:

Football - Tied with East for conference championship.

Basketball - Won conference and state championships.

Track - Second in conference; second in state.

Tennis - Won conference championship; undefeated for a year. We hoped to win the state meet, but the state meet was rained out.

Volleyball - Undefeated; won sectional championship.

Golf - Third in conference; third in state.

The West High Relays under the direction of Mr. Jones attracted more interest than ever this year.

### SPECIAL PROBLEMS AND RECOMMENDATIONS

We have been crowded at West High School for many years. When the school population here begins to increase again, we should have additional space in school and outside of school, in order to make possible optimum educational opportunities for the youth of our community. In light of this information it is important that we utilize all available rooms full time. Room E, our Auto Mechanics room, has been used for storing one of the school trucks. (See Mr. Trafford's report.) This room should be equipped with some radiators for the purpose of furnishing heat. The fans now used are too noisy and make it hard for the instructor to be heard above them. We have recommended for a number of years that an overhead door be installed. If this is not possible, the present door should be repaired.

As we accumulate machinery and tools over a period of years, we find we are short of storage space. Balconies in rooms E and C similar to those at East High School and in Room D at our school would alleviate this problem.

Music classes in the Junior Department have been too large to handle for a number of years. Our classes could be divided. Room 306 should be provided with proper ventilation so that this room could be utilized to a greater extent than it is.

Certain members of our staff should be bonded. \$23,485.09 in cash was handled by the cafeteria; \$43,626.95 for stamps and bonds was handled through the school account. Athletics, Book Shop, etc. add considerable to the total. The school, the individual, and the community should be protected by the bonding of certain individuals responsible for the handling of school funds.

West Senior High-5

Because of the amounts banked due to war bond and saving stamps sales, Brinks, Inc. wishes to increase the cost of calling for and delivering our deposits to \$2.00 per delivery. This is too much money for the school to be able to afford since there is no income to us from this activity. Selling war bonds and stamps is a service we feel we should render and one which the Board has authorized. The expense should be borne by the community.

The composition soles worn by pupils leave marks on the floors which are almost impossible to remove by hand. If scrubbing machines are available, we would like to have one in our building. During the summer time hot water is not available to the janitors. Some system of water heating which would not involve the operation of the boilers should be installed.

The total number of pupils eating at school jumped from 104,058 to 151,145 in the last two years. This makes a total daily average of 916 people served each day. This is too many when we consider rationing, cafeteria equipment, and the physical plant.

The typewriters which were requisitioned by the Government some years ago should be returned as soon as possible. It may make a difference between being able to handle our typing elections with our present staff or being forced to bring in a teacher for a class or two because of insufficient typewriters.

The grass and dirt along the side of the sidewalk leading from Ash street to our entrance on Regent Street has been worn away because of the heavy traffic, and creates a hazard. Flag stones should be placed along the portion of the walk which is not so equipped.

The school library is being crowded for book shelf space. There is insufficient shelving and shelf space to adequately care for the books which are now in stock. If and when the north wing of the school is extended, we should plan to provide a room on the first floor to care for the majority of the needs of the junior department.

The major long-standing problem which we have is the need for acoustical treatment of our halls. This single item would save much wear and tear on the nervous systems of both teachers and pupils.

New curtains for our stage are a prime necessity. We have been in need of them for a number of years and hope that we can secure something this year. Our auditorium should be painted or cleaned. Rising air currents above the radiators have made the walls streaked with dirt. The floor should be painted.

## West Senior High-6

The increased need for guidance due to war-time conditions, increased demands for credentials and recommendations due to war-time exigencies, the difficult and time consuming job arising because of the necessity of evaluating credits for boys in service, and the details in checking required because of 82 boys and girls working for school credit outside of school, have placed additional loads on our administrative and clerical staffs. Additional help should be provided to do the best possible job, in view of present circumstances. This could be accomplished by:

1. An additional guidance person
2. A war-relations person to check on the 82 persons working outside of school for credit
3. Additional clerical help. Under present conditions we should have an additional clerk-stenographer in our building.

A minimum of one modern sound projector should be purchased for West High School. (It is my understanding that this is the next move after the grade schools have been supplied with theirs.)

Respectfully submitted,

R. O. CHRISTOFFERSEN  
Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

**Annual Report**

**WEST JUNIOR HIGH SCHOOL**

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

June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

## ANNUAL REPORT

For the School Year 1944 - 45  
WEST JUNIOR HIGH SCHOOL

## I. Enrollment

The last monthly enrollment at West Junior High School for the school year 1944-45 was as follows:

7th grade	194
8th grade	211
9th grade	376
Total	783

For the school year 1945-46 the estimated enrollment is as follows:

7th grade	186
8th grade	215
9th grade	365
Total	766

Since about one-half of our pupils are new at West Junior School each year, the above estimate may not be very accurate. For the past three years many pupils have not enrolled until the beginning of the school year. Estimates have been received from all of the schools which annually send pupils to West. From the above estimate it would seem that our seventh and ninth grades may be somewhat smaller than last year.

The fourth year of war has increased the nervous tension of both pupils and teachers. Continued relaxation of guidance and discipline at home has placed a greater responsibility and burden on the school in the education of pupils in self-discipline and self-control. Despite this increased task, we have tried to keep pupils engaged in the normal school activities.

Attendance has varied from 94.3% in January, to a high of 98.2% in June. This is higher than the percentages of attendance for 1943-44. A considerable part of the non-attendance of pupils has been due to lack of home supervision and direction as well as to poor school attitudes on the part of parents. These undesirable attitudes of parents have been reflected by non-attendance on the part of their children. Recognition of this problem by our school nurse and the attendance worker from the Department

of Child Study and Service, has helped to solve many cases of poor attendance.

### II. Special Achievements

Health examinations are now required of each ninth grade pupil before he enrolls in the tenth grade. This year most of these examinations have been given by the family physicians, but about 90 have been given by physicians and nurses sent to our school by the Madison Board of Health. A recommended program of physical activity is determined for each pupil by the physician. Recommendations to parents are also made, and conferences between the school nurse and parents are held in special cases. Periodically during the year special health inspections are made.

A more complete use of cumulative records of pupils has been made by teachers, guidance workers, and Principal. We now have such records for every pupil enrolled in our Junior High School. These records, together with the results of achievement tests administered each September, are invaluable as a basis for educational and social guidance of pupils and parents. The cooperation and assistance of Mr. Waller and his staff are greatly appreciated, since many problems require more extensive diagnosis and treatment. We find increasing requests from parents for this service.

The results of achievement tests seem to indicate that pupils are well grounded in reading and the use of English. This is due in a large measure to the assistance of Miss Leary and the teachers of English. We have now started on the problem of improvement in Spelling. I feel that our greatest curriculum problem at present is in the achievement in Mathematics. We should concentrate on this during the coming school year.

A well-rounded program of club activities was carried on during the past school year. One new club was added; namely, the Fly-Tying Club, sponsored by Mr. Olson. Special Service Awards were made to over 125 pupils in the different school service clubs. These clubs included our Junior High Service Club, the Stage Crew Club, The Library Club, Press Club, Student Council, and the Defense Stamp Club. The Student Council has done an outstanding piece of work this year. Much of the credit for its success is due to the organization, guidance, and inspiration of Miss Barton, the Council's sponsor. Some of the projects for which the Council has been responsible or in which it has played a major roll are: the Mother-Daughter Banquet, home room Honor Roll, the

Saturday night recreation program, and paper and other salvage collections.

The noon-hour recreation program was supervised by Mr. Marsh, Miss Gerling, Mr. Gehlhoff, and Miss Shelton. During the noon-hour, supervised recreation was held in our two gymnasiums, one class room, library, and auditorium. When the weather permitted, our playgrounds were used and supervised during this period. Throughout most of the year movies were shown in our auditorium during the Tuesday and Thursday noon hours. Many of our pupils assisted in this program. More than 500 pupils regularly took part in some of the noon hour recreation activities.

During the second semester the cafeteria lunch period was supervised by Mr. Benson or Mr. DeVinney. The "A Lunch" project, started several years ago by the Physiology Club, was continued again this past year. Many pupils took part in this activity and were helped to evaluate their lunches by the members of the Physiology Club. The Junior High Health Fund, created by the parents of one of our pupils two years ago, was used to assist a few needy pupils in supplementing the lunches they brought from home.

An Orientation Program, started last year for all new enrollees of West Junior High School, was continued this year. These new enrollees, their teachers, and principals, were invited; about 300 attended. The program consisted of a welcome by Mr. Christoffersen and by the President of the Student Council, explanation of general school policies and organization, a demonstration by our Beginning Band, a sound picture of activities in Madison's three Junior High Schools, and an explanation of the procedure to be followed by new pupils upon entrance at West next September. Pupils were invited to make a trip through the building, following the program in our auditorium.

Mr. Olson again handled the sale of U. S. War Saving Stamps and Bonds in the Junior High School. His report showed a total sale of \$19,499.70 for the year. Of this total \$3,181.65 was credited to West Junior, but purchased outside of school. The sale throughout the year was very well organized and conducted by Mr. Olson and members of his Defense Stamp Club. A minimum amount of work was caused teachers, and school activities were not interrupted in any way because of this project.

Since new organization plans are under way for next year in the seventh and eighth grades, individual programs have been made out for every pupil expected at West Junior next year. This has involved the giving of tests to all pupils,

the recommendations of teachers, analysis of school achievement, and in some cases conferences with parents. This service has entailed considerable time and effort on the part of many teachers, but it should result in better adjustment for pupils. These plans of organization form a separate report.

### III. Special Problems

1. Finding study hall space for pupils when the cafeteria has to be cleared for special events is frequently a problem. During some periods of the day less than one-half of the pupils in these studies can be accommodated in available Junior High rooms. At such times, Senior High study halls and our school library must be used. Studies in our cafeteria should not be moved unless absolutely necessary, since neither of the above places make good study accommodations for Junior High pupils.
2. Home-Room 18 should be removed from the Art Metal Room. This room is a very poor place for home room activities. Pupils must sit on short stools and try to write or work on metal covered benches. The arrangement of the room makes it very unsuitable to carry on home room projects.
3. Room E, which is used for only one class, is utilized primarily as a storage room and a garage for a large truck. I believe we cannot justify reserving this room for those purposes when we need additional space for home room and study hall. This room was originally intended to serve as a class room, but classes cannot be held there during most of the school year because of inadequate heating and its use as a storage room and garage. It would serve very well as a visual aids laboratory and projection room if it were properly prepared. This should be done as soon as possible, since it would accommodate about 80 pupils for work in visual education.
4. Room 306 should be equipped with a ventilating system so chorus classes can use it. At present, classes of one hundred pupils have to use Room 304 which should not accommodate more than sixty.
5. The folding chairs should be removed from Room 304 and be replaced with chairs with an arm rest for writing. This should be done at the earliest possible time. Teachers of vocal music and Principals agree that much of the difficulty in vocal music classes could be eliminated with proper equipment in this room and the

availability of Room 306.

6. The program in intramural sports after school suffers because Junior High pupils have to use Olin playgrounds for this purpose. The seventh and eighth grade pupils will participate quite well, but ninth graders refuse to walk that far for intramural sports. Perhaps the Junior High could alternate with the Senior High in the use of the school playgrounds.
7. Persons who handle large sums of money for the school should be bonded. It is unfair to ask our teachers to take this responsibility without protection. As shown in another part of this report, some \$19,000 was handled by Mr. Olson in the Defense Stamp Sale this past year. His personal responsibility should be determined and protection provided.
8. Doors opening into our corridors from three Junior High Rest Rooms should be rehung so they open with the traffic instead of against it. A similar condition leading out of the boys' gym dressing room has been corrected. Serious accidents may occur if the rest room doors are not changed.

Respectfully submitted,

R. E. Trafford,

Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education  
by the Director  
LILLIAN A. REINKING  
June 1945

With the approaching of the post war world education will prepare for increased guidance services. The secondary schools can no longer prepare for yesterday's world in the traditional way. Education must direct and guide our pupils to develop a pattern of self-guidance and self-responsibility to enable each individual to adjust adequately and to live and work satisfactorily for himself and his community, not only in the emergency of the world today, but in the post war world of tomorrow and in the scientific world of the future.

The guidance plan of West is built upon this premise and endeavors to hold to this principle.

Programming:

Because 9th and 10th grade pupils are undertaking a high school program which they will carry for four or three years, and because they are building up 16 credits for graduation, much special attention has been given to these pupils to help them choose their proper electives on an individual basis tailored to meet their individual needs. The importance of this plan is discussed in faculty and home room meetings, and is followed by a four-year program chart for each child. Classification and programming is done on the basis of the child's achievement to date, as evidenced by his final record card, the recommendations of teachers, the pupil's ability, interests, and future plans. Whenever a teacher feels that a child is not placed properly, she may request a change of classification.

Testing:

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

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

During the school year the Henmon Nelson tests are given to all 10th grade pupils. These are corrected by the University and percentile ranks are reported back. Re-tests of pupils are made at various times during the year as it is desirable to have more than one test on all pupils. During the war years we have cooperated with the armed forces in administering screening tests to boys interested in Radar and the ASTRP program.

Distribution of Grades by Departments:

2.

The study of the distribution of grades in all classes in grades 9, 10, 11 and 12 is being continued. The results below are for Semester I, 1944-45. The distribution for second semester cannot be determined at this time. The percentage of failures in all departments seems to be typical and consistent with the exception of the commercial department, where we observe a slightly higher percentage of failures and withdrawals. This may be due to the fact that more children are electing commercial subjects, drawn by the lure of secretarial positions. It is to be noted too that the distribution of grades tend to follow a normal curve.

DEPARTMENT	GRADES							NO.	%	%
	A	B	C	D	I	F	W			
ENGLISH	199	394	388	214	59	56	53	1363	.04	.04
MATH	132	258	219	179	64	67	42	961	.07	.04
SOCIAL STUDIES	81	226	279	277	30	78	48	1012	.07	.04
SCIENCE	170	164	185	118	18	32	37	724	.05	.05
LANGUAGE	159	195	142	110	6	40	23	676	.06	.03
COMMERCIAL	52	85	123	88	8	35	34	440	.09	.08
HOME ECONOMICS	42	61	64	26	9	0	3	205	---	.01
ART	32	76	85	22	4	6	7	232	.03	.03
MANUAL ARTS	22	84	115	25	20	13	25	304	.05	.08

### Failure Report

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

### FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

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

### Counseling

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

A great deal of work has been done in contacting individual homes this year both by the class teachers, home room teachers, and the principals.

### PTA Welfare Fund

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

	35-36	39-40	42-43	44-45
Money Raised	90.00	150.24	150.00	200.00
Money Spent	170.00	131.85	30.00	35.00

LIBRARY DEPT.

The cost of furnishing supplies now is almost negligible as compared with earlier years. This is not only saving in money, but of time in issuing, checking and tabulating the amounts.

Books Furnished to Indigent Pupils

<u>Year</u>	<u>No.</u>	<u>Cost</u>	<u>Billed to Relief</u>	<u>Rental Rec.</u>
1931-32	30	75.00	-----	-----
1935-36	144	163.41	106.81	22.88
1939-40	125	145.00	58.41	34.75
1943-44	35	8.20	-----	16.95
1944-45	25	4.00	-----	20.70

In former years, as many as 14 to 21 children received free lunches at school. A special fund is now taking care of nutrition cases.

Scholarships

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

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
McPyncheon	2	60.00
Business & Professional Women	1	45.00
Christian R. Stein	1	20.00
Theodore Herfurth	1	25.00
University of Wisconsin	2	192.00
Rotary	1	50.00
Girls' Club, West High School	4	400.00
Westinghouse	1	100.00
West High Social Committee	1	50.00
Shaw Essay Contest	3	10.00
Vassar College	1	500.00
Harvard	2	825.00
Bryn Mawr	1	500.00
Smith	1	400.00
Wooster College	1	325.00

MENTAL ABILITIES OF FAILURES ON FAILURE REPORT

The distribution of I.Q.'s of the senior high failure report has been carefully checked since 1932. From the figures below it may be noted that the percentage of failures in our low ability groups have been greatly reduced over a period of years. In the early years 29% of our failures were in the I.Q. range of 94 and below. This has now been reduced to about 12 to 16 percent.

I.Q.	32-33 No. %	35-36 No. %	39-40 No. %	43-44 No. %	44-45 No. %
130-134	1	1	—	1	—
125-129	—	—	—	—	3
120-124	—	2 25%	1 22%	2 23%	3 16%
115-119	4	6	3	6	3
110-114	8	2	3	8	4
105-109	16	3	3	8	9
100-104	6 62%	5 47%	2 67%	6 65%	12 63%
95-99	3	2	4	4	8
90-94	10	4	2	3	3
85-89	2	3	—	—	3
80-84	4 29%	3 26%	2 21%	1 12%	3 16%
75-79	—	—	2	1	—

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

## WEST HIGH SCHOOL

November 1944

DISTRIBUTION OF I.Q. 'S

GROUP	%	I.Q.	7	8	9	10	11	12	TOTAL
X 733	.40	155-159	0	1	2	1	0	1	5
		150-154	2	3	0	0	0	1	6
		145-149	2	3	1	0	1	2	9
		140-144	6	7	2	2	2	0	19
		135-139	11	11	13	4	10	10	59
		130-134	8	15	25	15	12	7	82
		125-129	14	15	38	21	26	17	131
		120-124	20	24	41	34	45	33	197
Y 917	.51	115-119	24	12	57	33	43	56	225
		110-114	25	28	48	54	55	44	254
		105-109	21	28	58	59	46	64	276
		100-104	26	22	35	36	51	37	207
		95-99	22	17	36	50	29	26	180
Z 162	.09	90-94	8	11	14	19	13	12	77
		85-89	6	6	8	8	7	9	44
		80-84	6	6	3	6	2	3	26
		75-79	2	3	0	2	2	0	9
		70-74	2	1	0	0	0	0	3
		64-69	0	3	0	0	0	0	3
		Total	205	216	381	344	344	322	1812

Median 111.80 113.75 112.05 111.60  
 111.90 109.25 111.08

	Total	X	Y	Z	MEDIAN I.Q.
Junior High	502	.44	.46	.10	112.80
Senior High	1010	.37	.55	.28	110.76
Jr. & Sr. High	1812	.40	.51	.09	111.60

Early in the year all boys who would become 18 before the close of the school year were called in for group and individual counseling in regard to registration, enlistment and induction. Many 17 year olds also sought out this service. Individual conferences were held with all those who enlisted or were called up for service to acquaint them with the possibilities of securing war diplomas or completing their high school credits through Army Institute courses and Service School studies.

In addition a war information file was placed in each 11th and 12th grade home room as well as in the library. This file consisted of information on the educational and vocational opportunities in the armed services, Armed Forces Institute and Practice Exercises for Army and Navy tests. Reception center procedure was constantly brought to the attention of the home room groups. It was felt that the boys would be better prepared for induction if the school offered them an orientation program.

Information and material on Radar opportunities, ASTRP, Navy V-5, and the Army Air Force was also provided by recruiting officers, many of whom counseled with our boys individually and in groups. A total of 48 boys withdrew from school during the year to join the ranks and 26 of our graduating seniors are already sworn into the various branches. One splendid feature was the showing of the film "Introduction Into the Army" which was received very favorably. All inductees into the armed services were processed through the guidance office.

We were again asked this year to fill out a medical survey, Form DSS 213, for the following groups. 1) All boys who will graduate at midyear or at the close of the year, regardless of age, 2) all boys 17½ years of age or over who are in school, and 3) boys who are 15 years of age or over, if and when they withdraw from school, except to transfer to another high school.

This survey was routed through the guidance office and each blank checked for further medical or personality history.

West High School is proud of the interest boys and girls have taken in the war effort and in their participation in the community projects. In addition to approximately 35% of the pupils employed in grades 9 through 12, many are enrolled in various services or already inducted into the armed forces. Following is the number of pupils enrolled in various war activities:

- 4 Inductees in Army Air Force
- 11 Boys took the ASTRP test, 10 passed
- 23 Boys took the Eddy test, 17 passed
- 39 Boys in service graduating
- 15 Boys in service not graduating

Percent of Withdrawals - Senior High

6.

The cause of withdrawals in Senior High School, as of June 4, 1945, shows the following comparison with former years. A large percent do not withdraw to go to vocational school or because they have reached the compulsory school age limit. Last year a decrease to 5% of withdrawals to work shows, we believe, the stabilizing effect of granting credit for employment. It is meant that more pupils who feel the need to work stay in school and plan to graduate. This year no pupils withdrew to work alone. The 18 year olds either stayed in school with the work-credit plan or withdrew to the armed forces. 11% of the withdrawals were children who worked, but being under 18, they were required to attend vocational school ~~or~~ at least part-time.

Of the total number of withdrawals 26% were seniors who joined the armed forces and will be war graduates. 17% of the withdrawals entered the armed forces before they were eligible for war diplomas.

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

Percent of Withdrawals - Junior High Last year 16% of our withdrawals from junior high were pupils from 9th grade who withdrew to go to Vocational school, an increase from 8% for the past few years. This number has been reduced to 6% this year, explainable in part by the fact that 6% were cases who were placed on farms by the Probation department.

	<u>39-40</u>	<u>41-44</u>	<u>44-45</u>
Work and Vocational			1
Vocational school	8	16	6
Transfers	8	19	34
Left City	68	43	42
Illness	12	14	11
Rural District	4	7	
Work		1	
Placed on Farm by Prob. Dpt.			6

Withdrawals Distribution of I.Q.'s

9.

A study of the distribution of I.Q.'s of the withdrawals in the figures below reveal some very interesting facts. It will be noticed that the percent of withdrawals in the three ability groups in the senior department approximates the distribution of the entire senior high population, namely 37% in the X group, 53% in the Y group, and 8% in the Z. (See p. 6).

I.Q.	Year			
	35-36	39-40	43-44	44-45
115 & Above	.17	.07	.13	.25
95 - 115	.59	.67	.59	.58
Below 95	.24	.26	.28	.17

The junior department, however, has 30% of its withdrawals in the low ability group—a figure which could hardly be entirely chance—when we consider that only 9% of the entire population in junior high is in the Z group. It would appear that some factors are operating to screen out this group, and steps will be taken next year to correct this if we plan a school which is to give educational opportunities to all children.

In this connection it may be said of course that during these war years our school population has been in a state of flux which has increased our problems of proper grade placement of children, and which will necessitate curricular changes to meet achievement levels of those entering pupils who come to us with vastly different experiences and skills.

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

Employment

10.

The following comparison of figures have been kept from year to year. This year the figures are estimates only. There have been far more demands for help than we could possibly place. There were more and better jobs and the guidance office did less placing. Children either secured their own jobs or were not interested.

	35	39	43	44
Perm. placement for salary-girls	32	50	44	45
Temporary placement for salary-girls	46	45	125	100
Placement for salary - boys	2	5	75	50
No. of applications for work - boys	49	7	100	75
No. of applications for work - girls	37	50	125	75
No. of calls received for salary	65	70	350	400
No. of calls received for room & board	30	8	4	10

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

Work Survey: A survey was made in November of the number of pupils working. The tabulation below shows that 31% of our pupils were employed at that time. This figure has increased considerably during the winter and spring months.

No. of students working	543	No. having work permit	421
No. of students not working	1211	Percent working	31
No. answering questionnaire	1754	No. of families in	
No. applying for work credit	57	which mother working	369
Average hourly wage	45.14	No. of students wishing help in employment	1285

82 pupils finished the school year working for credit. The most frequent types of jobs and numbers given are:

Store	154	Child Care	64	Restaurant	22
Newsboys	76	Factory	27	Office	15

The breakdown shows that children from ages 11 years to 19 were working and that the largest number were in the 16 year old group.

### Central Office of Child Study

Much service and help has been given West this year from the Central Office of Child Study. Stanford Achievement tests and Binets were given throughout the year as occasion arose to help in the placement of new pupils and to determine the achievement levels of children who presented educational problems. Audiometer tests were also given to a large group who were referred by class teachers, the nurse or the guidance office.

Special interest and aptitude tests were given to two groups of pupils. 1) to those of high ability, both the achievers and non-achievers, 2) to special problem cases, either educational and/or behavior. It has been felt that at West we should turn more of our attention to the first group inasmuch as they make up such a large percent of our school population.

Several of our atypical behavior cases have been referred by the Central Office to Dr. Cameron of the Mental Hygiene Clinic who has been very helpful in her suggestions for and interpretations of these children.

During the first semester an interest in personality, abilities and aptitudes grew out of a career study in the senior girls hygiene class. In this connection Mr. Waller administered the group Rorschach test and subsequently gave back to the girls a general explanation of their reactions. Deviates were given individual conferences and reports were recorded. By this method several outstanding asocial personalities were located and treated. Many girls asked for further tests but the time involved did not permit us to carry out the plan satisfactorily.

### Veterans:

A countless number of requests have come in from boys in the armed forces whose education had been interrupted by the war, or who because of the opportunity now afforded them through the G.I. Bill of Rights wished to complete their high school credits. This has entailed much correspondence and checking to evaluate basic and service school training into credits in accordance with the Handbook of the American Council on Education, "A Guide to the Evaluation of Educational Experiences in the Armed Services."

This work is most interesting and worthwhile, but it is none the less time-consuming. Many of our war graduates of 1945 have been able to complete their high school work through this splendid means.

## Graduates 4

120

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

	Year				
100 & Below	35	39	43	44	44
100 - 114	36	40	46	45	45
115 & Above	37	30	35	36	36
95 - 115	39	53	54	57	57
Below 95	13	17	11	7	7

Of the 319 graduates of the June 1945 class, 120 have already made application to the University of Wisconsin in September and four entered in June, our a total of 40% who plan to go to the University. Another 8 percent will enter other colleges.

## Senior Plans Survey

Another effect of the war is reflected in the fact that more pupils will either work or join the armed forces and fewer will go on to school. A survey of the graduating seniors was made on June 1, 1945. We find that 75% of the 139 boys who are graduating either are in the armed forces or are about to enter.

War Graduates	83
Inducted past week	16
Summer Inductees	50
Fall Inductees	14
Total	109

West High School is proud of the plans which these young people are making. Of the girls, 124 or 73% have already made plans to work for the summer, after which 54% of them will go on to school.

SENIOR SURVEY

BOYS:

	<u>Plans For Summer</u>	<u>Plans For Fall</u>
Army	7	2
Air Corps	4	
Paratrooper	1	
ASTRP	3	1
Marines	6	1
Coast Guard	1	8
Navy	22	1
Radar, V-6	12	1
Merchant Marine		
 School		
University of Wisconsin	4	17
Harvard	3	2
Colleges	2	
 Work	25	3
 No Plans	8	3

GIRLS:

School		
University of Wisconsin	2	75
Business College		5
Vocational School		1
Colleges		13
 Cadet Nurse		3
 Work		
Miscellaneous	37	5
Office	32	20
Clerk	15	4
Hospital	14	3
Waitress	8	1
Factory	8	2
Messenger	4	1
Art	3	2
RMR	3	3
 No Plans	45	29

14

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

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. To U. W.</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
January 1931	49	36	.73	36	.73
June	101	58	.57	56	.55
January 1932	49	31	.63	31	.63
June	125	87	.69	82	.65
January 1933	61	35	.57	33	.54
June	138	95	.68	89	.64
January 1934	52	31	.59	30	.57
June	166	107	.64	94	.56
January 1935	57	25	.43	25	.43
June	199	132	.66	123	.61
January 1936	55	35	.63	34	.61
June	203	144	.70	134	.66
January 1937	57	37	.64	37	.64
June	239	148	.61	150	.63
January 1938	57	28	.49	20	.35
June	271	162	.59	142	.52
June 1939	263	168	.63	138	.52
June 1940	327	199	.61	159	.49
June 1941	320	199	.62	153	.48
June 1942	291	152	.52	127	.44
June 1943	369	180	.49	146	.31
June 1944	294	115	.39	103	.35
June 1945	320	124	.40	100	.31
<b>Total</b>	<b>4079</b>	<b>2326</b>	<b>.57</b>		

In Retrospect:

The year's work has not been entirely satisfying to the Guidance director. It is felt that during no other year in the history of West High School have we done so much and accomplished so little. One reason seems to be that our efforts had to be "rationed" out so thinly over so many areas. The year seemed to be full of unrest, uncertainty, and interruptions.

It appears that several factors influenced the unrest of the school. These seem to be:

- 1) The prosecution of the war and the tension resulting from the progress of the invasion.
- 2) The P.O.W. and casualty reports of former Westians, classmates and relatives.
- 3) The feeling among boys that induction was before them. In former war years senior boys had held before them the ideals that fine opportunities and ratings would be possible in the Marines, officer training, the V-5, V-6, and V-12 training programs.

Plans and Recommendations for 1945-46:

It should be possible in the year 1945-46 with some easement in war problems, to devote more time to certain guidance functions and we hopefully submit the following recommendations and plans.

1. That a full time assistant or co-worker be made available to the guidance office to help give more adequate guidance services to our 1800 children.
2. That because someday they will be our leaders, we do more for the large number of high ability pupils in general, not only for the special cases who present behavior or educational problems.
3. Organize a special group of high ability 8th graders on the basis of achievement, health and maturity.
4. Organize a small class of 7th grade pupils as a remedial group in basic skills. This group to be formulated by

the guidance department through use of standardized tests, individual study and teachers' judgments with the assistance of the curriculum office.

5. Study what services, methods or courses can be offered to reduce withdrawals from school because of non achievement, discouragement and lack of interest. Agriculture has been suggested as one possibility.
6. Work on curricular changes to gear the methods and contents of the minimum essential classes to the levels of the pupils of the group so that they make progress and grow through achievement.
7. Develop a functional Home Room Committee wherein each home room advisor is a member of a committee working on a unified outline for her grade group, with a chairman from each grade to act as a member of the steering committee for the entire school on home room matters.
8. Give special emphasis and information on labor laws to prevent the employment of children without work permits. Employers have often been so in need of help that they have neglected to demand work permits and sometimes have employed children who could ill afford the time or strength to work outside of school.
9. Give Kuder Preference or other interest tests to all 11th grade pupils so that they may know and understand their abilities before their final or senior year in school.
10. Secure two University participants to assist in employment and follow-up surveys.
11. Devote more time to individual counselling and adjustment cases.
12. Resume the close supervision and counselling of failing pupils, a service which was greatly curtailed during the war years because of lack of time.

Respectfully submitted,

Lillian Reinking  
Guidance Director  
West High School

THE MADISON PUBLIC SCHOOLS

Madison      Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education  
by the Principal  
Lucile Clock  
June, 1945

ANNUAL REPORT

Dudgeon School  
June, 1945

We have seen the effects of the war upon pupils, parents and teachers alike more this year than ever, and have, therefore, put forth more effort to appear calm and to give children a feeling of security to offset the feeling of unrest and tension. More than ever we have placed emphasis upon the fundamental skills, good citizenship and good health.

With the war in Europe terminating we feel ourselves taking a renewed lease on life with the hope that conditions will be somewhat more normal as a new school year begins.

Along with making use of the regular curriculum as planned for our schools, I wish to mention the following:

In keeping with demands made by the war, children have again been encouraged to buy war stamps. Our sales of ten cent and twenty-five cent stamps, from October to June totaled \$1,423.40. Pupils have also participated in paper sales, metal salvage and clothing drives for the war effort.

Under the direction of our music teachers, Mrs. Mary McClellan and Miss Norma Dietrich, the children in the intermediate grades gave a spring program based on songs of the allied nations, bringing out the thought that music is a universal language, and carrying out the idea of harmonious relations among nations.

As we have done for several years now, the kindergarten teacher and I held a meeting with the prospective kindergarten parents for next fall. We discussed the kindergarten handbook and report cards, and took up matters important to children who will be entering school for the first time.

We have made much use of our sound-film machine, purchased for us by the Board of Education and teachers have been very appreciative of having this machine as permanent equipment in our own building. It has enabled us to make much greater and better use of films and we plan to do even more with visual education next year.

Radio programs sponsored by WEA School of the Air were made good use of and include, "Afield With Ranger Mac", "Book Trails", "Rhythms and Games", "Music Enjoyment", "Let's Draw", and "Let's Find Out".

Safety was emphasized at all times both directly and indirectly. Girl and boy Patrol, in Sixth grade, assisted by Junior Patrols in

fifth grade not only helped to carry out safety measures in the school, but took a service-to-all attitude which helped considerably with good citizenship, courtesy and kindness. Early in June certificates of award were given to these students in an assembly program created for that purpose. Mr. Danford was the speaker and through his message encouraged even greater interest for participation in Patrol organizations next year.

Milk was served to an average of about 305 pupils (enrolment varied from 355-370), beginning late in September and ending the last of May. We feel that this milk program definitely helps the children, and teachers indicate they can see beneficial results.

An active, alert P.T.A. not only carried out a worth while general program for the school year, but sponsored magazine sales in the war effort, U.S.O. cookie sales, Brownie and scout organizations, and terminated the year by holding a delightful banquet for the sixth grade class.

Following are statements from classroom teachers giving their point of view on some important considerations and indicating their emphasis on teaching the fundamentals, good citizenship, etc.

"Realizing that the kindergarten children of today will be the ones to help maintain the peace, and the ones to be responsible for the handling of world problems of tomorrow, I have hoped strongly to begin molding the patterns for good citizenship in my kindergarten by encouraging the children to work and play well together, to accept responsibility, to try to solve problems for themselves, to learn to give-and-take, and to be truthful, kind, and courteous."

--Jean Richards, Kindergarten

"I have been more conscious this year than ever before of the serious results on the child's life when his mother works away from the home thus making it necessary for the child to be on his own responsibility and to run the streets or to be cared for by outsiders, a maid, nurse, or neighbor.....Again, it seems, we are confronted with the great need for parental education that such damage may be prevented before it occurs--and that so much time, effort, expense need not be expended to correct negative attitudes when the same amount of time, effort, expense could be used on the positive side."

--Beatrice Walton, First Grade

"Other than teaching the fundamental subjects, I have stressed the importance of regular health habits and courtesy. I feel that in these busy days, with some mothers working, the responsibility of teaching good health habits and courtesy is placed on the schools. I have also strived toward the theme of internationalism in our group discussions of current events."

--Eleanor Purcell, First Grade

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"An effort has been made to encourage and develop the type of attitudes that good citizens need if we are to have the peace-loving world we are hoping for. These attitudes include tolerance for the failures and successes of others, and pride in doing work well not only for the individual's satisfaction but for the good of his group. It seems to me that this coming year, more than ever before, each child should be guided in knowing and understanding that his contribution in work or play definitely effects the world about him and therefore should be the best he can produce."

--Ruth Peterson, Second Grade

"One of our major interests this year has been conservation of wasteless energy and nervous tension by having school work done in as calm and peaceful an environment as possible so as to create purposeful thinking, initiative and self-confidence and thus obtain a satisfaction and joy from maximum accomplishment.

Emphasis has been placed on the basic fundamental subjects, reading, writing, spelling and arithmetic, so that each pupil may have as strong a foundation for future learning as his ability permits.

I have tried to develop tolerance toward others, a give-and-take attitude so that children can both work and play well with others. World peace and friendship can best be developed by starting with the youth of today for tomorrow's future."

--Carrie Barton, Second Grade

"An attempt has been made this year to have each child appreciate what a great privilege it is to be an American. I have stressed all the attributes which make for good citizens. I like to think I'm helping to build stalwart Americans who believe whole-heartedly in the Democratic ways of life. It is difficult for small children to realize the magnitude of the world crisis through which we are passing, but I have tried to have them feel a reverent thankfulness for a Victory half won and to realize the importance of continuing our efforts for a complete Victory."

--Frances Schermerhorn, Third Grade

"In this year of 1944-1945, I have tried to create in children: A desire to set up new goals for themselves; a desire to achieve better skills in reading and arithmetic; habits of healthful living; wholesome attitudes free from fear; a consciousness that those who learn these lessons best today will make the best type of citizen tomorrow."

--Bessie Moote, Third Grade

"The year 1944-1945 has been a very satisfactory one in many respects. I have tried to instill in my class a feeling for world friendship which, besides being timely, seems to me to be very necessary. It is naturally an intrinsic part of social studies. Not long ago an educator remarked, 'It isn't so much the subject matter that is taught in the

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elementary grades that is important. The important thing is to teach children the proper way to live."

--Gertrude Wilson, Fourth Grade

"I have tried to keep in mind what seemed to me to be two important purposes in the functioning of a school, in the society of today; to give pupils experiences which will result in the greatest possible growth of the individuality and personality of each pupil, and the development of those qualities of citizenship which are essential in a democratic society. We must have well developed and well informed individuals who are good citizens in their relationships at home, in school, and in an ever growing sense of a community of interests with their fellows."

In order to accomplish this, pupils must be well grounded in the fundamental educational skills and attitudes. I have tried to create a school environment in which each child works effectively, and with a gradually increasing appreciation of the society in which he lives."

--Rinthia Robinson, Fourth Grade

"In this war time year of 1944-1945 I have aimed primarily to give the boys and girls under my guidance a realization of how important good character is; that to be independent, self-controlled, self-reliant members of a group is a real accomplishment and the responsibility of every good American."

--Mable Day, Fifth Grade

"I have felt that the greatest contribution the sixth grade could make this year lay in the fullest possible development of individual potentialities that our time and opportunities permitted to the end that these pre-adolescent children could leave Dudgeon as capable, wholesome, self-reliant young people....."

We have emphasized personal growth as a satisfying factor. This included not only such matters as the academic mastery of basic skills and understandings, physical fitness and a regard for elements of safety; but the development of desirable personality traits, the assumption of personal responsibilities, and the ability to adapt oneself readily to situations arising while at work or play with others."

--Elsie Sand, Sixth Grade

Special needs and problems for next year include:

1. Need for a retaining wall or fence on the playground for safety's sake.

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2. Need for conditioning the playground.
3. Instruction in grades one and two by a Physical Education teacher-- to give children the best start in physical education habits and skills.
4. More time devoted to second and third grades by the librarian.
5. Continued serving of milk.
6. Need for one music teacher instead of two to take care of our music teaching needs.

Plans for next year in addition to regular considerations include:

1. A Student Council.
2. A Bicycle Club.
3. A program by primary children for parents to parallel the intermediate program given this spring.
4. A meeting with parents of first grade children to give them helpful information about adjustments to the first grade reading plan, the Primary Handbook, interpretation of report cards, etc.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

EMERSON SCHOOL

Presented to the Board of Education  
by the Principal

VELMER D. PRATT  
June 1945

The Madison Public Schools  
Madison Wisconsin

ANNUAL REPORT

For the School Year 1944-1945

EMERSON SCHOOL

It was with mingled feelings of regret, of doubt and of anticipation that I gave up the pleasures and freedom of retirement to step back into the activities of school life. I found the adjustment period not as difficult as I had imagined. This was due to the efficient organization which Mr. Schleck had built up in the Emerson school, and to the friendly and cooperative spirit with which the teachers accepted me. Under these conditions stepping into a new school at mid year has been not only a real challenge but a distinct pleasure as well.

ACHIEVEMENTS

I. Extended Care Room

An unusual achievement, due to war needs, has been the setting up of an Extended Care Room for the children of working mothers. Plans for this project were under way before Mr. Schleck retired, but they did not come to fruition until late in February. The project is sponsored jointly by the Board of Education and the Federal Government. Three basement rooms have been given over for the work. One room is used as a general activities room, one as a kitchen and dining room, and one as a Manual Arts room. Use of the boys' gym is also granted when it is not being used for regular classes.

The project opened with an enrolment of fourteen children and a staff of two part time members, a matron and a cook. Due to a steadily increasing enrolment, which had reached forty-one by June 8, the staff has been increased to four part time members. Children from kindergarten through the sixth grade have been eligible for enrolment and they have been cared for on school days from 6:30 to 8:00 a.m., from 11:30 to 1:00 p.m., at which time a hot lunch was served, and from 3:00 to 6:00 p.m. All day care has been provided on Saturdays and holidays. For this service parents have paid a flat rate of \$1.80 per week for each child. If breakfast was served an additional fee of \$.60 was required. Enough requests have come in for summer care to warrant continuing the work throughout the summer months.

II. Reading

We have stressed new practices in developing reading readiness, we have given thought to individual differences, we have used the radio and movie in building up backgrounds for understanding materials to be read, we have tried to develop good dictionary

habits, we have endeavored to motivate and develop desirable habits and reading skills through social studies and natural science, and we have attempted to improve the quality of leisure time reading.

The following thoughts taken from teachers' reports are indicative of their interests along these lines.

A. Reading Readiness: "To develop reading readiness it is essential to have a stimulating environment, an understanding teacher, a comfortable, colorful, childlike room, and happy and contented children. There should be plenty of usable material, and it should be used and not be there for looks only. The cozy corner should always be supplied with plenty of books, simple ones at first, more difficult ones later. Put attractive books out where they can be seen and let the children handle them. Let the children take books home from school that especially appeal to them whether they can read them or not. Encourage the children to bring books to the teacher to show a picture or to read a story. The teacher's attitude should be enthusiastic. Her interest helps to build a desire to read. The teacher should listen to what the children have to say. She should make the child feel that he is needed and that he has something which is worthwhile to offer. She should help the child to feel secure and at ease."

B. Dictionary Training: "Too often we think of dictionary training as belonging to upper grades. In reality the foundation for this training is begun in the first grade as children learn about the alphabet. Seven steps are involved: 1. recognizing the letters, 2. learning their sounds, 3. learning their names, 4. saying the letters in words, 5. learning the alphabet in sequence, 6. writing the letters, and 7. making an alphabet book (or simple dictionary) by illustrating each letter with a picture and a word beginning with that letter."

C. Radio in Relation to Reading: School radio broadcasts can be very helpful in stimulating wider interests in reading. Closer cooperation between the school and the broadcasting station would probably bring about more desirable results. I quote from two reports:

"I feel that the radio has acted as a valuable supplement to the reading program. The children in my room have profited much from the weekly program of 'Book Trails'. Many a time a child has come into the room breathlessly telling that he was able to get the book that was reviewed on a previous program."

"Fortunately the radio stories that we heard had been taken from new books that had been purchased for our room within the past two years. During the story hour this book was on display and then it was placed where the children could use it for later enjoyment."

D. The Movie in Relation to Reading: "Possibly there is no more effective aid in the teaching of reading than the movie but much remains to be accomplished in 'acclimating' it to meet the desired needs of topics, reports and research units of content subjects. There seems to be a 'direct correlation' between the information which the screen has to offer and the eagerness of the children to grasp it. However, unless the movie is followed with tests, extra reading for reports, and reproduction of information acquired, much time can be wasted. The correlation of these techniques should be well planned in advance. The movie offers valuable material for developing a reading vocabulary and for language enrichment but to obtain the best results there must be many showings of a film. I should sometime like to work out a correlated program of radio and screen that ties up directly with all units studied in Social Studies."

E. Natural Science in Relation to Reading: "Backgrounds of understandings are built up in science through examining specimens, through the movie, the delineascope, colored pictures and stories. Discussions raise problems which motivate reading for information. In discussions new words and phrases are repeatedly heard so the child is familiar with them when he meets them in print. Fluency in reading of each individual progresses as backgrounds of understanding and vocabulary become common to the class.

The variety of text books needed in a science class give much practice in the use of the indexes as information on a specific subject is needed. As efficiency increases pupils learn to use the card catalogue in the library, and even to work out small card catalogues for their own room. The habit of judging the authenticity of conflicting statements by noting recency and identity of writer is formed and the ability to give summaries is also developed. As is to be expected the superior child will contribute most but in sharing his experiences he helps the poorer student to his place higher on the ladder than he has been before. Each is furthering his own ability to interpret and retain what he reads and each is learning to more fully enjoy books."

F. Individual Differences: Two groups of children come to mind when we speak of individual differences, the superior or talented child, and the child with limited reading ability. The former is able to carry on a wide range of reading, such as, doing extra reading for reports, giving book reviews,

and doing simple research reading; the latter finds reading a serious problem. As I have gone through teachers' reports dealing with the child of limited ability I have discovered a more sympathetic understanding and a new note of emphasis, such as:

"The slow child should be made to feel secure and comfortable."

"A program should be provided which allows a slow child to progress without fear and with encouragement toward success."

"The child of limited reading ability will profit much through field trips, dramatizations, and visual aids of various types."

"The slow reader should be encouraged to make use of pictures in his reports on topics."

In one upper grade the teacher has made it a daily practice to read and explain difficult material to a small group of slow readers. They formed good listening habits and gained a great deal of information for which they were held responsible in the class discussion which followed.

G. Oral Reading: Much is being done to improve the status of oral reading but much still remains to be done. Our techniques for teaching oral reading are far from what they should be and all too frequently insufficient time and thought are given to the right kind of preparation for oral reading. Oral reading should be a source of much pleasure, both to reader and listener, for it is closely akin to singing in its beauty of cadence and tone and in its power to express deep felt emotions. It develops strength of character, too, for a good oral reader acquires poise, confidence and the respect and approval of others. How to teach oral reading deserves some of our best thinking.

H. Leisure Time Reading: A teacher's love for good books, her enthusiasm about them, her desire to share them with the children and her understanding of the emotional needs of children are, perhaps, the chief factors in arousing their interest and in helping them to learn that emotional satisfaction may be found in good books. In addition to the above, success depends on keeping the children's interest high, allowing time for leisure reading and having a plentiful supply of attractive books within easy reach. In obtaining attractive books Miss Leary has given us material and inspirational assistance in helping us secure a collection of attractively covered, appealingly illustrated and charmingly written story books. Cozy corners in the lower grades have proven to be a fine place for displaying them and for keeping them within easy reach. Reading tables serve the same purpose

in the upper grades. To stimulate an interest in library books some teachers set aside one period a week for pleasure reading. A library book selected for this period often opens the door to a deeper interest in this type of book.

### III. Social Studies

"Our aim in Social Studies has been to build a broader understanding of a World Community, interdependently ruled, fed, clothed and educated on the basis of the common brotherhood of man. The present European and Asiatic conflicts have brought home the need for broader interests and increased understandings of our relations to other peoples and to the physical world about us. We have tried to meet this need by giving the children a well balanced program of factual and instructive materials, enriched and enlarged through much supplementary reading and many types of visual aids. Added responsibilities in research and reflective thinking were also factors which stimulated and developed the various abilities of the children and this in turn helped in developing better balanced personalities."

### IV. Music

"The war has greatly influenced our music in the past year or two, and in several interesting ways. There has been greater interest in patriotic songs of our own country, and children have seemed to understand the real meaning of our national hymns as never before. Other countries have seemed more real to them, too, due to the newspapers, movies and letters from service men in their own families so that there is a deep feeling of appreciation for the contribution of other lands to our own music. Events and localities that have been mere names before have taken on a new meaning and have made their music appreciation selections come to life. Our soldiers passing through Bonn, the birth place of Beethoven, and a picture of his home, which is now a museum, have made him seem more real to them.

### V. Speech

"The aim of the speech program in the auditorium was to give the pupils experience in speaking before groups with ease and accuracy, opportunity for creative expression in art forms and appreciation of literature.

Although each auditorium group was a unit in itself (providing participants and their needed audience) some projects were presented for all-school assemblies and parent groups. These included a Hallowe'en play, an American Education Week pageant, a Christmas Play of the Nativity, programs in observance of Columbus Day, of Lincoln's and Washington's birthdays, of Memorial Day, and an original peace play in observance of Victory-in-Europe-Day."

RECOMMENDATIONS

- I. That the two sections of the wardrobes in rooms 102 and 104 be changed into cupboards.
- II. That the wardrobe doors in rooms 100, 101, 102, and 104, be changed to hinged doors. Doors that slide up and down as these do are almost impossible to close and the exposed wraps give the rooms an untidy appearance.
- III. That the bulletin board in room 1 be placed on the side wall and in the space it occupied, be placed a blackboard.
- IV. That the blackboard on the rear and side walls of room 106 be removed and replaced with bulletin boards.
- V. That a bicycle rack be installed. It would protect the bicycles and also improve the appearance of the school grounds.
- VI. That a buzzer be installed from the office to the speech room.
- VII. That the Principal and Nurse's office have independent telephone lines.

Respectfully submitted

Velmer D. Pratt

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
FRANKLIN SCHOOL

Presented to the Board of Education  
by A. F. Ketterer, Acting Principal  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-45  
FRANKLIN SCHOOL

The teachers of Franklin School have all been conscious of the serious effect of war upon a large number of the pupils. Many of the discipline problems are directly traceable to the home conditions due to war. The teachers have been conscientious in their attempts to adjust boys and girls whose fathers are in the service, whose mothers are engaged in long and irregular hours in defense work in this city. In some cases both parents are working away from their homes, and the instability and insecurity produced in youngsters under these conditions have forced many problems upon the schools, and Franklin is by no means an exception. As one of our primary teachers expressed it: "Training for good citizenship is our most difficult problem but it is our greatest opportunity for patriotic contribution. Our first and last thought is to guide the child so that he might acquire the right standards of living as well as a fair working knowledge of the fundamentals."

Special Achievements

Rather numerous meetings of the faculty including special teachers were held on Monday afternoons from 3:30 until 5:00 or later.

Among matters frequently discussed were those relating to general control, tardiness, absence, pupil patrol, and character education. Discipline problems took up a portion of time at the earlier meetings and discussion of the problems relating to discipline diminished noticeably in the later meetings. Organizational plans for paper drives, hot lunch, assembly programs, were discussed and ideas were pooled. The meetings provided a good opportunity to acquaint all teachers with summary reports of principal's meetings, and with important instructions and information sent out by Superintendent Falk and by department supervisors. Miss Leary was invited to discuss various aspects of reading at two of these meetings. Some time was taken to discuss the need for more remedial types of instruction, and of pupil guidance, particularly in the upper grades. Previous to each meeting, the teachers were usually furnished with an outline for discussion and they took turns as secretaries in writing minutes which were subsequently duplicated and passed out to all staff members for reference.

The concensus of teacher opinion is that pupils are making extended use of the 1600 attractive books which were supplied to classrooms last year. The librarian reports a circulation increase of 1572 or 10% over last year. The librarian reports an 83% increase in library reading in the lower grades. This indicates that these teachers are encouraging their pupils in more extensive use of the library. The upper grade pupils have gradually improved in their

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library habits as the following quotation from the librarian's report would indicate. "Owing to the cooperation of the principal, the teachers, the guidance department and the parents .....the effect is marked in their library attitude. Talking aloud, insolence, sulkiness and even defiance have given over in some part to respect for both teachers and classmates and at least a recognition of the true purpose of the library. The seventh graders are becoming more tractable and more teachable every week."

During the winter, Miss Leary recommended that each school provide itself with "Subject Index To Books". Miss Older, our librarian, checked numerous books that were available and procured many more to be used in connection with a unit on character education which was started in different rooms during the last few weeks of school.

Special effort is being made to promote interest in summer library reading for pupils who need more extensive reading experience. Many parents have consented to encourage these children's library reading program this summer. Special reading lists have been prepared and school credit will be allowed pupils for this work.

Seven pupils in need of special help in reading have been enrolled in the University of Wisconsin Reading Clinic this summer, and a number of pupils are enrolled in the Summer Laboratory School.

Seven Franklin pupils have been recommended and accepted for free camperships at various summer camps.

The noon lunch program, operating with the assistance of the War Food Administration was greatly appreciated by tuition pupils and by those of working mothers. The charge to children was fifteen cents per meal, and the contribution from the War Food Office was six cents per meal. The program was begun January 4th and was a financial success the first three months. During April there was a steady decline in number of meals served while the overhead costs remained relatively the same as in previous months. We were able however, to forestall any deficit by bringing the program to a close on May first. The pupils were served sufficient, well-cooked and nutritious meals. Because of the inability of the recreation department to supply us with reliable supervisors, the teachers rotated, two each day, and took charge of the lunch supervision. Another year it is hoped that suitable outside supervisors may be obtained through the recreation department.

In response to our country's urgent call for waste paper, we conducted three paper drives during the second semester. The first two, on February 5th and March 16th were one-day drives, and the third, because of very unfavorable weather conditions, was spread over a three-day period, May 16, 17, 18. These drives netted 14,400, 9,750, and 11,650 pounds of newspaper, magazines

## Franklin

and cardboard, respectively, for a total of 35,800 pounds. A large majority of the pupils from Kindergarten through eighth grade participated and the project was successful and worthwhile as an educational experience. The proceeds amounting to \$208.50 were spent for defense stamps for the pupils, for a donation to the Red Cross, for visual aids, and a portion of the money is still unexpended.

In the interest of further paper salvage, the teachers and custodians are saving all waste papers and these are now being baled with a machine recently purchased for our school by Mr. Brown's department.

Concerted effort has been made to instill in pupils and all a greater civic pride, a real appreciation for and care of public property and a desire to improve the general housekeeping in Franklin School. This has been brought about incidentally and also by direct approach. The following is an illustration. Early in March a special cleaning and desk renovating project was carried out by the seventh grade boys and girls and supervised by the principal. With the aid of a small sanding machine, plastic wood, stain, varnish remover, varnish and steel wool furnished by Mr. Johnson, and with plenty of elbow grease furnished by supervisor and pupils, each boy and girl had the opportunity to do a job of refinishing his own desk. Interest was high and we all feel the experience was educationally worthwhile. The group concerned never took such good care of their desks or of any desks than they have since they restored their scratched and carved ones to their present refinished condition. During the month of May a similar project was started in 6th grade and nearly completed by manual arts classes under the direction of the teacher, Mr. Stockton. Such a project as this, employing pupil interest and activity, may well extend down to even the lower grades and will be undertaken next year. The newly sodded lawn and planting of ~~the~~shrubbery during the spring vacation have given the teachers an excellent opportunity to develop and strengthen in the pupils an attitude of pride and appreciation in relation to their school environment.

Anecdotal reports and citizenship grades were submitted by departments and special teachers to home room teachers and to the principal so as to provide a case study file on seventh and eighth grade pupils. These data enabled us to aid problem cases in the development of more desirable attitudes, and on the positive side, it also enabled us to discover the pupils who have and who show promise as desirable leaders in Franklin School. These are the pupils who will need encouragement to become more active and assertive in our school democracy. For the most part, Franklin pupils have in the past not always used good judgment in selecting their leaders, and the potential better leaders have not had sufficient encouragement to develop and to lead. Some definite gains are observable however.

It has been a good investment to provide Franklin School with a full-time secretary. Formerly, at least one-half of the principal's time was used in performing functions which a secretary could well carry out. It enables the principal to devote more time to special problems of administration, supervision, and to remedial instruction.

The girls' and boys' physical education instructors and supervisors have made a definite contribution to the school as a whole in attacking social behavior problems in all the grades. Results of the program in terms of general physical and motor development of children have been good. To insure greater success it seems vital that the physical education teacher for boys be allowed to conduct the intramural program and be free also to work on a co-recreation program with the girl physical education teachers.

Under the capable direction of Miss Rodruan some very excellent results in vocal music were obtained. Some of the talent was displayed by the boys' glee club at the Father and Son Banquet and by the acappella groups at the Spring Concert. During the spring the pupils, under Miss Rodruan's direction, composed words and music for a song which was officially adopted as our school song. Miss Rodruan has laid a splendid foundation for music work in Franklin School, and many of her former pupils will miss her now that she has retired to a well-earned rest from teaching duties. The instrumental work was carried by Mr. Holtz who spent approximately two hours twice a week with a beginning and with a more advanced group of pupils. Mr. Holtz was compelled to leave us early in May, but Mr. Nonschein proved a capable substitute and saw the group through the concert.

An adjustment in time allotment schedule made in September, redecorating the art room at Christmas time and the installation of eight large tables did much toward proving the enthusiasm toward the importance of an art program. In the fall the auditorium housed an exhibit of all grade work and in the spring sixteen seventh and eighth grade pupils were awarded prizes for safety posters. An exhibit of sixteen paintings depicting early Wisconsin sports scenes will be shown at the State Historical Museum from July 30th to August 5th. Research to secure appropriate landscape, buildings, vehicle construction and dress design for this project was carried on throughout the school year. At the close of the year the eighth grade art classes produced the school annual.

The annual Mother and Daughter Banquet, Father and Son Banquet, and Spring Concert, were continued this year and were adjudged as successful affairs.

The Community Center, under the Recreation Department, seemed very popular with the adults and junior high school pupils of this community. We believe the program was eminently worthwhile for the adults and of lesser value to the younger people.

## Franklin-5

Our course of study in industrial arts at the Franklin School consists of fourteen weeks of shop drawing and twenty-three weeks of shop work. This time allotment may vary somewhat during certain years.

The main objectives of the drafting course are as follows:

1. To teach the necessity and value of planning.
2. To develop visualization through the use of working drawings.
3. To motivate interest through the use of well-planned problems.
4. To foster habits of neatness, accuracy, and correct procedure.
5. To encourage beauty of design.

The main objectives of the shop course are as follows:

1. To promote a reasonable amount of skill in the use of common shop tools.
2. To place greater emphasis upon the appreciation of good design, workmanship and materials in order to encourage intelligent consumption of industrial products.
3. To introduce the range of occupational information relative to modern woodworking industries, thus encouraging occupational selffinding.
4. Worthy use of leisure time.

A high percentage of the boys enrolled in the industrial arts have proven during the past year to be productive and cooperative. In addition to their own projects, they very willingly devoted a considerable amount of their time to constructing articles for the Junior Red Cross, besides building and repairing numerous things for the school such as bookshelves, bulletin boards, refinishing desks and numerous other projects, which improve the general appearance of the school. Individual responsibility was stressed throughout the school year and good results were obtained.

The Home Economics Department has endeavored throughout the year to develop skills, attitudes and habits which already do or should function in the daily lives of the seventh and eighth grade pupils. Such timely matters as the proper care of clothing we now have, guides to good eating, infant care, home and general safety, etiquette, etc., received much attention. Because of the difficulty the physical education girls had in obtaining suitable gym uniforms, many of the girls were taught to make their own in sewing class and they were superior to anything we've seen. The instructor has tried hard to cooperate with teachers in the matter of counseling of the older girls regarding personality adjustments and in the development of socially acceptable standards and customs. This department is doing a splendid job in the education of the "whole child."

## Franklin-6

Visual aids have come in for extensive use by all our classroom teachers who have been requisitioning available materials from the curriculum office and from other sources. The purchase of a new sound movie projector for Franklin School has been a good investment. As time goes on teachers will also become familiar with newer and better methods and techniques in the use of visual aids. We have already found that their use has greatly stimulated the desire for more extensive reading and discussion in the classroom.

Several all-school assemblies were held in the gymnasium for the purpose of acquainting pupils with occasions and events traditionally observed by good Americans and also to provide training and experiences which they may use either as participants or as spectators in large or small group gatherings in later life. These meetings were very successful. During one of the meetings an excellent opportunity presented itself to impress upon all the meaning of real school spirit, and the educational gains due to that incident alone were worth all the time and effort that had gone into the planning of all the programs combined. The following programs were held: Washington-Lincoln, February 22; V-E Day, May 8th; Spring Concert (for the pupils), May 25th; Memorial Day, May 29th.

### Special Problems

One of our problems since Christmas has been a rather unusual amount of teacher absence, 150 days, due to personal illness and other causes. During January and February we had days when as many as six regular teachers were absent. In some instances the pupils took advantage of the substitute teachers thus adding to the general problem of discipline. Beginning January 3rd and through February 18th, substitute and regular teachers referred from one to several discipline cases to the office each day. February 19th no pupil was sent to the office for disciplining and in the weeks that followed there was a marked decline in number of pupils referred to the office for this reason. Conferences with pupil and with pupil and teacher have proved helpful in correcting attitudes and behavior patterns.

### Recommendations

Because all people react to order and beauty and their lives and their thinking are better for it, I suggest that sanding of darkened floors and decorating of walls be seriously considered and something done just as soon as possible. I am convinced that this would have a most salutary influence upon teachers and pupils and upon the quality of their housekeeping in Franklin School.

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The solution to maintenance work of this kind in a building the size of Franklin School lies in a trained custodial staff augmented by an additional skilled workman, preferably one who has a painter's licence. It is my opinion that some arrangements should eventually be made whereby capable custodians may be permitted to do much of the regular painting and decorating necessary in the schools.

The home economics room should have the floor sanded and the walls at least washed this summer.

Room 217 should be thoroughly cleaned and decorated and eventually receive acoustical treatment as it is used for--

1. visual education very frequently
2. band and orchestra practice, regularly
3. smaller public and school assemblies, occassionally

When this is done, it is recommended that another room be made available for the evening dancing group sponsored by the recreation department as the decorative plan and room arrangement with wall posters, etc., would not provide the kind of atmosphere and environment the young dancers seem to demand.

A portion of the playground adjacent to the southwest corner of the building should be resurfaced and raised a few inches near the entrance to the building as water forms a pool there and cannot drain away. The sidewalks near this and the northwest entrances are cracked, tilted, and in poor condition generally and should receive attention soon. A strip along the east fence of the playground which is used for a thoroughfare should be surfaced as it becomes very muddy after thaws and rains, and the youngsters have to walk through it several times a day. This situation is very hard on shoe leather as well as on the cleanliness of corridors and classrooms, and shuffling feet soon convert the fast drying clay into dust which, besides being a health hazard, never fails to deposit its unsightly self everywhere.

A suitable washbowl should be installed in the girls' dressing room.

Some of the shelves in the physical education equipment room should be provided with doors and locks.

Numerous classroom shades need replacing.

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Appreciation is acknowledged for the kindly and courteous cooperation from Superintendent Falk and to his administrative and supervisory staff and to the school nurse.

My first semester in the Madison Schools has been an interesting experience. I have found the friendly and cooperative spirit of the Franklin faculty and custodians a positive factor in the attack upon and the solution of our problems.

Respectfully submitted,

A. F. Ketterer

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

LAPHAM SCHOOL

Presented to the Board of Education  
by the Acting Principal, Maurine Bredeson  
June, 1945

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FOR THE SCHOOL YEAR 1944-1945

LAPHAM SCHOOL

Achievements

President Truman requested this year that all Americans "work, work, work." The Lapham School staff and children have responded wholeheartedly to that request and have achieved well in many areas.

1. Curriculum requirements have been met with the usual excellent results in academic achievement. Special mention might be made of the added interest in arithmetic occasioned by the adoption of new text and supplementary series. Extensive use has been made of radio, movies, especially sound movies, excursions, personal contacts with people in special fields, and the like. As has been true for the past several years, the impact of the war has been felt throughout the grades and has colored the content of subject matter fields, especially in Social Studies. Younger children in a simple study of community life involving a grocery store, for instance, reflect world conditions in their realization that bananas, coffee, sugar and other materials are limited. They are also becoming increasingly conscious of geographic conditions throughout the world because of their direct contact with friends and relatives serving in the armed forces all over the world. This trend is reflected in requests for maps and globes to be placed even in primary classrooms. Older children are making direct and quite comprehensive studies of current events and surprisingly good analyses of basic principles of democratic living and of our progress along the road toward "One World" which can live in peace because each nation realizes the contributions of others.

2. The fact that children and adults alike are feeling the impact of the war has necessitated more careful guidance in personality development than we have ever before given in order that children can maintain poise and stability in spite of deeply disturbing experiences. Consequently the staff has tried to provide an environment wherein children can feel secure. We have recognized that not only must a child feel free from fear, but positive elements must be emphasized as well. Considerable attention has

been put upon learning to think clearly in the light of all the knowledge one has, or can get, learning to be responsible for a reasonable part of a group enterprise, to participate wholeheartedly and unselfishly in it and learning to adjust to the desires and ideas of others, even when they are not in agreement with one's own. A few especially difficult problems involving individual children have presented themselves. We have appreciated the help given by the Child Study Department and through them the University of Wisconsin and Dr. Eugenia Cameron.

3. Another important area in which fine achievement has been made this year is in the practice of effective ways of living together. Understanding has been stressed in all grades--understanding of each other, understanding of regulations necessary when groups get together, understanding of techniques which have developed to facilitate interchange of ideas, opinions and activities. Experiences have been provided in which children could plan and execute worthwhile experiences in living together--ranging from such activities as caring for rabbits and planning sleighrides and picnics in the kindergarten to all-school salvage drives conducted by the sixth grades. There were two such, one to raise money for the Infantile Paralysis Foundation in memory of President Roosevelt, and one originally planned just to meet the need for salvage materials. The details of management of both drives are a real illustration of democracy at work. Goals for each grade were set by the sixth graders, with the help of room teachers, progress was noted in terms each child could understand and the expenditure of money was decided by an all-school vote managed with as much understanding on the part of all as a real political election. Seventh grade has ably managed our stamp and bond sales, selling a total of about \$3000.00 to date.

Horizons have been greatly widened this year as a result of Junior Red Cross activities. The manual arts classes have made games and puzzles and various grades and classes have contributed scrap books, tray covers, afghans, holiday napkins and the like. Christmas boxes for children were packed and sent off in October. Most of them went to children in Britain, who responded with thank you letters which initiated correspondence that proved most interesting.

4. Much help has been given Lapham's staff toward its goal of helping each child realize his fullest potentialities by cooperating departments both within and without the school. Mention should be made of the after school sports program, evening and Saturday recreation program, Girl and Boy Scout troops, the fine contributions of the music department, both in its regular school program and in the instrumental work directed by Miss Marie Endres, and the contributions of the school nurse, school librarian and the Parent Teacher Association.

### Problems

Problems at Lapham school are of two kinds: (1) those existing because of the present economic situation, and (2) those which would seem to be indicative of a fairly permanent trend. Among the former might be mentioned (a) the need for some provision for supervision during the noon hour and after school for children from homes where mothers work, and (b) the increased difficulty of securing parent cooperation on school activities. This year individual conferences with parents by appointment, and meetings of room groups have proved much more successful than all-school Parent Teacher Association meetings.

With regard to fairly permanent tendencies it would seem to me that Lapham School may for the next several years anticipate increasing enrolments in kindergarten and the lower grades and should be thinking through a relatively permanent solution. This year the problem was met by transferring fifteen kindergarten children to Lincoln School, but it would seem reasonable to provide in the very near future more teachers to care for the children at Lapham. This would mean extra teacher time, one half time for kindergarten, full time for first grade and full time for second grade. More time from the art and music teachers and the librarian is also greatly needed even now.

### Conclusion

Lapham School staff and children have enjoyed their "work program" and are ending the year with a feeling of achievement--appreciative of the advantages and sensitive to the responsibilities which are ours.

Respectfully submitted,

Maurine Bredeson  
Acting Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
LINCOLN SCHOOL

Presented to the Board of Education  
by the Principal  
LILLIAN SIMONSON  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
LINCOLN SCHOOL

The activities of the school have been characterized by a greater degree of accomplishment, stability, and happiness than might have been expected in the fourth year of war. This may be attributed to mutual tolerance and understanding in the teacher-pupil-parent relationship; and, to the administration of the Madison schools which does not subordinate personal needs and relations to the physical and mechanical needs of a school.

We have tried to guide the development of boys and girls so they will function to the maximum of their potentialities in helping to win the war, and to prepare them to contribute intelligently in reconstruction in a chaotic world.

We feel that schools must develop people who are realistic in their wants and who are sound judges of the effectiveness of laws to satisfy these wants. Elementary pupils must acquire accurate and essential understandings of subject areas organized for use now and later, training in pertinent abilities and skills in the use of tools, wholesome attitudes towards work and play, and understanding of behavior and beliefs of people throughout the world.

All education must work toward the two great goals: that of individual realization and that of individual contribution to the group for purposes of developing the finest human relationships.

In developing the individual there must be an integration of knowledge and skills needed in the interpretation and possible solution of current and future problems. The ability of critical thinking in order to define a problem, gather and evaluate information, and to arrive at valid conclusions must be developed. There must be definite provisions for enriched experiences and creative expression.

In developing a feeling for human relationships there must always be the application of the democratic pattern. Man's interdependence must be studied. Concepts of group living, social cement, and intercultural relationships must be developed.

## I. SPECIAL ACHIEVEMENTS

### A. Application of Democratic Principles

We believe that the organization of a school should be synonymous with the ideals of an American democracy. We tried to observe this by cooperative planning by pupils and teachers.

1. Group control

From the kindergarten through the sixth grades children are taught to work and play with one another and to develop a give and take attitude. Children alternate experiences of being a leader and a follower, understanding that worthy contributions are possible in either capacity.

Problems arising to and from school as well as in the class room are settled by teacher and pupil arbitration. Pupils are taught to critically evaluate themselves and others and to conform to the desired social standards. This type of activity culminates in the organization of Boy Patrols in the fifth and sixth grades and a Citizenship Club in the sixth grade which give direct experience in participation in democratic government. These groups have been successful because of their consistent support by pupils and teachers.

2. Group work in subject matter areas

Children are encouraged to work in groups in class room situations. In the fields of social studies, health, science and dramatics, individuals work on group projects; - and, as a group, make a contribution to other classes and to parents.

3. Scout groups

A Brownie troop, a Cub Scout troop, and a Girl Scout troop have been organized this year. The work of these groups has centered around well defined themes which conform with our educational objectives and provide added opportunities for creative expression and recreatory activities. We were fortunate in getting able and enthusiastic leaders and an adequate number of assistants. The P. T. A. has given the troops the finest support.

4. Group contribution to war effort

The children have participated in salvage drives conducted by the school, the Junior Red Cross, and the Scouts. Emphasis has been placed on buying war stamps to develop an economic sense as well as to contribute to the war effort. Increasing participation in the buying of stamps rather than increasing the total stamp sale of the school was the goal. Interest was aroused by presentation of plays and talks, and editorials in a student newspaper.

B. DEVELOPING AN INTERNATIONAL CONCEPT

Children are taught to explore their immediate communities and are given opportunities for vicarious experiences which should lead to an interest and eventually to an understanding of life in all parts of the world. They should ultimately realize that international unity does not pre-

clude cultural or political diversity. Means for developing international concepts which were used are:

1. Exploring the local community.

Although transportation difficulties necessitated the curtailing of trips, it was possible for children to visit a grocery store, a dairy, and the Historical and Geological museums.

2. Vicarious experiences.

Children were given many opportunities to get acquainted with larger communities. Some of their experiences consisted of:

a. Reading the Weekly Reader

b. Reading the fine new trade books in the class room libraries.

c. Listening to talks by travelers in foreign countries and by citizens of other countries.

d. Seeing exhibits of articles from foreign countries.

e. Seeing a large number of fine movies from the Curriculum office and from the University Extension division.

f. Learning songs and dances of many countries which were presented in the spring festival.

g. Participating in clothing drives for people in war torn areas.

h. Studying intensively the geography and history of our country as well as the countries of our allies.

i. Keeping informed on the Bretton Woods and Dumbarton Oaks proposals and the San Francisco Parley.

j. In studying foreign communities the emphasis is placed on our basic similarities rather than our differences.

## II. SPECIAL PROBLEMS

The character of the Lincoln School has changed this year because of addition of another kindergarten and a nursery school; and the assimilation of a bus load of former Lakewood pupils.

Lincoln School - 4

These changes caused problems which were solved by slight adjustments in organization.

However, because of the increased numbers of children from the lower socio-economic group, we find an increasing number of problems in:

1. Health

2. Attendance

III. RECOMMENDATIONS

A. For teachers

Because of the increasing number of children from somewhat underprivileged homes, we feel that there is a greater need for an enrichment program. We need an art teacher for at least another day each week (at present Mrs. Ortmayer is here two half days); and we should have the services of a librarian at least another half day per week. (Mrs. Nutting is here one day a week.)

B. For building

1. Move office to present fifth grade room; and use vacant room on the second floor for the fifth grade.
2. Additional book shelves should be built in the old wardrobes in the library; and shelves are needed under the windows.

I wish to express my appreciation of the fine cooperation given by all the Lincoln teachers and the administrative staff.

Respectfully submitted,

LILLIAN SIMONSON

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

LONGFELLOW SCHOOL

Presented to the Board of Education  
by the Principal  
C. LORENA REICHERT  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
for the School Year 1944-1945

I. ENROLLMENT DATA

During this school year, the enrollment at the Langfellow School, including the special education classes was 470. Thirty-nine new pupils entered, thirty-seven were received by transfer, twenty-one were transferred to other Madison Public Schools, and thirty-two withdrew from the system.

II CHANGES IN THE HOME LIFE OF THE CHILDREN

War needs have brought many changes in the lives of some of the children. Not only were many fathers working in war plants or in active war service, but in many families the mothers were also working. This broken home life, with both parents working and children left in charge of elderly relatives, an older child in the family, a stranger, or sometimes to no one at all, is resulting in a breakdown of moral and social standards and behavior. This has placed an added responsibility upon the school to meet the needs of the children and to eliminate some of the strain brought on by changed home conditions. In the face of these difficulties the teachers have tried faithfully to hold to the task of educating the children in the basic subjects and to develop skill in the use of them. With new children coming in from different parts of the country they have had to make many adjustments, accepting the children where they, being conscious of their needs, and doing the best they could for them to give them a feeling of belonging to the group and to have them make scholastic advancement.

III. ACHIEVEMENTS

Book Week - The activities in connection with Book Week give much real pleasure each year. The librarian looks forward to this week as her particular time to interest the children in books. This year the librarian, the speech teacher, and the art teacher worked together to prepare a display and a review of new books. Dramatizations from favorite books were presented to interest the children in the enjoyment of these books. In the art classes the children made original book jackets for books which appealed especially to them.

Junior Red Cross - The Junior Red Cross in the school took part in the following activities during the year:

1. Collection of paper, magazines, fat, and scrap metal for the war effort.
2. Favors for Christmas trays at the Madison General Hospital
3. Christmas boxes for overseas children in England, Greece, Russia, and Italy.

Club Activities - The Aviation Club was organized out of the desire of the fifth grade boys to build model airplanes. The boys studied pictures and models of different kinds of planes from gliders to helicopters. With models and directions to guide them and the interest and help of the fathers in the project the boys made small planes. This created an added interest among the boys in aviation and airplanes.

Sports - The boys and girls of the intermediate grades each have had after-school sports, games, and folk dances on two nights a week from 3:30 to 4:30 o'clock.

Boy and Girl Patrols - Boys and girls from the sixth grades have acted as school patrols. They have assisted the kindergarten and first grade children in crossing the streets safely and making them safety-conscious. They have also assisted in keeping the children orderly in the corridors and on the stairways.

Art - This subject gives outlet to pupils' feelings and is expressive of their thoughts. Many of the classes have made posters to aid in the various "War Drives" and to give announcements of school events.

Speech - Auditorium programs have been given by different grades this year to bring about a better appreciation of Our American Way of Life. The programs have emphasized the necessity of inter-racial understanding and feelings of friendship and cooperation toward the various peoples of the world.

The sixth grade presented a McDowell program which had its beginning in a music class and which eventually led the children to express their musical reactions in an original poem, a large panel of a woodland scene, and creative dances. One result of this unit was a real appreciation of the contributions of every child and a realization by each child that all were contributing to something greater than individual expression.

Excursion - To enrich the experiences of the children, to broaden their interests, to obtain information directly, and to make school activities more meaningful children of the various grades have taken trips to a fire station, a dairy, a farm at Waubesa Beach, the university farm, the historical museum, the university science building, Washburn Observatory, the post office, the state capitol, and the zoo at Vilas Park.

Visual Education - With the addition of a sound movie machine to the school visual education equipment it has been possible to enlarge the experiences of the children through two important senses - sight and hearing. Sound films have been available for many of the units in the elementary curriculum. The teachers were thus supplied with illustrative materials which made it possible for the children to travel vicariously to the far corners of the world and get accurate images of peoples, places, industries, and the world of nature, which they were not able to get from the printed page.

Social Studies - The war has created an interest in place geography and consequently a greater interest in the use of maps and globes. Much use has also been made of the various issues of My Weekly Reader, the radio, slides, and silent and sound films to enrich and broaden the experiences of the children in the Social Studies. About one hundred new books were added to the classroom libraries this year on Miss Leary's recommendations. Each classroom now has a room library of from twenty to forty beautiful books. Many of these are informational books that convey information about the various units in the Social Studies course. These books provide not only interesting reading but enlarge and enrich the children's knowledge and understanding of the various units.

Spelling - Progress in spelling has been measured by frequent tests. The tests used were those prepared to accompany the text and for which there were national grade standards. In this way it was possible to determine which pupils were not meeting the grade standards and where special remedial teaching had to be given. Special reviews were also planned for words most frequently misspelled.

Arithmetic - The new texts in arithmetic were used by all teachers in grades three through sixth this year. On the whole the teachers have liked the books and the methods used in developing different units and processes. Progress in the different grades has been measured by informal tests.

Reading - Reading is an essential tool in the study of most of the other subjects in the curriculum. Reading difficulties constitute a major problem in every grade in our school, and for many children these difficulties have retarded their whole progress through school. Previsions therefore have to be made in every grade for children who advance at a slower rate than the average for the grade.

The addition of trade books to the classroom has helped to create an interest in reading. The children have been delighted with the addition of each new book.

IV. SPECIAL PROBLEMS

1. To know what is the best thing to do for children who have serious reading disabilities.
2. To provide more space and equipment for the lunchroom.
3. To provide more space for the second kindergarten room.

V. RECOMMENDATIONS

1. To provide a room in the high school for the older boys who are in the special education room. Most of these boys are over fifteen years of age, an age which is too old for these boys to be in a building with elementary school pupils.

Respectfully submitted

C. Lerena Reichert

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
LOWELL SCHOOL

Presented to the Board of Education  
by the Principal  
H. G. Knudtson

June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
LOWELL SCHOOL

The school year of 1944-45 has been another difficult year as far as many individual children are concerned. However, as has been true during the other three war years, teachers have worked conscientiously to better understand and help children through these perilous times, with the result that children have spent a happy and busy year in school. Most cases of tardiness and absence have not been ones of truancy.

If Lowell School has had any main theme this year which every teacher has endeavored to follow, it has been that of "learning to know and understand peoples of other lands and what they have contributed and are contributing to our general welfare." I have sat in on many discussions of this problem by pupils and feel that they have benefitted much by their research and class discussions.

Because this thought of peoples of other lands has been uppermost in their minds, the sixth grade pupils selected that title as their banquet motto. During the preparation for the banquet these pupils made and dressed more than one hundred dolls in authentic costumes representing all countries. The speech, art, and music departments devoted much time and effort in correlating the study.

Visual Aids

Due primarily to the fact that we have had our own visual aids equipment this year, each teacher has increased her demands for films and film strips. I feel that the program can and should still be increased when the time comes that a permanent place can be established for the equipment. At the present time the auditorium is the only desirable place to show films, but due to the fact that this room is also used as a regular classroom it is not always available at the time a group should view a film.

When the time comes that the basement room underneath room 101 is available, I would recommend that this room become a visual education room especially for showing sound films. The machine could be left there permanently so that pupils and teachers who could be trained to operate the equipment would need only to thread the film. As it is now, a teacher is not physically able to carry the machine around.

Stamp Sales

The sale of Defense Stamps in the Lowell School was conducted with no competition between home rooms or grades. Once a week ten-cent and twenty-five cent stamps were sold in all the home rooms with pupils handling much of the accounting in the upper grades. Our total sales for this year amounted to \$5,149.75.

Special Observances

Our policy has been to observe each special day and week throughout the school year which would be within the understanding and appreciation of our age group. These observances have been the responsibility of the auditorium teacher, Miss Bayer, who has done a very excellent job. During the year, whenever the program was appropriate, teachers and their pupils were invited to come to the auditorium. Teachers have used these programs as an opportunity to teach the significance of the occasion.

The following days and weeks have been observed this year:

September -      Constitution Day  
                    American Indian Day

October -        Lief Ericson Day  
                    Columbus Day  
                    Fire Prevention Week  
                    Hallowe'en

November -       American Education Week  
                    Book Week  
                    Thanksgiving Day

December -       Christmas

February -       Abraham Lincoln's Birthday  
                    George Washington's Birthday

March -           James Madison Day  
                    Humane Week  
                    Easter

April -           Arbor Day

May -             I Am an American  
                    Memorial Day  
                    V-E Day

Some Achievements Reported by Teachers

Each of our teachers has carried on some project this year in her social studies, primarily the units which have been carried on in the same grade in each of the elementary schools in Madison. Two projects which were especially interesting will follow.

Miss O'Brien, - Special Education:

"Because the children who were enrolled in the senior intermediate group for retarded children had experienced so much failure in reading, the majority of them would not work in a reading class. Nor would they read with any enthusiasm or interest any book that looked like a reading text. The material in the books within their reading ability were too 'babyish'. They wanted adventure and to them comic books were satisfaction.

"They were very interested in arithmetic. They asked for more and more arithmetic drill sheets and problems. The reading problems were very hard for them, but they would work with the reading to solve the problems. With this manifestation of interest it was decided to teach reading through arithmetic problems. Reading drill and games were made, based on the vocabulary found in the arithmetic texts.

"Not much emphasis was put on reading as such. The children were encouraged to read with a partner when their work was done. A record was kept of all library books read. Many books were read to the children at their request. This was done (1) to stimulate a desire to read, (2) to show children information could be found in books, (3) to replace, if possible, the feeling of failure with a feeling of success and happiness in reading.

"The average gains, when standard test scores for January 12, 1945 and May 12, 1945 were compared, were:

Arithmetic - 7  
Spelling - 36

Reading - 16  
Total scores - 35

"Although gain in total score was very satisfactory, and the gain in arithmetic was most surprising, the reading gain was practically nothing. The results would indicate that vocabulary found in arithmetic books does not carry over to the basic reading sufficiently to warrant teaching reading through arithmetic. This, however, is true. The children are reading books from choice. They are beginning to read in small groups. They are ready to read now, because they have found it a pleasurable thing to do."

Miss Bayer, - Auditorium

"Speaking from a strictly speech standpoint, I feel that one of the phases of work which aroused most interest in speech itself was the study of the vocal mechanism. Usually, I believe, this unit is considered too difficult for grade school, but the results here, it seemed to me, proved otherwise. Using an actual violin as a point of departure, the class drew comparisons between the production of voice and the production of notes on the violin. After learning the general construction of the larynx from pictures and diagrams, an actual pig's larynx and lungs with wind-pipe attached, freshly butchered and sent from Oscar Mayer's, was easily taken apart and demonstrated, - even to the squeal.

"Taking the auditorium as a correlating factor, I think the Pan-American programs were rather interesting. Although the program motivated the research needed rather than the research culminating in a program as it ought properly, I feel the cooperation shown by the art, music, and social studies departments gave a glimpse of the value which might ensue if a school correlated its studies more closely in the unit plan. The art department worked on South American decorations, costumes, and dance; the music department worked on songs and games; the social studies department and library cooperated in finding material for the reports; there was practice in letter writing to obtain a speaker; visual aids were used in building up a background; an exhibit was made of materials brought in; and stories, plays and talks drew together the knowledge of South American customs and countries."

Mrs. Reilly, - Nutrition Center

"There were 71 children admitted to the Nutrition Center this year. Fifty were admitted for rest, milk, cod-liver oil, and noon lunch; 21 were admitted for rest, milk, and cod-liver oil. Seven children have been discharged, making the total enrollment 64 at the close of the year.

"Sixteen children were admitted because of a heart condition due to rheumatic fever and eight were admitted because they re-acted to the tuberculin test. The others came for various reasons, such as asthma, nervous disorders, or to recuperate from the effects of scarlet fever.

"In addition to this number, 33 Special Education children received noon-day lunches and some of this group received mid-morning and mid-afternoon milk and cod-liver oil.

"The average gain of all the children who spent seven months or more in the Nutrition Center is 11.2 pounds.

"Through health talks, charts, stories, and by the use of literature sent home to parents, an effort has been made to keep the children constantly on the road to good nutrition. Much emphasis has been placed on the necessity of plenty of rest, exercise in the open air, and three good meals a day with no lunching except the mid-morning and mid-afternoon milk.

"This year we found that many children from families of all levels of income are coming to school without breakfast or with an inadequate breakfast. It is not unusual to see children coming to school munching crackers, eating ice-cream cones and candy. They are not at all ashamed to come into the rest room upon arriving at school and ask to drink their milk early because they had no breakfast. The excuses given are: late rising, failure of the mother to have breakfast on time, mother over-slept, mother went to work early, or mother works the night shift and went to bed without preparing any breakfast. One noon we served all the Nutrition and Special Education children a 'good breakfast'. It consisted of fruit, oatmeal, Johnnie cake, scrambled eggs, and milk. We sent the menu home with the children and during the winter constantly emphasized a good breakfast.

"The average cost per child per meal for the year was ten cents. We served the penny milk for the mid-morning and mid-afternoon lunches."

#### Closing Remarks

I have discussed with Mr. Johnson the need and desirability of sound-proofing classroom doors leading off from the old gymnasium. It is practically impossible for any teacher to work in these rooms during the time gym classes are held in this gym.

Miss Drom and I have discussed necessary additions and equipment needed to carry on the physical education program.

One controversial issue at Lowell School is the matter of the daily program. A committee has been working this second semester and has formulated three possible programs. None of these, however, is entirely satisfactory. Neither is the present program. Further work and planning needs to be done to eliminate certain large groups in physical education and free play. I feel that not less than two teachers should supervise the playground when the first and second grade children are on the playground for free play.

Lowell - 6

Music and science periods of forty minutes length appear to be too long. If some arrangements could be made whereby fifth and sixth grade classes could be partially combined for physical education, one-half hour periods would be sufficiently long.

I wish to express my appreciation to Superintendent Falk and the Central Office for their fine cooperation and genuine help and interest in making my experience here a meaningful one.

Respectfully submitted,

H. G. KNUDTSON

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MARQUETTE SCHOOL

Presented to the Board of Education

RAYMOND C. GIBSON  
Principal  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
For the School Year 1944-45  
Marquette School

Achievements -- Pupil growth is the criterion by which to evaluate the contribution of any area of learning. The emphasis therefore is upon teaching children - not subjects. Frequently this means a departure from the mechanical plans as programmed at the beginning of the year. We believe that our teachers have placed the emphasis at the right place however difficult it may have been to formulate objectives in terms of children rather than in terms of subjects.

It would seem that reading has really begun to function in the Marquette School by making possible many experiences that develop and challenge the abilities of all children. Reading is so closely identified with the unfolding of experiences in the primary grades that it becomes the focal tool in pupil growth. Our beautiful library enhances the reading program by providing an environment that stimulates the best there is in children. The tremendous circulation of children's books related to the classroom units is evidence of the excellent team-work between the teachers and the librarian in solving the reading problem.

Pupil growth is further assured through the use of classroom motion pictures carefully selected to supplement the units of work in language arts, science and social studies. This is an experience at which all pupils can succeed, however it is necessary to teach pupils to be very alert if they are to get more than a superficial knowledge of the content of movies. The motion picture influence upon education will continue to increase, and teachers and administrators will need to become increasingly aware of the need for careful selection of classroom films. Our curriculum office is to be congratulated for its excellent administration of the visual education program this year.

No phase of the curriculum provides a richer creative experience than Art. Some children find their greatest chance for self-expression in the art room. All children succeed in expressing themselves creatively in art if children's standards are used in evaluating the product. Our art program functions exceedingly well as a basic part of regular classroom units. It is a gratifying experience to see children illustrate their favorite characters in stories from reading lessons and classroom films. The children in the sixth grade art classes were particularly enthusiastic about the puppet show which was the final phase of their experiences in constructing puppets and writing the plays, which developed their abilities in oral and written language as well as in handicraft.

Music, like art, provides an opportunity for the development of the finest qualities of human nature. It seems that the children consider it a real privilege to go to the music room. There they find an environment conducive to creative growth. It is amazing how well pupils have mastered the mechanics of music in order to enjoy the experiences thus made possible. Our sixth grade pupils know the mechanics very well, but, like reading, the theory of music will need to be taught throughout high school. The violin class provided a new challenge to a limited number of children and the results were very encouraging. The class played for the last P. T. A. meeting and was a pleasant surprise to the whole community. We should extend that program to include a greater number of children next year.

The physical education program is making its contribution to the mental as well as the physical development of Marquette children. The after-school sports programs for boys and girls were a basic part of physical education in giving pupils a chance to play competitive games according to group accepted rules. We have tried to contribute to the physical growth of children by stressing good health habits. A strong healthy body is an essential part of the educational process.

The teachers of the kindergartens and first three grades deserve recognition and credit for having taught most of their art, music and physical education.

The language arts program in one third grade was stimulated very effectively by publishing a newspaper once each week. Every child in the room had a chance to contribute to the paper and many interesting discussions grew out of this activity.

The activity which carried over for the longest period and gave many worthwhile experiences to the pupils of one sixth grade was their sponsoring of the War Stamp Sales. To stimulate the sales a Rally was held early in the year, oral talks were given to the various rooms, the pupils acted as salesmen in the primary grades and an outdoor ceremony was held when the school earned 90% in pupil participation so we could display the Minute Man Flag. The activity provided splendid opportunities for Oral Language and Arithmetic in the academic field and developed a fine spirit of cooperation and support of country. Our stamp and bond sales for the year amounted to \$11,803.35.

In our study of Social Studies we have tried to become informed about our country's growth, picturing as completely as possible by films and texts the modern world and its background. We hoped to foster an appreciation of our heritage as we saw and read how the nation moved out of the pioneer stage to the present. We have learned some patterns and developed some attitudes which will help the children to fit into society later.

Noon Lunch Program -- From December until May the school maintained a school lunch program for children whose parents were employed. Children were charged 15 cents per meal and the War Food Administration contributed 6 cents per meal. The program was operated at a total profit of \$30.00.

Community Relationships -- The P. T. A. functions as a great social force in this community. School children are always on the programs and the meetings are well attended. The P. T. A. and the Mothers' Club help to build and maintain excellent community relationships. The Mothers' Club was concerned with gaining a better understanding of the school child and approached the problem through four phases of the child's education: (1) the child's health; (2) his interests; (3) the changing school curriculum; (4) parental participation in his education. Room teas given during American Education Week were paid for by the P. T. A. and promoted excellent parent-teacher relationship.

Group Control -- Girl and boy patrols provided practical opportunities for children to exercise responsibilities in maintaining group control through their own representatives. The boy and girl patrols contribute significantly to the program of safety education in the school.

Teachers have made an effort to develop and maintain a splendid attitude on the part of pupils toward their work and classmates; toward people of other lands through the weekly readers, radio and personal stories of relatives in service. Provision has been made for a greater understanding of everyday experiences through discovery of facts about nature made possible by objective teaching.

Problems --

1. Since October 1, 1944 ninety pupils have entered school while one hundred eight have withdrawn or transferred to another Madison school. This problem requires extra time and effort on the part of teachers. On the whole these transients adjust themselves quickly to their new environment and bring new experiences to the school.

2. Marquette School should have  $1\frac{1}{2}$  physical education teachers. In a school this size at least one physical education teacher should be here full time. We provide special teachers for a part of the music and art in the first three grades, but none in physical education.

3. Teachers and parents need to be alert to the new challenges and changes that elementary schools will face in the post-war years. The solution of this problem will depend upon the ability of teachers to continue to grow professionally and improve instructional methods.

Organization Plans -- It is possible that we shall find it necessary to add a fourth teacher for the second grade due to increased enrollments.

We shall continue to group the first grade repeaters in one room, giving that teacher only two reading groups in addition to the repeaters.

A school the size of Marquette offers excellent opportunities for experimenting in methods of grouping children. There are ten teachers in the first three grades. Our chief criterion for promotion in these first three grades is ability to read. It would seem that grade barriers in these first three years of reading could be eliminated; that children could be grouped in such a way as to give each teacher one reading group; and children should be permitted to move from one group to another whenever they are ready for a more advanced group. Reading tests could be given every report period to determine achievements and group placement. The teachers are competent enough and sufficiently open-minded to experiment in these grades and perhaps the results would be significant for all schools.

Another procedure that should be given consideration in our first three grades is the possibility of having each teacher keep the same children for three years, or from the first grade through the third. Very favorable results have been reported by schools following this plan of primary organization.

For the cooperative and friendly spirit of a corps of excellent teachers, supervisors and administrators, permit me to express my sincere appreciation.

Respectfully submitted,

Raymond C. Gibson, Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
WAKOMA SCHOOL

Presented to the Board of Education  
by the Principal  
WALTER W. ENGELKE,  
June, 1945.

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
Nakoma School

I. Statistical data

<u>Enrolment by grades</u>	<u>Number of teachers</u>	<u>Special Teachers</u>
Edg	59	1
1	37	1
2	41	2
3	45	2
4	50	2
5	61	2
6	32	1
7	38	1
8	43	1
<b>Totals</b>	<b>399</b>	<b>13</b>
		<b>Total</b> 2.8

II. Special Achievements

Our staff of teachers has had an unusually healthy year as reflected in the low total of absences. This was especially fortunate because of the dearth of substitute teachers. It also helped the efficient administration of the school during the illness of the principal for four weeks in May.

The patriotic efforts of the pupils in the collection of waste paper and clothing and in the purchase of war stamps were fine. These opportunities for service to our country were used by the teachers to emphasize the needs of reconstruction and peace caused by the destructiveness of war.

Special effort was made to use patriotic occasions to their fullest possibilities. The Board of Education filled a long-felt need by supplying each classroom with uniform-sized silk flags which were presented in a special assembly. An army colonel spoke at the assembly on V-E Day.

Increasing use of the services of special departments and supervisors has been quite noticeable during the past year, particularly those of public interpretation and child service. The limitations of time and energy prevented fuller use of these invaluable helps. Library books showed an increase of 11%, testifying to the manner in which that department is fitting into the school program. The health department has made unusual efforts to bring a variety of services to the school in general and to particular individuals. The invitation of the Board of Health to the teachers for a fluoroscopic test of tuberculosis was accepted 100%.

### III. Special problems

The problem of teacher supply was very acute this year. This was surprising, because at the opening of school all classroom teachers from the previous year had returned. Three teachers changed their status because of being married to navy lieutenants. One resigned, the second took a leave of absence toward the end of the year, and the third returned to teach after a brief one-week honeymoon. The resignation of the instrumental music teacher in mid-year necessitated employment of a new teacher in that position.

The disproportionate enrolment between grades continues to be a problem. The two groups which will graduate from our 8th grade in 1950 and 1951 have been maintaining an enrolment slightly above 40, which makes their sectioning into two sections questionable from the point of teacher load. The group which follows them is in one section of 35, thereby upsetting the trend of two sections for each grade and releasing each year a different teacher. An increase in the school population for the Nakoma district would solve this problem—and very likely create others.

Classroom space is making the problem of organization difficult. The gymnasium (used for boys and girls) doubles as our auditorium, the library becomes the music room on alternate days, and the manual arts room serves all art classes. Next fall, with 14 classes and only 13 classrooms, it will be necessary to partition the largest classroom (room 205) and make two small ones. Replacing the partition in the library (taken out in 1937) and using the manual arts as a home room would serve as emergency measures to care for the 16 classes that are anticipated in two years. However, it is hoped that an addition or remodelling will make this unnecessary.

### IV. Recommendations

All weather playground surfacing should be provided adequate to care for the school population. For many weeks it is necessary to restrict the children to sidewalks in front of the building, most of which is only a few feet from a state highway.

The recent adjustment in time allotments for physical education teachers should be followed by similar adjustments in art and music.

Participation of the present staff, including especially the custodians, librarian, nurse, special teachers and others in making suggestions for an addition to the building should be invited and incorporated in the data to be assembled before an architect begins any plans. A meeting of this group with the superintendent might be quite profitable of ideas and general understanding of building construction problems.

Respectfully submitted,

Walter W. Engelke.

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
RANDALL SCHOOL

Presented to the Board of Education  
by the Principal  
ALICE E ROOD  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
RANDALL SCHOOL

The total enrollment in the Randall School for the past year has been 705 pupils. During the year there has been considerable moving in and out of families brought here by war activities. The number on the roll at the end of the year is 648.

The attendance this year has been very good. The incident of absence due to illness has been unusually low. This is especially interesting when one considers the increased nervous tension under which our children are living. One more year of living under wartime conditions, plus the emotional strain attendant to the cessation of fighting in Europe, the death of our President, the coming and going of soldiers who are brothers, fathers or other relatives, all have contributed to keeping the children emotionally stimulated. The impact of the war upon our children has grown considerably during the past year. It has shown up in increased restlessness on the part of children in all the grades even in kindergarten. As one mother put it, "How can you expect anything else when you consider the tenseness in every home where the draft has called fathers or brothers, and where so many families have been augmented by the married daughters and their babies while they wait for husbands to return?" The kindergarten teachers report that the children who came to them last fall were more restless and high strung and their voices more strident than any groups they have had. This has meant considerable change in the program to meet the needs of these children.

There have been many more playground problems. Simulated war games have replaced the usual free play activities until teachers on playground duty have asked for organized and teacher-directed recess periods instead of the free play period usually recommended for recess for the young children. Appreciating the need the children have for activity and outlet for pent-up emotions, sports of various kinds have been encouraged, particularly soccer games and basketball games between teams of the upper grades. The fact that the winning state high school championship team in basketball started to play together in the fifth grade at Randall has stimulated interest in sports of this nature in these grade children. Incidentally the high scholarship record of the champions was impressive and helpful, too.

The academic achievement in the school has been satisfactory on the whole. The Reading tests plus teacher reports of the previous year help the teachers to apprise quickly, at the beginning of the year, the abilities and needs of their pupils. Graphs of the mental age, chronological age and reading age, according to the Reading tests of each group were made early last fall. The range of reading ability in each classroom grows wider each succeeding grade and to meet the needs of the various levels is an increasing problem. Probably the greatest problem any teacher has is to stimulate the fast reading group and at the same time meet the needs of the slow ones, who often because of their lack of ability and good work habits are discipline problems as well. Reading tests were given again in May in the first, second and third grades and showed fine growth. Much of the excellent record is due, I believe, to the careful attention to individual needs through our small and flexible group plan, the excellent material we have to work with and the fine teaching skill of these primary teachers.

The work in the upper grades has gone surprisingly well, when one considers the unusual number of changes in teachers these children have had. The illness of the Speech teacher threw an added burden upon the other teachers and necessitated a reorganization of the fourth grades the second semester. The resignation of two other teachers during the year made further changes imperative, all of which were upsetting to the children involved.

In spite of these irregularities some outstanding work has been accomplished. The fifth and sixth grade English classes published a bi-weekly newspaper during the second semester. They culminated this unit of work by the publication of a final issue which was presented to the guests at the sixth grade banquet.

The study of Russia introduced in the sixth grade for the first time this year was most timely. Among the outcomes of this study the teacher reports a much better understanding of the Russians as a people, an appreciation of their great contribution to winning the European war, and the need for mutual understanding between Russia and the other powers if we are really going to work for a common good. When the children discovered that the Russian children are studying about us just as we are studying about them they were greatly thrilled. Similar studies of all European countries even at this level will do much to lay a foundation for understanding and tolerance in this generation that will have so much to do with future peace.

While the children of the fifth and sixth grades are the only ones who receive formal instruction in our Nature room we can safely say that our whole school has been stimulated in nature study activities by the work that is carried on there. Children from kindergarten through the fourth grades come to view regular

work and special exhibits. During the last two months of the year victory gardens were planned, planted and transplanted. At the end of the year each child took home his plants for care during the summer. The final step in this project will come in the fall when the fruits of their labors are displayed in the flower and vegetable show that has become an annual event.

The Arithmetic classes report satisfaction with their new text books, "Arithmetic We Use." The "Problem and Progress Tests" were used with these books in the fourth grade the second semester. The use of these monthly tests will be extended to all the upper grade classes next year. The second grade teachers were granted permission to experiment with A Readiness Book. They have requested permission to continue the experiment next year.

The most worth while activities to promote parent-school relations were the afternoon programs planned by the first, second and third grade teachers and pupils to show the parents how they learn to read and how they engage in such activities as rhythm and art. These demonstrations were attended by almost one hundred percent of the fathers and mothers and seemed to be so helpful that parents have asked to have them repeated and extended next year.

Another activity that was attended by nearly one hundred percent of both parents was the dinner and program given by the sixth grade classes for their parents and teachers in May.

A growing interest in all school activities on the part of many parents has been evidenced all year. An attempt to meet this interest has been made through the PTA programs at which such vital home-school problems as racial understanding, the meaning of democracy, and how to instill an appreciation of true democracy in our children have been freely discussed. I believe that frequent and frank discussions about our mutual problems will be a great help to both the school and the home program.

Citizenship clubs have been functioning in each classroom for several years. Their prime purpose has been to inculcate in each child the desire to be a useful and happy citizen and to help him appreciate that he as an individual is only a part of a greater whole, that rules are made for the greatest good of the greatest number, that to be dependable and to take responsibility is important, and that character building is a part of his whole life in the school, the home, the church, the street, and in his every contact throughout the day.

The Student Council was set up last year to promote better co-operation among the children of all grades in attaining these ends and to create a greater feeling of unity within the school. Through the assemblies planned and carried out by the Council much has been done to accomplish this purpose. Tangible things accomplished have been the making of a school flag, composing school songs, selecting a school motto, and the publishing of a school paper. It is hoped that this coming year the Council will develop to such a degree that it will be able to make its influence felt in the entire school and community, and will be accepted as a clearing house for problems that arise.

The sale of War Stamps, collecting of waste paper and rags, serving milk to the children, and work for Red Cross are all projects that have been continued from last year.

Problems.

In the reports of each teacher the major concern seems to be for a more relaxed way of working for both children and teachers. With the passing of the years increased demands upon teachers and children by organizations and special interests have grown to such an extent that teachers feel the lack of time and opportunity to establish and maintain that rapport between teacher and pupils which is so important if the teacher is to do the guidance she would like to do.

Another problem is that of meeting the need of the child who because of over-age becomes a disturbing member of a class, far beyond him in mentality, in scholarship, and in basic work habits. There are very few of these pupils but those few become a real problem in the upper grades and all too often demand, and of necessity receive, an undue share of teacher time and attention. What they need is more opportunity to work with their hands and follow special interests and activities, things which the regular teacher cannot give him while meeting the needs of the thirty or more others in her class.

The above problems are not new but they seem to be growing in importance. Consequently we plan to work intensively next year to find, if possible, a better way of handling these matters.

Respectfully submitted,

ALICE E. ROOP

Principal

**MADISON PUBLIC SCHOOLS  
MADISON      WISCONSIN**

**ANNUAL REPORT**

**PRESENTED TO THE BOARD OF EDUCATION  
by the principal**

**WALTER J. BERGER**

**JUNE**

**1945**

## ANNUAL REPORT

Sherman School was admitted as a part of the Madison Public School system on the 24th day of November, the date when the waiting period following the acceptance of the petition for annexation, expired. Since then the various school services have been extended, starting with health and including art, music, physical education, guidance and the many other aids which are possible in a larger school system.

Sherman School, an eight grade elementary school, has a combined enrollment of 294 children divided as follows:

	Boys	Girls
Grade eight	14	9
Grade seven	25	14
Grade six	19	15
Grade five	19	15
Grade four	26	15
Grade three	13	15
Grade two	26	15
Grade one and two	20	11
Grade one	12	17

Because of crowded conditions the school does not have a Kindergarten.

As a result of wartime economy and employment a large number of parents are away from home during the daytime. Four years ago the school began the practice of supplying a noonday lunch to all children of the school. Begun originally as a Federal project to provide for the children of indigent parents or border cases, the project has grown each year until in accordance with federal order the privilege has been extended to all the children in school. The first two years all of the auditorium was used as a dining room but last year it became necessary to divide the room to provide space for a first grade. This has caused crowding during the lunch period.

The following figures indicate the size of the project for the past year.

Number of meals served .....	55,183
Total payment of children .....	\$3,020.00
W.F.A. payment .....	\$3,105.00
Expenditure for food .....	\$4,077.00
Expenditure for labor .....	\$1,500.00
Other expenditures .....	\$565.93

Whether the project is continued next year depends upon available space, availability of food and the scarcity of food points.

The Parent Teachers Association has sponsored the luncheon program and was instrumental in urging the annexation of the district to the city, realizing the financial inability of the community to support a satisfactory school system without help from a larger organization.

Sherman School has had a system of free text books during the past six years. This will mean a change for next year when a part of the supplies used in instruction will be purchased by the parents.

The use of radio in the school was of considerable importance. It was used in the teaching of music art, science, social science and literature. The chief station used was W.H.A. because of the type of program being adjusted to the elementary school and because of its clear reception.

The children of the school cooperated in the War Stamp and Bond drives buying a total of one thousand seventy-one dollars and seventy-five cents worth of government securities. During the late spring paper collection drive a total of eleven thousand pounds of paper were collected with a value of sixty dollars. This fund was placed in the treasury of the Parent Teachers Association.

All grades made use of some type of weekly news sheet. Grades 1-6 using the Weekly Reader while grades 7 and 8 used the Junior Review and the Junior Scholastic.

Previous to the annexation the supply of maps and globes was very inadequate. With the cooperation of the School Board and the Superintendent a very satisfactory series of maps and globes has been purchased.

The most important problem that presents itself is the rapid increase in enrollment during the past years. This trend is continuing. Present census figures indicate a kindergarten enrollment of 37 children, an incoming first grade of 39, a second grade of 40 and a third grade of the same number. To overcome the difficulty of teaching a first grade of 40 children, it was necessary this year to provide a combination grade of one and two. The same procedure will be necessary next year for grades two and three.

There is now no kindergarten provided in the school but the demand for such a room has become increasingly strong during the past years; however the lack of space has prohibited its organization. Some space can be provided by transporting the seventh and eighth grades to the Junior High School department at East High.

During the past semester it has been necessary to accommodate the health department, and the art department in a single room 15-24 feet and also use it as a store room for food supplies not to mention its use as a conference and testing room.

Sherman School has never had the use of visual instruction aids. No doubt this will be included in the budget for the coming year. There is, however, no space for showing the films. Room will have to be provided for this purpose also.

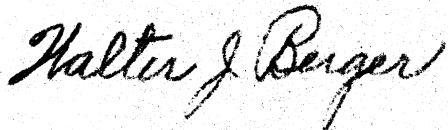
Originally the plan of the building provided for toilets and wash rooms on the first floor. When class rooms were furnished on the basement floor, one additional toilet was provided. This was assigned to the boys, the two on the first floor being retained for the girls. This arrangement requires all of the 168 boys from all grades to go to the basement and all girls to go to the first floor. Many problems arise because of the promiscuous use of the rooms by children of all ages.

It is hoped that some provision can be made toward the installation of a bell system. At present all bells must be rung by principal or teachers.

While the playground about the school is of satisfactory size the addition of some apparatus is necessary. At present this consists of one large slide, one small slide and one ladder. A program for beautification would result in a very attractive school grounds.

Practically the only source of funds for library books available to the school during the past years has been the common school library fund. This has amounted to less than 100 dollars a year. As a result there is a decided deficiency in all types of reference books.

Realizing the increased burden placed upon the shoulders of the Superintendent of Board of Education, the teachers of the Sherman School wish to express their appreciation for all the help given during the transition period.



Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

WASHINGTON SCHOOL

Presented to the Board of Education  
by the Principal  
PEARL LEROUX  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
WASHINGTON SCHOOL

An interesting phase in the study of our pupil group this year was the number of states represented by the children who entered. Pupils came from twenty-seven states, one from Havana, Cuba, and many from other sections of Wisconsin. The school systems from which they came varied from rural to large city school systems. The number who entered after September, this year, were fifty-seven compared to ninety-four of last year. And the transfers and withdrawals were eighty-seven compared to ninety-five of last year. While we had a wide representation, we had less moving than in the past. The range of ability and preparation varied as much as the places from which these children came.

We gleaned much from this group coming to us from so many parts of the country. We had an opportunity to study school systems through the textbooks brought to us, the report cards, the approach and attitude of pupil groups. We felt that many of these children should be given a good deal of credit for the way they could make adjustments to new situations. Some of these pupils had attended school in two or three school systems this year.

Because we have such a mobile group, we have always made a special effort to know parents early in the year to promote friendly school relations and to acquaint parents with our school methods and procedures. But this year we stressed those phases even more by encouraging parents to participate in school activities. For instance, parents of the first and second grade pupils were invited to school to talk over methods and procedures. This was a very informal meeting so that parents would feel free to ask questions. Later in the year parents were asked to come and visit their child's group while the teacher and pupils worked together. And then there was a third meeting in May when each pupil entertained his parents by showing them the many books in their classrooms and reading to them from books they liked most. It was interesting to watch parents and children just enjoying books together. This gave parents a chance to get acquainted with the many fine books we have in the classrooms and also to see how widely children read after a year in that grade.

This method was followed in the Kindergarten. The second week of school we read and discussed the Kindergarten pamphlets and talked over the work we expected from children of Kindergarten age. Parents were given special invitations to visit the children at work three times during the year. These visits were always followed by a meeting with parents for discussions and questions.

Parents were also invited to visit the third, fourth, fifth, and sixth grade arithmetic classes. The teachers talked on the new arithmetic, explained the work that was to be covered in each grade, and the methods and approach. This was followed by teaching all phases of work in each grade. Parents were then given an opportunity to discuss the arithmetic work. A time was also given to ask questions on other subjects of that grade.

A night was set aside for regular gym classes. Only children whose parents could come were allowed to attend that evening. After parents watched each phase of work in gym, such as volley ball, relay races, and square dancing, children invited their parents to participate with them. It was interesting to note how very few parents refused when their children asked them to enter into the games and dances. While parents hesitated at the beginning, they became very much a part of the class activities before the evening was over and requested such meetings again next year.

We were always interested in the reactions and comments of new pupils and their parents toward our school and its advantages. They marvelled at the splendid work done in art. Many of these children had had no art at all. Parents were pleased that children could participate in speech and auditorium work. Several times during the year parents were invited to auditorium programs. Many parents spoke of the splendid music instruction their children were receiving. The Glee Club gave three programs to which parents were invited, a program for the P. T. A., one at Christmas time, and the program for WEA. Several in this new group were in the speech correction classes. There was real gains noted in the speech of two or three of these children who had had an opportunity to stay with us several months.

We had many more conferences with parents this year because of the wide differences in preparation. Parents cooperated in most cases very well and appreciated the interest shown in the individual pupils. The classroom teachers had a heavier load because children's preparation varied so widely but their interest in individual children brought many very commendable remarks from parents.

While there are disadvantages in having so many pupils enter each year, there are advantages. When we experience weekly the appreciation of these new pupils and parents for the advantages and opportunities and the regret of having to leave our school system, we are given added inspiration to do all the extra work that we possibly can. I believe our teachers do a fine piece of work in promoting good public relations not only in our city, but in all parts of the United States from which these pupils come.

Washington - 3

Our general school program was very much a continuance of last year. The sale of defense stamps amounted to \$1580.00 compared to \$1729.55 of last year. Our salvage drives up-to-date has made it possible to buy twelve - \$18.50 war bonds. The milk order remained the same as last year with about eighty-three per cent of the children ordering milk daily. This is a most helpful project in our school and I hope it will be possible to continue it again next year.

It has been possible to do much more in our visual education program this year having a sound projector in our own building. We shall enlarge upon this program next year.

Recommendations:

1. When materials are available, the activity room should be acoustically treated. This is one of the most important rooms in our school but it is very difficult to use because of the poor acoustics.
2. A telephone should be placed in the nurse's office. Our office phone is not sufficient for regular daily calls plus the extra calls for the special children and the nurse.

Respectfully submitted,

Pearl Lercoux

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
ART DEPARTMENT

Presented to the Board of Education  
by the Supervisor  
LUCY IRENE BUCK  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-45  
ART DEPARTMENT

In addition to activities within each school, to which art classes have contributed, there have been a few city-wide projects of which I should like to report because they bear out our broad objective of intergrating art with life.

For the second year the Art Department has furnished bi-monthly exhibitions for the Historical Museum. These have been placed in a room set aside for this purpose. The subjects covered by the pupils from the following schools were:

West Sr.....	"Early Wisconsin Settlers."
West Jr.....	"Lumbering."
West Jr.....	"Wisconsin Stories Illustrated."
East Sr.....	"Sketches Done in Museum" & "Soap Sculpture."
East Jr.....	"Lumbering."
East Jr.....	"Illustrations of Wisconsin Life."
Central Sr.....	"Kinds of Schools in Wisconsin."
Central Jr.....	"Colonial Life."
Central Jr.....	"Circus."
Randall .....	"Thanksgiving."
Nakoma .....	"Wisconsin Animals."
Emerson .....	"Wildlife in Wisconsin."
Lapham .....	"Wildlife in Wisconsin."
Emerson .....	"Indians."
Dudgeon .....	"Wisconsin Trees and Animals."
Longfellow .....	"Wisconsin Flowers and Birds."
Franklin .....	"Early Sports in Wisconsin."

The best work from these exhibits will make up a show to be held in the Gregory Room next September. The Museum staff tendered a reception to the children whose work was selected for last year's Gregory Room show and plans are under way for the same next September 9th.

The spirit of service was emphasized through contributions to the Junior Red Cross by art classes in the following schools.

Central Sr....	(25 writing portfolios ( 8 wall hangings
Central Jr...{	4 wall hangings ( 50 Halloween posters and decorations
	(100 Washington Birthday tray covers
	(120 Christmas tray covers
	(100 Armistice Day nut cups
East Sr.....	(100 Washington Birthday tray covers
East Jr.....	( 8 wall hangings (100 Christmas cards (200 Christmas menu covers

West Sr.....	(200 Thanksgiving posters and decorations
	(200 Christmas menu covers
West Jr.....	(100 Christmas menu covers
	(100 Christmas tray covers
	( 50 checker boards and checkers
Dudgeon ....	(100 Christmas Carol books
Emerson ....	(100 Christmas carol books
	(100 Christmas cards
	(100 Mother's day cards
Franklin ...	( 50 Halloween carnival caps
	(100 Christmas cards
Lapham .....	(100 Easter napkins
Longfellow..	( 50 Halloween carnival caps
	(100 Armistice Day nut cups
Lowell ....	(100 Mother's Day cards
Marquette...	(100 Armistice Day nut cups
	(100 Easter carnival caps
Nakoma.....	( 50 Halloween posters and decorations
Randall.....	(100 Halloween carnival caps
	(100 Menu covers
Sherman ....	(100 St. Pat's carnival caps
Washington..	(100 July 4th carnival caps

The Child Salon of Art, sponsored by the Madison Art Association, brought very favorable comment from John Steuart Curry who again judged the work. Many who have followed these exhibits for the past several years seemed to agree that its standard has shown steady improvement.

"Many thanks for the excellent examples of art work for the Exhibition of Children's Art to be sent to Russia. The material has been forwarded to New York for preparation and shipping," thus wrote Alfred G. Pelikan, Director of Art Education in the Milwaukee Public Schools after receipt of drawings and paintings from Madison boys and girls. The work selected was intended to give a pictorial impression to our Russian friends of our city and environs. Our contribution is a small part of an exhibition which is being assembled at the Modern Museum of Art in New York City.

With the cooperation of the Department of Safety Education the 7th, 8th and 9th grade art classes again made safety posters under the auspices of the Madison Lions Club. These posters go back into the schools to teach safety.

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For future consideration I should like to suggest a year around art program so that every child will have the opportunity to become acquainted with art mediums as a means of expression. In our elementary schools all children now have this opportunity. Many of them would like to devote more time to it and this could be arranged in the summer. These summer classes should be conducted at the same standard as those during the school year. Perhaps a broader program where children could enlarge their experiences, including music, speech, dancing, drawing and painting could be introduced. With this program stagecraft, costume design, mask and puppet making, etc. would find favor.

In the junior high school all children take art in the seventh grade after which it becomes elective through senior high school. I believe many students in the senior high who are much interested in art, but must elect a language instead, would welcome an opportunity to work in our craft shops or art rooms during the summer.

A program adapted to the interests, desires, needs and capacities of these students could easily be arranged.

With more good films available, to aid in understanding the arts and crafts of old cultures and new trends developing in our own country, a course in appreciation for all senior high students should be offered. This should include home and community planning.

Photography is another course many students in our senior high schools would welcome.

Respectfully submitted,

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

# Annual Report

Presented to the Board of Education  
by the Director  
CARL H. WILLETT  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
Department of Child Study and Service

In analyzing the work of the department this past year, it becomes increasingly apparent that the demand for adjustment services on the part of schools, parents, children, and local agencies, is increasing. While it is evident that conditions directly and indirectly resulting from the war contribute to this situation, it is felt that a fuller realization on the part of parents, agencies and schools for the developmental needs of children, as well as the expansion of departmental activities, has materially affected the demand for service.

Due to the complexity of adjustment problems presented, particularly by pupils on the secondary level, it has been necessary to devote more time to follow-up study than has been the case in the past. It has been common practice for children to have continued contact for a semester or more. This has resulted in increased load for workers, and a better solution to problems evidenced. During the year the three workers who have been responsible for giving intensive study to maladjusted children, have each carried a case load in excess of 200.

The types of problems presented on the elementary level appear to result from two chief causes--the lessening of parental control and supervision due to both parents working, and the inability of certain children to meet minimum educational requirements. Much time has been spent on studying the characteristics and needs of slow learning children in an effort to make plans which will meet their needs. While it has been difficult to accumulate completely positive evidence of the desirability of making provisions, in segregated classes, for children substantially retarded, there is much evidence to indicate that such procedures are worthy of trial. This evidence is presented in the section of this report dealing with mentally retarded classes.

The increased number of requests on the part of secondary school pupils for complete diagnostic test service, indicates that high school boys and girls are encountering difficult problems and choices and that they are seeking to relate their abilities to the many types of vocational and educational opportunities which are available. The complexity of the society in which we live has placed economic, personal and social problems squarely before high school youth, causing them to demand more guidance. Because of the number of requests for such diagnostic service it becomes apparent that either the staff of the central department will have to be augmented or assistance for guidance directors in the high schools will need to be provided. It seems desirable to augment the guidance services in the high schools in order to make adjustment and instruction inseparable and continuous.

Guidance Services on the Secondary Level

Employment Services: The labor market in this area is still most critical.

Upwards to 60% of secondary school youth have jobs. The schools have cooperated with the United States Employment Service office in registering boys and girls who desire work. Last summer all older youth desiring work secured jobs and approximately 300 older elementary school boys had odd jobs formerly done by children of high school age. There are definite indications that summer work will again be plentiful. The United States Employment Service office will contact directly students registered for various types of work through school surveys. School principals, guidance directors and teachers are to be complimented upon their cooperation with local employers and the United States Employment Service office.

Study of Severe Adjustment Problems: Intensive clinical study of approximately 180 high school boys and girls was attempted from the latter part of September to the middle of May. These pupils were referred by guidance directors, principals, teachers, and agencies. An increase in this service on the secondary level will be noted when it is considered that during the school year 1942-1943, 67 pupils were studied, in the school year 1943-1944, 126 cases were assisted, and that during the present year 1944-45, 225 cases were referred and given special help through case study procedures. During the summer of 1944, 45 cases were referred for study and assistance. During the school year 1943-1944, 8 cases were referred for psychiatric study to the department of psychiatry and neurology at Wisconsin General Hospital or the county health clinic. During 1944-1945, 17 such cases were referred through the department.

#### Guidance Services on the Elementary Level

Aids to Pupil Placement: In order to better determine the educational, social and emotional status of children who moved to Madison during the year, workers assigned to the various elementary schools counseled and tested each incoming child. This current year, 536 pupils who became new residents were afforded such service in comparison to 519 in 1943-1944. Results of these services indicate that school opportunities and requirements vary considerably in different parts of the nation. In order to meet the needs of these incoming children their status at the time of enrollment must be considered. This service was provided by itinerant adjustment workers in addition to their regular speech correction and guidance work.

Study of Severe Adjustment Problems: 290 pupils of elementary school age were referred for intensive study by teachers, principals, parents and workers of social and legal agencies. Eight cases were referred for psychiatric consultation. Frequent conferences with parents and others in a position to know and help these children were held. Noon meetings were scheduled semi-monthly with school and agency staffs concerned and the psychiatrist for the purpose of discussing the cases studied. Dr. Cameron has given fully of her time for these conferences. Her services have been greatly appreciated. This plan has been worth while as it enables teachers and clinicians to share points of view and to cooperate in aiding children to become better adjusted. It appears desirable to provide more opportunity for teachers and members of this department to discuss general and specific adjustment problems in staff meetings. Such procedures would provide in-service training in the diagnosis and treatment of adjustment problems common to children at various levels.

Parent-Study Groups: There is real need for initiating parent study groups to

consider the developmental problems of children as they relate to school adjustment. A series of such meetings was met with approval at Nakoma this year. The problem of enrolling those parents most needing such service is acute at this time as many parents are at work. Unless such parents can be reached the plan will be ineffective. It is understood that impetus from local and state PTA organizations will be given to "Guidance for Parents" this coming year.

Guidance in Transition between Elementary and Junior High School

For the past three years effort has been directed to developing procedures which will enable children to make a smooth transition from grade schools to high schools. Information sheets providing pertinent and condensed information have been furnished to the junior high schools by elementary staff members. Special testing of questionable promotions has been done. Conferences between elementary principals and teachers with guidance directors have been scheduled. These functions have been worth while, as attested to by the opinions of elementary and junior high school teachers and administrators. Through this plan pupils are being assisted in securing educational experiences as nearly as possible in keeping with their abilities, and the unique attitudes and characteristics of selected pupils are understood more fully before their programs are planned in the junior high school. Because complete educational test data on these children is desirable before 7th grade programs are planned, a question arises as to the desirability of giving Stanford achievement tests to 6th graders rather than giving them in October of the 7th grade as is the present practice. Problems involved in changing the achievement test schedule should be considered before change is made.

Testing Service

Statistics on Tests Administered:

Intelligence tests . . . . .	2,955
Group Pintner-Cunningham tests to all kinder- gartners . . . . .	990
Group Pintner-Durost tests to all 3d graders . . . . .	735
Pintner-Cunningham tests to 1st, 2d and 3d graders as basis for placement . . . . .	300
Henmon-Nelson tests to 4th, 5th and 6th graders as basis for placement . . . . .	245
Individual Binet tests . . . . .	475
Sherman tests-all except 3d . . . . .	210
 Educational achievement tests . . . . .	96
Rorschach Association tests . . . . .	322
Multiple choice group . . . . .	275
Individual . . . . .	47
 Specialized tests . . . . .	524

Intelligence tests: The increase of 280 tests (2,675 last year, 2,955 this year) to determine general mental ability can be accounted for mainly by the inclusion

of Sherman school in the routine testing program. Some increment is due to further desire on the part of elementary schools to secure additional information useful in making decisions on grade placement, promotion or retention of selected pupils. Retesting with Binet tests on other group measures is done at the request of teachers and principals, chiefly on occasions when original tests do not seem compatible with the child's progress in classroom situations.

Specialized Tests: There is greater demand for tests of special aptitudes, personality measures and interest and social adjustment inventories, as attested to by an increase of 20% more of these tests given this year over 1943-44. Tests used were the Purdue Pegboard test of manipulative dexterity, the Minnesota Mechanical Ability, the Bennett Mechanical Comprehension, the Minnesota Clerical, the Chicago Stenographic and Clerical Aptitude, the Kuder Preference Record, the California Personality, the Washburne Social Adjustment inventory, specific subject matter aptitudes, the Rorschach, the Kent-Shakow Form Board, and the Wechsler-Bellevue record.

Because of a growing understanding on the part of parents and pupils for the usefulness of such evaluative measures and the impetus given the use of such tests by the Armed Forces and industry, it is to be anticipated that the demand for their use will continue to increase. This year, principals and guidance workers requested this service for several of the more capable pupils in the school. This procedure is to be commended, as obviously in the past often only the "problem" children "really got to know themselves".

#### Other Services

Community Union Camperships: For the third year the department has made arrangements for summer camperships in cooperation with the schools and the Community Union. Free camp experiences were made possible for 120 children through money provided by Community Chest funds. Principals, teachers and guidance workers deserve much praise for the careful study and selection of children who could profit by camp attendance. The Community Union renders a significant social service in making such a plan possible for Madison youth. The schools and the children are sincerely grateful. This year an effort will be made through the department to assist children who are certified to get to the various camps assigned. Follow-up between time of certification and camp attendance has been weak in the past.

War Nursery Schools: Four nursery schools located at the Salvation Army Building, Lowell, Lincoln and the old Marquette schools are sponsored by the Board of Education and operated through funds provided by the federal government. These schools enroll children ages two to five whose mothers are employed. At present 160 children are enrolled, filling the schools to near capacity. One extended child care center has been opened at Emerson School. Presently 48 children, ages six to twelve, are registered. Evaluations by federal and state authorities indicate that Madison's child care program is most adequate in respect to program, administration and staff.

This year has been a busy and enjoyable one. The cooperation of the various divisions and workers within the department has been excellent. The congenial relationships—personal and professional—experienced with all school administrative officers, teachers and local agency representatives, their understanding

and cooperation, are genuinely appreciated. It is felt that these conditions have made it possible to render more, and it is hoped, better service to children and the schools than in any previous year. It is the sincere wish of the department that through good service we may continue to serve more fully in meeting the individual needs of the children in our community.

Special Education  
(Written by Marion Powers Topping)

Orthopedic Classes: For the past two years physical therapy has included the hot pack treatment for infantile paralysis cases. The work follows the plan developed by Sister Kenny under whom both Miss Borwell and Miss Zitzer received instruction during the summer of 1943. Under the direction of the orthopedist and on the request of the Division for Handicapped Children, home care was given polio cases upon their discharge from the hospital. Parents were instructed in the hot pack method and the exercises prescribed. The physical therapists visited the home three times each week, checking on the parents' care and giving treatments. This care continued until the orthopedist recommended orthopedic school attendance. This method resulted in earlier care for the children and the accompanying extended treatment period for the physical therapy.

There were 57 children enrolled full time in the orthopedic school this year. Of this group 13 were placed in the classes because of need for building facilities and 44 received physical therapy in addition to educational training. In addition, 30 were enrolled on an outpatient basis.

In considering the number of children enrolled for physical therapy it must be recognized that many of the children have multiple disabilities, such as below average mentality or aphasia. This influences the type of treatment which they are given since the individual's understanding and cooperation are necessary for effective results.

Another factor is the increase in number of outpatients treated and the wide range of ages represented. Treatment of a fourteen month old child includes many steps not present in handling a school age child. Unforeseen circumstances, such as the child's illness, or some new phase in his behavior, may delay or prolong the treatment thus upsetting the order of the treatment routine.

A third factor is the severity of the physical problems treated. This condition necessitates a longer, more involved treatment period since the orthopedist orders use of many types of exercise and equipment for these severe cases. It is excellent that the school has the facilities to follow the recommended care but, in considering "number of cases", the type of case involved must not be overlooked.

The speech reeducation program for spastics is completing its third year. Dr. Mabel Masten, neurologist on the staff of Wisconsin General Hospital, and Robert West, Ph.D, professor of speech pathology, University of Wisconsin, have examined each child, making interpretations and recommendations. The children's

parents have been cooperative in coming for conferences and have shown their encouragement about the children's improvement. Records have been made twice a year of the children's speech. The gain which the speech correctionist sees is not great in some cases. However, all rehabilitation work with a spastic is slow and only slight improvement may be expected in many cases. Since speech, however poor, is the spastic's medium for social participation, his slight gain in speech and great gain in confidence must be evaluated in this light.

The number of physicians who have used the facilities of the orthopedic school has increased. This indicates that the value of orthopedic school care has been recognized by medical men for physical handicaps other than polio, spasticity, etc.

The Brace Loan fund, Shriners, East Side Business Women's Club, Polio fund, and Roundy's Fun fund have been generous in making available funds which have aided individual children who have particular needs which the families could not meet and which have provided parties and outings. The staff is very appreciative of this generosity. Students from Education 73 and 74 have been helpful in assisting with the noon play period and with certain educational needs. It is recommended that their participation continue.

It is urged that a music period be arranged by Mr. Klose for next year. During the second semester a student teacher, recommended by Mr. Klose, was very successful in giving "pipette" lessons to those children who could manage the little instrument.

School for the Deaf: An aspect which has not been mentioned in reports recently and which is important enough to warrant consideration, is the out of town child. The difficulty in finding suitable homes in which these children must live during the school week, is pronounced. Supervision of these homes and interpretation of the children in them, is part of the job of educating these children in Madison. A problem which needs to be worked out is the decision as to whose responsibility it is to do the task which involves numerous details of deciding the advisability of children coming to the school, and making plans for their care and supervision. At present there is confusion as to which agency in the home community or in the state is to carry the bulk of responsibility.

Another problem is that of deciding how to care for the child with multiple disabilities. Many deaf and hard of hearing children have the additional problem of poor ability, impaired vision, and motor handicaps. Occasionally there are children who cannot be satisfactorily diagnosed--they do not talk but it cannot be determined if this lack is due to a hearing disability, poor habit training, poor intelligence, aphasia, or a combination of these conditions. Despite very complete examinations a reliable diagnosis cannot be reached. These children have been placed in the classes for the deaf on a temporary basis. Their education and understanding pose a difficulty in the classes. Those children who are ultimately diagnosed as aphasic need speech and language but the method of teaching them differs from teaching the deaf.

It would be well to have this problem receive state consideration and attempt to determine if the classes for the deaf would be regarded as the department in which they can be educated most adequately. Perhaps there would be enough

children in the state who fall in this category that a special group could be formed at the State School.

The following is a report submitted by Miss Heath, principal of the school for the deaf:

"In 1911, thirty-four years ago, the School for the Deaf had an enrollment of thirteen. Over the years the enrollment has increased until this year 32 pupils have been in the school.

The special instruction in speech and lip reading, plus the academic subjects, has been continued.

Some of our pupils profit by spending part of their time in the hearing grades of Lapham School. This procedure is of inestimable benefit to the deaf, psychologically and practically. We are grateful to the Lapham teachers for their cooperation in this plan.

This year we can again report a graduate from a high school of normal pupils. This is a real triumph for a pupil who depends entirely upon lip reading and reading for her information. Completion of high school work required translation so she has spent part time in the School for the Deaf for extra tutoring, speech correction and continued practice in lip reading.

Eight of our older pupils have worked part-time at the Chocolate Shop, Prescription Pharmacy and Woolworths. This work increased their confidence, added to their independence and helped them appreciate money values.

After careful evaluation and due trial we have recommended that some of our pupils do not return in the fall because they have made insufficient progress. New arrivals are expected to take their places.

We are convinced that the day school is the answer to the need of deaf children for a normal life of speech, instruction and association with normal hearing children.

For good and sufficient reasons the entire faculty of our school has resigned. This is to be regretted but our best wishes go to those to whom we leave this work.

In this, my twentieth and last report, I can sincerely express my thanks for cooperation and increasingly better facilities for our deaf boys and girls."

Classes for Mentally Retarded: The annual reports of 1943 and 1944 gave considerable space to discussion of the reasons for the existence of these classes and the principles on which the instruction is based.

The report of last year indicated a change in trend--an attempt to provide educational experiences for children whose abilities are above the prescribed 50-75 I.Q. range. A study was made of the 15 children who fall in this group. With all of them, inadequate reading ability is a constant factor--indeed it is the inadequacy which was basic in the decision to place the children in special class. Despite the use of many types of reading approach, a wealth

of reading materials, and the generous suggestions of Miss Leary, the reading gain with these children was not as great as that made by the children in the below 75 I.Q. group. These 15 children made progress above expectation in arithmetic but the question may be raised, "might they not do the same job in their regular grades?"

The children's opinions concerning their evaluation of their progress and contentment in the group were on the positive side of the ledger--one evidence that their segregation was helpful. Evaluation of attitudes is difficult since anyone's enthusiasms and feelings of success may vary from day to day.

On the other hand, there is the group of children who have not been segregated and who are similar to these 15 children in their special educational disabilities. On measures of personality there is complete agreement in their low scores--school adjustment responses are negative, they don't like school, they don't think they get a square deal, etc. In other words, the children who continue in regular classes are badly adjusted in relation to school. These children are those who are referred to the Department of Child Service because of prolonged absence, indifference in class, failures, and desire to leave school.

Another factor which favors segregation is the teacher's load. Is it an equitable distribution of time for her to do remedial work with one boy who is retarded more than two years when there are others in the group who, with an equal amount of time given to them, might be drawn up to the class average since their retardation is slight? Or would that time be better spent directing the accelerated pupil to go on with independent work? It may well be that there is truth in a teacher's statement, "There is nothing I can do for him". By segregation the key for teaching reading has not been found. However, through the ingenuity of the teachers other means of reaching the children have been found, and observation of these children in the classroom shows each occupied in a constructive job. It is a contrast to what has been observed when the same child was in a regular classroom--and no criticism is meant nor inferred in this observation. In the classroom he is the one child who has the particularly simple reading list, the one child who has a Weekly Reader of the first grade level.

Despite this rather pessimistic view of what has been accomplished with the educationally retarded normal intelligent child, it is the consensus of opinion of the principals that there are other children in regular classes who are similar to the 15 mentioned above and that these children would be better cared for outside the regular classes. In other words, effort has been expended the past year to "arrive at criteria" etc., as suggested in last year's report and to approach each so called "non-reader" with the case work technique.

Criteria for identifying the child who will present educational difficulties have not been established and this work must be continued. About 40 "non-performers" have received thorough study by the principal, teacher, Miss Leary and worker. The basis of selection has been quite rigid. A plan has been contemplated to set up two classes for these children. The classes would be located in elementary schools which would cooperate with the project by absorbing these children in art, music, gym, etc. classes with their age groups. Materials and plans will receive the supervision of Miss Leary. The Department

of Child Service would assist in the selection, diagnosis, and personality adjustment of the children, as well as taking care of routine matters such as transportation. It has been a pleasure to work with teachers and administrators on this task. All have been fair and agreeable, willing to consider standards which must be used by all parts of the city. A retarded child in one school situation may not be retarded in another.

The need for the classes of older boys and girls to be placed in a junior high school does not decrease with the years. It is a sincere request that they be moved upon the first opportunity. There is real stigma in a boy 5' 6" tall, weight 135 pounds, attending an elementary school.

University students from Education 75 and the child development sequence have been assigned to the special educational classes for participation. The teachers request that the project continue as a mutual benefit.

The entire staff of the Department of Child Service regrets the departure of Mr. Harry Knudtson who has been sympathetic and thoughtful in relation to all handicapped children, and particularly in relation to the two classes for retarded children located in Lowell school. Because of his active participation in department group meetings his understanding of the handicapped became known and appreciated. We congratulate the school system to which he goes as superintendent.

Speech Correction and Adjustment Service: Training of speech correction teachers enables them to render adjustment service in addition to speech therapy. Adjustment service is treated in that division of the report but mention is made here to recognize the way it is rendered.

One of the serious handicaps for these workers is lack of time. The administration has approved addition of members but at this time teachers cannot be obtained. A large number of students and experienced teachers have been drawn into the armed services leaving too few people to fill vacancies in the public schools. With enlargement of staff more satisfactory follow up can be given to adjustment cases and longer instruction periods for speech defective children. The second handicap is lack of space. Physical facilities are lacking in several buildings and must be recognized as a difficulty in doing a satisfactory job.

There is increasing demand on the secondary level for speech correction. This need has been met more adequately this year than in the past, but the demand continues to grow and requires enlarged staff to be satisfied. During 1944-45 543 cases of defective speech were carried by two full time and three part time staff members. Of this number 233 were corrected.

Practice Teaching: Three seniors majoring in speech pathology did practice teaching in Lapham, Washington, Franklin, Randall, and East High school during the second semester. During the first semester they did practice work in connection with the hearing survey which was conducted in all elementary and high schools.

Sight Savings: Participation in social studies with regular grades was found very successful this year. Mrs. Hunt comments, "In all these cases the

stimulation of class discussion and the resulting purposeful reading situations have been beneficial ... I hope that next year this program for younger children will give them more participation in regular classrooms."

As has been mentioned in previous reports there is a need for the sight saving class to be of service to more children. The thorough study of all severe vision cases will be continued with this end in view.

Audiometer testing: There were 1,335 survey tests and 168 individual tests given during the school year. Medical care was recommended for 78 and 7 were given speech reading.

Attendance, Home Visitation, and Census  
(Written by Wilbur N. McDaniels)

Attendance and Home Visitation: The home visitation and attendance work became completely coordinated during this school year under the Director of the Child Study and Service Department. The attendance division is now staffed by an assistant to the director and two case workers all of whom carry on home visitations. Case files and records were merged into a master file.

A further change consisted of shifting the issuance of child labor and street trade permits from this office. The new issuing agency as of September 1944 became the Madison Vocational school. The result of this change was that more time was made available for needed home calls.

The general conditions underlying the school attendance situation remained much the same during 1944-45 as they have been for the last three years. The industrial and military conditions resulting from the war have caused many families to be frequently on the move from one center to another. Madison has had a considerable number of these migratory families and school attendance is one of the problems which they cause. Boys and girls from small rural communities who have completed elementary schools but are not eighteen years of age have been attracted to Madison by work opportunities. These boys and girls are required to have part time schooling and are referred to Madison social agencies for necessary guidance and supervision. In many families both father and mother are still working and in many others fathers are in the armed services. The children, as a result of these lessened home controls, require more extensive school concern and attention. These conditions have enlarged the work of home visitation to the record totals of the year just ended.

The summary of work carried by the three workers is as follows:

Home calls . . . . .	4,683
Investigations . . . . .	277
Calls at schools . . . . .	1,302
Census Calls . . . . .	239
Unclaimed Programs . . . . .	137
Total	6,638

The home calls may be examined further by indicating the percent of use by the

following divisions:

Elementary schools . . . . .	13%
Junior high schools . . . . .	49%
Senior high schools . . . . .	24%
Parochial schools . . . . .	4%
Vocational school . . . . .	10%
	<u>100%</u>

The attendance data for the school year 1944-5 shows that the percent of attendance for the entire system was 94.6%. The elementary schools had 94.1% and the secondary schools 95.0% attendance. The fact that the percent of absence is from 5 to 6% indicates that our schools have kept non-attendance at a minimum in spite of unusual and difficult conditions.

During the school year in October and again in March the home visitation and attendance workers made surveys of the cases with which they had worked. From these surveys studies were made in the expectation that the information obtained would be of assistance in meeting further problems. A copy of the study of cases for March 1945 was sent to each school administrator for his consideration. Further studies will be made from time to time to shed additional light on the complex problem of interrupted attendance.

The workers have on numerous occasions worked on cases with the social agencies of the City of Madison and Dane County and have found them to be both helpful and cooperative. In meeting the problems of the maladjusted child it is essential that all who seek to assist him work on a cooperative and planned program.

Finally it is to the administrators and teachers in the city schools that sincere appreciation is due. The friendliness and constructive assistance they offered made possible much of the success in returning children to school. Their understanding and sympathy aided materially in keeping the school attendance at a uniformly high level.

Census: The annual enumeration of the child population of the City of Madison was carried out as usual with the exception that a new school district was added. The Sherman school district was enumerated for the first time which raises to thirteen the total such districts. A staff of twenty-four census workers and a month's time was required to complete this task. Another month was spent in rechecking the census returns and preparing the data which appears in the charts that follow in this report.

The census enumeration is an integral part of the child accounting system. It makes possible more accurate records of children who live in Madison and assures them of their right of educational opportunity. In this day of frequent family shifts due to industrial and military necessity children are sometimes neglected. A yearly census check will reveal cases of this type and again make school available.

Census enumeration data is also valuable in school planning. It is possible to predict future school populations by trends indicated in the census totals. Shifts of child population within a city can be noted and plans made to meet such shifts.

Child Study and Service-12

From the school census data for the year ending June 30, 1945 the following conclusions are offered:

1. The 1945 increase of 2% in total child population over 1944 was due entirely to the annexation of the Sherman school district.
2. An increase in child population ages birth through three years was noted over and above those added by the Sherman annexation.
3. The increase in child population ages four through nineteen was due to the addition of children of that age from the Sherman district.
4. There was practically no shift or change of child population ages four to nineteen in any established school district. The fluctuation amounted to less than 1% from 1944 census figures. The totals in this age category have increased throughout the city only 4% since 1941.
5. The steady rate of increase in child population ages birth through three years noted since 1941 continued in 1945 with another new high total. This figure is 8% over 1944 and 38% over 1941.
6. A new high total of births for the year ending June 30, 1945 was established. This was 3% over 1944 and 40% over 1941.

The following comparative charts are included to substantiate these conclusions and to give further information:

Chart I Summary of Census Returns

Chart II Age Group Totals Birth through Twenty Years

Chart III Comparison of Child Population Totals by Age Groups for June 1939, 1940, 1941, 1942, 1943, 1944 and 1945

Chart IV Percentages of Census Increases and Decreases since 1916

Chart V Comparison of Child Population by School Districts 1945 and 1944

Chart VI Comparison of Actual and Total Enrollments 1945 and 1944

Chart I

Summary of Census Returns for the year ending June 30, 1945

School Districts	Age Group Birth to 3 inclusive			Age Group 4 to 19 inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Dudgeon	65	75	140	325	336	661
Emerson	257	269	526	822	889	1,711
Franklin	138	116	254	408	378	786
Lapham	274	282	556	765	810	1,575
Lincoln	74	72	146	128	150	278
Longfellow	275	281	556	858	950	1,808
Lowell	236	241	477	897	831	1,728
Marquette	391	334	725	981	1,068	2,049
Nakoma	50	48	98	301	281	582
Randall	278	290	568	1,048	1,010	2,058
Sherman	101	91	192	279	222	501
Washington	451	363	814	949	1,066	2,015
District #8	42	32	74	131	129	260
<b>Totals</b>	<b>2,632</b>	<b>2,494</b>	<b>5,126</b>	<b>7,892</b>	<b>8,120</b>	<b>16,012</b>

Age Group Birth to 3 - 1945 total - 5,126  
 1944 total - 4,749  
 Increase 377

Age Group 4 to 19 - 1945 total - 16,012  
 1944 total - 15,866  
 Increase 146

Chart II

Madison Census 1945 Age Groups Birth through 20 inclusive by School Districts

School District	Age	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dudgeon		30	35	39	36	44	33	43	29	37	50	35	36	32	35	54	49	135	52	40	57	42	843
Emerson		128	141	138	119	117	104	113	106	105	100	101	81	93	104	116	111	112	124	111	113	82	2,319
Franklin		64	76	64	50	67	54	47	40	51	50	47	51	47	38	53	53	42	44	60	42	44	1,084
Lapham		162	157	137	100	102	97	90	98	100	88	107	90	79	90	105	109	107	93	100	120	105	2,236
Lincoln		47	39	35	25	17	19	21	12	10	13	13	10	21	13	24	17	15	25	15	33	27	451
Longfellow		141	161	130	124	127	87	111	99	95	98	88	95	99	102	103	125	117	125	153	184	159	2,523
Lowell		109	132	112	124	100	115	126	100	102	95	109	90	123	92	102	114	129	119	119	93	75	2,280
Marquette		184	174	198	169	128	144	130	124	120	126	121	101	134	118	118	137	156	144	112	136	123	2,897
Nakoma		25	23	25	25	35	27	39	39	41	42	41	44	38	41	46	37	32	33	25	22	25	705
Randall		154	151	147	116	100	117	90	109	114	113	96	103	118	123	143	158	161	173	170	170	134	2,760
Sherman		52	50	46	44	47	38	46	42	29	30	25	30	36	36	28	31	25	23	18	17	15	708
Washington		251	218	198	147	130	126	137	119	110	104	108	88	114	136	123	129	148	135	145	163	188	3,017
Dist. #8		17	19	17	21	16	21	20	10	21	24	10	13	13	19	17	12	19	17	16	12	10	344
Totals		1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	22,167

Age Group Birth to 3 inclusive

Total 1945 - 5126

1944 - 4749

Increase 377

Age Group 4 to 19 inclusive

Total 1945 - 16,012

1944 - 15,866Increase 146

20 years

Total 1945 - 1029

1944 - 1082Decrease 53

Total increase - 470

Chart III

Comparison of Child Population Totals for June 1939, 1940, 1941, 1942, 1943, 1944, and 1945 - Age Groups Birth to 20 years, inclusive

Year	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939				884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075		
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	883	883	863	813	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029

Comparison of Age Group Totals

Year	<u>Birth to 3, inclusive</u>	<u>4 to 19, inclusive</u>	<u>20 years</u>	<u>Totals</u>
1939	3,563	15,728	-	19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167

Chart IV

Percentages of Census Increases and Decreases since the year 1916  
 Age Group 4 to 19 inclusive

Year	Totals		Increase or Decrease in Number	Per Cent of Increase or Decrease
1915	7,868			
1916	8,461		593	7.5
1917	8,787		326	3.9
1918	8,742	Decrease	45	Decrease .51
1919	8,753		11	.12
1920	9,164		411	4.7
1921	9,373		203	2.21
1922	9,801		428	4.6
1923	10,723		922	9.4
1924	11,402		679	6.3
1925	12,102		700	6.13
1926	12,507		405	3.34
1927	13,280		773	6.18
1928	13,884		604	4.5
1929	14,390		506	3.6
1930	14,735		345	2.39
1931	14,959		224	1.52
1932	15,366		407	2.72
1933	15,413		47	.31
1934	15,746		333	2.16
1935	16,032		286	1.82
1936	16,087		55	.34
1937	15,949	Decrease	138	Decrease .87
1938	15,728	Decrease	221	Decrease 1.39
1939	15,728		0	0.
1940	15,565	Decrease	163	Decrease 1.04
1941	15,458	Decrease	107	Decrease .69
1942	15,713		255	1.65
1943	15,846		133	.85
1944	15,866		20	.13
1945	16,012		146	.92

Chart V

Comparison of Child Population by School Districts for the years 1945 and 1944

School District	Age Group Birth to 3, inclusive			Age Group 4 to 19, inclusive		
	Totals 1945	Totals 1944	(Increase or Decrease)	Totals 1945	Totals 1944	(Increase or Decrease)
Dodgeon	140	149	- 9	661	668	- 7
Emerson	526	508	+18	1,711	1,725	- 14
Franklin	254	261	- 7	786	759	+27
Lapham	556	510	+46	1,575	1,626	- 51
Lincoln	146	96	+50	278	280	- 2
Longfellow	556	518	+38	1,808	1,772	+36
Lowell	477	485	- 8	1,728	1,746	- 18
Marquette	725	737	- 12	2,049	2,052	- 3
Nakoma	98	91	+ 7	582	591	- 9
Rendall	568	540	+28	2,058	2,139	- 81
Sherman	192	--	+192	501	--	+501
Washington	814	765	+49	2,015	2,204	-189
District #8	74	89	- 15	260	304	- 44
	5,126	4,749	+377	16,012	15,866	-146

Chart VI

Comparison of Actual and Total Enrollment for the years 1945 and 1944

School	Actual Enrollment (June)			Total Enrollment (June)		
	1945	1944	Inc. or Dec.	1945	1944	Inc. or Dec.
Dudgeon	355	323	+ 32	379	392	- 13
Emerson	696	726	- 30	756	789	- 33
Franklin	374	392	- 18	395	432	- 37
Lapham	444	464	- 20	479	497	- 18
Lincoln	197	166	+ 31	233	181	+ 52
Longfellow	367	387	- 20	406	430	- 24
Lowell	623	639	- 16	665	687	- 22
Marquette	715	684	+ 31	783	749	+ 34
Nakoma	391	407	- 16	397	427	- 30
Randall	650	657	- 7	705	702	+ 3
Sherman	253		+ 253	291		+ 291
Washington	524	521	+ 3	594	569	+ 25
Special	106	120	- 14	110	138	- 28
Deaf	30	25	+ 5	33	26	+ 7
Crippled	51	49	+ 2	58	53	+ 5
Sight Saving	12	10	+ 2	12	10	+ 2
Central Junior	503	506	- 5	573	570	+ 3
Central Senior	513	520	- 7	598	603	- 5
East Junior	1012	1051	- 39	1095	1128	- 33
East Senior	1111	1052	+ 59	1233	1189	+ 44
West Junior	793	758	+ 35	827	813	+ 14
West Senior	961	956	+ 5	1055	1035	+ 20
<b>Totals</b>	<b>10,681</b>	<b>10,415</b>	<b>266</b>	<b>11,677</b>	<b>11,420</b>	<b>257</b>

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

SCHOOL FOR THE DEAF

Presented to the Board of Education  
by the Principal  
MARCIA HEATH  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
School for the Deaf

In 1911, thirty-four years ago, the School for the Deaf had an enrollment of thirteen. During the years the enrollment has increased until this year 32 pupils have been in the school.

The special instruction in speech and lip reading, plus the academic subjects has been continued.

Some of our pupils profit by spending part of their time in the hearing grades of Lapham School. This procedure is an inestimable benefit to the deaf, psychologically and practically. We are grateful to the Lapham teachers for their cooperation in this plan.

This year we can again report a graduate from a high school of normal pupils. This is a real triumph for a pupil who depends entirely upon lip reading for her information. Some of this required translation so she has spent part time in the School for the Deaf for extra tutoring, speech correction and continued practice in lip reading.

Eight of our older pupils have worked part-time at the Chocolate Shop, Prescription Pharmacy and Woolworth's. This work increased their confidence, added to their independence and helped them appreciate money values.

After careful evaluation and due trial we have recommended that some of our pupils do not return in the fall because they have made insufficient progress. New arrivals are expected to take their places.

We are convinced that the day school is the answer to the need of deaf children for a normal life of speech, instruction and association with normal-hearing children.

For good and sufficient reasons the entire faculty of our school has resigned. This is to be regretted but our best wishes go to those to whom we leave this work.

In this, my twentieth and last report, I can sincerely express my thanks for cooperation and increasingly better facilities for our deaf boys and girls.

Respectfully submitted

MARCIAN HEATH

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education  
by the Principal  
CHARLOTTE KOHN  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

With the crippled child as the center of interest, the entire hospital staff works around the care, cure, and education of the individual child.

The surgical and medical department, the physical therapy department, the occupational therapy department, nurses, attendants, medical social worker, office staff, dieticians, and teachers coordinate their efforts toward the progress of the child.

The aims of the school are the same as those of any public school in Wisconsin, but the school functions for the individual to a much greater degree. Children come from all types of schools in the state; thus this school must not only coordinate with the hospital program, but with the program of the child's home school as well. Some children begin their school life here and others are encouraged to re-enter school after having left some time ago.

School was in session 175 days excluding holidays. The enrollment shows that there were 99 boys and 64 girls originally enrolled, with 35 returning during the year, some once, some twice, making a grand total of 198 for the year.

The following table shows the grade distribution:

Grade	Enrollment
1	15
2	18
3	15
4	19
5	15
6	9
7	15
8	13
9	22
10	7
11	8
12	3
Sp.	4
Total	163
Re-entered	35
Grand Total	198

The second, fourth, and ninth grades had the largest enrollments. There were 91 children enrolled in the elementary department, 68 in the junior-senior high school department, so that the junior-senior high school teachers taught the 6th grade children too. Work from the 6th grade level through the 12th grade is departmentalized. The average length of stay per pupil was 32 days.

An interesting graph was made of the school enrollment for the past five years which shows the fluctuating attendance in the school department and the incidental parallel with the hospital census. This condition is quite a challenge to the teachers. When enrollment is "down," the individual receives more teaching time and attention, the results are very evident, especially in the children who have missed much school time.

The children are busy while here with operations, clinics, physical therapy, occupational therapy, academic work, movies, radio listening, music, art, special programs, library reading, social hours, rest periods, and visiting.

An up-patient spends from 2 to  $4\frac{1}{2}$  hours per day in the classroom and from 1 to 2 hours of study in his ward. A bed-patient spends from 20 to 60 minutes with a teacher and studies from 1 to 3 hours privately, depending upon his physical condition.

Teachers, too, spend a busy day from 8:30 A.M. to 4:00 P.M. and beyond. There is much more to do than teach formal academic subjects. The teacher is much more of an intimate friend of the child here than she is in a regular school. There are many demands upon her free time. There are three teachers on the staff.

Much from the "outside world" must be brought in to the children, because, unlike other school children, they do not leave the building after four o'clock. Music, art, radio, and visual aids are utilized to bring the homebound and the socially underprivileged children experiences which many have never had before. Opportunity for leadership for those who possess the characteristics is given, and experiences are provided for those whose experiences have been so limited at home. A new hope and trust in themselves to "keep on keeping on" is always emphasized at every opportunity.

This year there were only four "specials" enrolled, the lowest number we have ever had. These are boys and girls who had left school some time ago and now feel while they are here, they have the opportunity to review or learn more about taxation, interest and banking, government and citizenship, or do some reading on modern agriculture. They were two months or more. For example, a boy who had attended a city school and now lives on a farm read all we could give him on agriculture and markets. One girl, in her teens, who had home teaching all of her life, had the opportunity to attend school here in a wheel chair or in bed. She was "thrilled" to work with a group and enjoy the advantages of classroom work. After three or four weeks of adjustment, an achievement test showed that she had 9th grade ability. She carried 9th grade work and made a semester's progress. Her home school has arranged that she may enter high school next fall and follow a program that her disability will permit. These are just two examples of some of the advantages which a hospital school offers.

This year marked the 10th Anniversary of The Bed Sheet, the school paper issued bi-monthly by the children in the hospital. All skills are represented and much enthusiasm is shown in having a part in the make-up of the paper.

Our exchange covers twenty-five cities. Two pages in the April Round Robin, the national magazine edited by crippled children, were provided by this school upon request from headquarters.

The radio was especially rich in news and good programs this year. Guided listening during school hours was coordinated with the school program, especially for those pupils in bed. School papers and magazines helped the children keep up-to-date with world happenings so that they could converse intelligently with each other and with their friends when they returned home. We hope that the value of good reading, seeing, and listening will carry over to the home.

The annual recommendation for a recreational program for those children who are not able to do school work, or for those staying a short time is to be realized in the near future. The students in the occupational therapy course at the university will have their practice work here.

The general organization of the school department in the Orthopedic Hospital is very informal, individual, and as enriched in its provision for contacts and learning situations as is possible for crippled children to take. Academic records made by the child while in the hospital, are accepted by the public and parochial schools in the state as well as in the academic departments in state institutions.

Our alumni are graduating with the physically normal children and are leading a normal happy life. A number of our "alumns" are in active service; several have called to see us while on leave.

This report would not be complete without expressing our grateful appreciation to the members of the Board of Education, Superintendent Falk, Dr. Coon, the hospital staff, the many friends who have given books and subscribed to magazines for us, the office staff of the College of Medicine for mimeographing the Bed Sheet, the W.E.A. for books, the University Extension Division for material, the Woman's Club, the W.A.D. for the Fun Fund, the Elks Club for magazine subscriptions, and the many unknown friends who send books from time to time.

Respectfully submitted,

CHARLOTTE KOHN

**THE MADISON PUBLIC SCHOOLS**

**Madison      Wisconsin**

**Annual Report**

**CURRICULUM DEPARTMENT**

**Presented to the Board of Education  
by the Consultant  
BERNICE E. LEARY  
June      1945**

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-1945  
CURRICULUM DEPARTMENT

What activities are associated with the Curriculum Department? This question is of large importance, since to know how the Department functions is one means of determining its contribution to the total program of curriculum improvement. Most of the activities carried on during the school year 1944-1945 belonged to one of the five major categories summarized in the following sections.

I. INVESTIGATING PROBLEMS OF THE  
CURRICULUM

In keeping with practice of city curriculum departments generally, and of Madison particularly, attention was turned this year to the most expeditious means of securing workable aids to teaching and learning, rather than to long-term studies aimed toward an ultimate modification and improvement of the learning program.

1. Measuring achievement

As usual, reading tests were administered during September, 1944, to all pupils in Grades 2 - 6, and in Grades 7 and 9. The summary of achievement given in Table I shows that all grades are at or above the median grade-level in their respective norms, third grade maintaining the unusual advantage of approximately one year. More detailed data and their interpretation may be found in Bulletins Nos. 26, 27, 28, 29, 30, 31, and 32.

Table I  
Reading Achievement of Pupils in Grades 2 - 6, and 7 and 9,  
September, 1944

Grade	Q <sub>1</sub>	Median	Q <sub>3</sub>	Median Advantage
2	1.7 grades	2.0 grades	2.0 grades	.0 grade
3	2.8 "	3.2 "	3.9 "	.9 "
4	3.8 "	4.4 "	5.3 "	.4 "
5	4.4 "	5.2 "	6.2 "	.2 "
6	5.6 "	6.5 "	7.7 "	.5 "
7	6.0 "	7.0 "	8.2 "	.0 "
9	7.8 "	9.3 "	10.8 "	.3 "

The percent of pupils in each grade starting the school year with an initial advantage or disadvantage in reading is shown in Table II. For example, of the pupils in Grade 3, 2.0 percent had a reading ability expected at Grade 6; 5.0 percent read at Grade 5; 15.2 percent, at Grade 4; 42.0 percent, at the desired norm, Grade 3; whereas 33.9 percent read at Grade 2; and 1.9 percent, below Grade 2.

Table II

Percent of Pupils in Each Grade Who Scored an Initial Advantage or Disadvantage on Reading Tests, September, 1944.

Reading Grade	Grade Tested						
	2	3	4	5	6	7	9
11th or above						5.9	33.0
10th				1.8	5.2	3.0	12.8
9th				.9	5.2	7.5	13.9
8th				3.2	8.2	12.5	18.4
7th			3.1	6.0	19.0	25.3	14.1
6th		2.0	9.1	18.4	31.1	25.5	5.9
5th		5.0	19.2	26.6	21.2	20.1	1.6
4th		15.2	37.4	28.1	8.7	.2	.3
3rd	12.8	42.0	25.5	12.8	1.4		
2nd	42.0	33.9	5.7	1.8			
Below							
2nd	45.2	1.9		.4			
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Achievement of pupils in Grades 7 and 9 in language usage, arithmetic, and spelling, as shown by performance on the Stanford Achievement Test, was summarized in Bulletins Nos. 31 and 32. Subsequent discussions of the test results were carried on in those junior high schools requesting them.

## 2. Health Survey

As a part of the total program in Health Education, initiated by Mr. Danford, a survey was made of the elementary grades to determine the nature and extent of health information now being taught from kindergarten through Grade 6. For this purpose, a check list of health information was compiled by the Health Instruction Committee and submitted to all elementary teachers for checking. The results from regular classroom teachers were tabulated and summarized in Bulletin No. 72; from special teachers of health and nutrition, in Bulletin No. 77; and from special departments - Deaf, Sight-Saving, Orthopedic, and Opportunity, in Bulletin No. 78.

## 3. Evaluating textbooks

Continuing the practice begun several years ago, committees of teachers at all grade levels examined and evaluated all new textbooks received in the

Curriculum Office since June, 1944 - a total of 80 books or series of books. These evaluations were edited and compiled into three bulletins for Primary and Intermediate Grades and Junior High School, entitled "June 1945 Addenda to List of Books Which May Be Requisitioned from Board of Education Funds." They will be used next year, as usual, to guide requisitions of supplementary materials for classroom use.

#### 4. Committee Work

For the third year, work on curriculum committees was put on a voluntary basis, determined by teachers' expressed choices of fields in which to participate. Contrary to previous practice, however, all committee activity is being carried over into next year. This seems best not only because committee work began later than usual, but also because of the nature of the work itself. Contrary to previous practice, also, there were no reading committees this year. Instead, teachers elected to serve on one of the many Health Committees, or on a Social Studies Committee, with 45 members divided into sub-committees by grades, and an Oral Expression Committee, with 16 members. Completed work by the Social Studies Committee includes a revision of bibliographies and learning activities for units now in the curriculum.

Special effort was made this year to prevent a concentration of committee work and an overburdening of ambitious or zealous teachers. Hence, those serving on such committees as the Audio-Visual Aids Committee, Maps and Globes Committee, Safety Education Committee, School Movie Committee, and other continuing committees, were not encouraged to serve on Curriculum Improvement Committees.

### II. EXTENSION OF RESOURCES

The service collection of materials has been greatly extended during the past year to include educational magazines and periodicals in the various academic fields, the number of subscriptions now totalling 67; sample textbooks, workbooks, and standardized tests in all fields for all grades; reports and bulletins dealing with curriculum improvement; professional books, 90 new ones being added since June, 1944; yearbooks and quarterlies; and Book-of-the-Month-Club books, made possible through the kindness of Mr. Glenn W. Stephens who again gave 11 new books to the collection during the year. The greatest extension of facilities was made in the area of Health, 32 new professional books being purchased, besides an abundance of pamphlet material and courses of study. Most of the health materials have already been widely used by members of the Health Instruction Committee.

The excellent library of audio-visual aids chosen by Mr. Wittich, before his resignation from the system, made further purchases seem unnecessary this year. Future extension of these facilities is in the hands of a committee of teachers, with Mr. Dhein as chairman.

### III. CIRCULATION OF CURRICULUM MATERIALS

This year has seen a marked increase in the circulation among teachers and principals of curriculum materials including bibliographies, bulletins, check lists, and reports, prepared by the Curriculum Consultant; textbooks, professional books, and magazines, purchased for the department; and films,

slides, and other visual aids. In spite of restrictions on transportation, an increasing number of teachers came personally to the Curriculum Office to select and borrow materials.

Since this is the first year that visual aids have been housed in the Curriculum Office, a record was kept of the orders received and filled from January to June, inclusive. This record, reproduced in Table III, shows that the demand for both sound and silent films, of which only one copy is available, was somewhat greater than the supply, and points to the need for the duplication of copies of those films in greatest demand.

Table III

Orders for Visual Aids  
from January - June, 1945

Visual Material	Orders Received	Orders Filled
Sound	307	283
Silent	561	507
Filmstrip	407	400
Slides 3 $\frac{1}{4}$ x4	129	121
Kodachrome Slides	66	64
Charts	0	0
Flat Pictures	48	48
Recordings	2	2
Models	27	25
<b>Totals</b>	<b>1,547</b>	<b>1,450</b>

## IV. DISTRIBUTION OF MATERIALS BY SALE

During the current year, mail orders for bulletins and other publications increased over the preceding year from 2144 to 3337, an increase of 55 percent. This increase was probably due in a large measure to the generous reviews given to the various materials in professional magazines. The bulletin "The Reading Environment and Reading," for example, received a review of about 20 column inches by Dr. W. S. Gray of the University of Chicago in the May, 1945 issue of the Elementary School Journal. Typical of briefer, but equally commendable reviews, is the following from the February, 1945 issue of Childhood Education.

"The Reading Environment and Reading; Creative Writing in the Elementary Schools; Reading Problems in the Social Studies in the Elementary Schools; and Techniques for Improving Spelling, Madison, Wisconsin: Board of Education, 1944. Twenty cents each.

"Four mimeographed bulletins prepared for the language arts curriculum in the Madison public schools. One very significant aspect of the curriculum work in the preparation of these bulletins was the participation of each teacher in a discussion group. As helpful things were discovered a plan was worked out to record these findings. Leadership made it possible to evaluate choices in terms of modern concepts of child growth. The more creative approaches to reading, writing and spelling were considered and the most promising examples were recorded to share with other teachers.

"The bulletin on reading problems in the social studies seems somewhat limited to a textbook orientation. Numerous additional experiences, readings and visual aids are suggested."

Table IV is a summary of orders of bulletins by titles, received during the current year. It is interesting to note that the bulletin in greatest demand was "Techniques for Improving Spelling," indicating that other school systems than that of Madison are apparently concerned about spelling. The largest single orders received during the year were for 95 copies of the spelling bulletin from the Oshkosh Public Schools, and 100 copies of booklists received from the Peabody Elementary School, Chicago, Illinois, and from Monmouth, Oregon.

Table IV

Materials Ordered from Curriculum Department  
School Year 1944-1945

Catalogue of Visual Education Materials	9
Creative Writing in the Elementary Grades	124
Reading Problems in the Social Studies	163
Reading Environment and Reading	160
Techniques for Improving Spelling	327
Adapting the Reading Program to the Individual	85
Developing Word Meaning	117
Experience and Reading	22
Place of Oral Reading in the Elementary School	89
Magazines for Elementary Grades	71
Reading Abilities Basic to Effective Study	86
Use of Charts in the Primary Grades	58
Language Arts Committee Report	22
Good Books for Boys and Girls	34
Natural Science Grade 5	12
Natural Science Grade 6	11
Social Studies Bulletin Grade 4	11
Social Studies Bulletin Grade 5	9
Social Studies Bulletin Grade 6	11
	1421

Book Lists

Index to 500 Favorite Poems	100
Round About Us	231
My Country 'Tis of Thee	228
Wings Around the World	224
All About Pets	252
Together for Freedom	255
V-Cation Days	244
For You Who Love Heroic Deeds	<u>113</u>
	1647
Kindergarten Handbook	238
Teachers Handbook	25
Madison Schools in Wartime	4
Democracy - The Welfare of All	1
Democracy - The Worth of the Individual	<u>1</u>
	269
Total	3337

Table V, which follows, shows that our contacts are nation-wide, and in a modest degree even world-wide. Some school system or systems in every state except Delaware, Maine, and Nevada now make use of some or all of our published materials.

Table V

States Represented by Orders  
for Curriculum Materials  
School Year 1944-1945

Alabama	3	New Mexico	1
Arizona	1	New York	51
Arkansas	3	North Carolina	9
California	29	North Dakota	4
Colorado	6	Ohio	26
Connecticut	13	Oklahoma	3
D. C.	1	Oregon	6
Florida	13	Pennsylvania	34
Georgia	4	Rhode Island	3
Idaho	1	South Carolina	2
Illinois	74	South Dakota	4
Indiana	27	Tennessee	10
Iowa	17	Texas	18
Kansas	8	Utah	8
Kentucky	9	Vermont	2
Louisiana	5	Virginia	5
Maryland	15	Washington	8
Massachusetts	13	West Virginia	9
Michigan	35	Wisconsin	49
Minnesota	30	Wyoming	1
Mississippi	2	Foreign Countries	
Missouri	11	Canada	1
Montana	4	Hawaii	5
Nebraska	10	Scotland	2
New Hampshire	1	South America	1
New Jersey	13	Total	610

## V. PERSONAL SERVICE

An expansion of responsibility this year has brought an increased opportunity for personal service and cooperative planning, an activity that obviously does not lend itself to objective tabulation. Within the school system, it has included consultation on pupil classification and promotion, class organization, departmental expansion, interpretation of test results, public relations, book selection, and other problems that are clarified and minimized by joint thinking and sharing of ideas. Outside the school, the privilege has continued of discussing with parent-teacher organizations, church groups, clubs, and individual parents and citizens, the personal and social importance of reading and the responsibility of making available in both home and school an adequate supply of the best reading materials.

Submitted by

BERNICE E. LEARY

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

MUSIC DEPARTMENT

Presented to the Board of Education  
by the Director  
LEROY KLOSE  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1944-45  
MUSIC DEPARTMENT

Section I

All Madison Public School children receive vocal music and appreciation instruction through the eighth grade. Chorus is elective in the upper four grades, and this year 744 elected it. Most of this number also participated in choir or glee clubs as concert groups.

In the instrumental field there were 184 elementary pupils, 519 junior high pupils, and 495 in the senior bands and orchestras for a total of 1,198.

Section II

A new program for violin was organized this year in the nine elementary schools. We have found that it takes at least two or more years additional training to develop strings comparable to the other instruments. Instruction was given during school time, one hour a week. In its first year the results were excellent, including public performances. The forecast for next year's enrollment shows a very large increase (see Section III, -B-4).

Musical organizations of the elementary, junior and especially senior high schools gave more than the usual number of public and school performances. In addition to school auditorium programs, concerts, operettas, P.T.A.'s, athletic and pep meetings, they were of service to many war activities, (U.S.O., bond and scrap drives, etc.) One high school band received the "War Music Council" award.

As in previous years the Music Department with the help of speech teachers, furnished daily radio programs at 4:15 p.m. over W.I.B.A. for thirty-three weeks. In addition to the music and continuity there were short statements (plugs) about the Madison Public Schools. Outstanding programs of former years were repeated and each music teacher wrote at least one new program.

Section III

I. Recommendations:

A. Physical

1. West, room 306, ventilator and sound proofing.

## Music-2

2. West, room 304, 120 new chairs with writing arm.  
(see West report.)
3. Central, room 315, sound proof room and door.
4. Central, room 317, raised floor or platforms for chairs, (see Central report.)
5. Post War:
  - a. The following elementary schools need acoustically treated music rooms; Dudgeon, Emerson (two rooms), Lowell, Lincoln, Franklin and Randall; Sherman and Nakoma permanent quarters; Nakoma and Franklin instrumental quarters.
  - b. East instrumental quarters are inadequate. A larger rehearsal room is needed, an adjacent sectional room (small) and more storage room for instruments, uniforms, library, etc.
  - c. East junior vocal room is not conducive to good teaching. Two medium size rooms of sixty-five desks (for split classes) or one with 130 desks for double classes.
  - d. Senior choirs should be robed.

### II. Program:

1. Lowell and Randall, for example, have two long periods a week for primary grades. Five twenty minute periods would be better.
2. All elementary schools should have a selected 5th and 6th grade chorus. (a) during school time; (b) activity or recess time; (c) after school.
3. Nakoma and Franklin in addition to 5th and 6th grade chorus, should have a select 7th and 8th grade chorus, and if possible, boys' and girls' glee clubs.
4. Another hour per week at each elementary school for string instruction. Last year's beginners become intermediate, and start another beginning class.
5. The junior high school vocal program is our greatest problem. Not only because of changing voices, and generally a difficult age, but very large classes and a heavy program (six and seven classes a day.) The latter two can be corrected, but making 7th and 8th grade music selective or elective later may be more effective.

Music-3

6. Appreciation course for non-singers.
7. All junior high schools should have selective or elective boys' and girls' glee clubs, and a mixed chorus.
8. More time and a better program for junior high school strings, especially East and West.
9. More time for senior choir as a concert organization. At Central and West a first and second chorus class would take care of the entire senior vocal program.
10. Post War:
  - a. One full time vocal teacher at East junior.
  - b. One teacher at Dudgeon.
  - c. Same teacher at Nakoma and West junior (helper)
  - d. At present we have the equivalent of five full-time instrumental teachers. Two at each high school doing the junior and elementary in that area would be more efficient.

Section IV

- A. The annual Christmas Pageant which has been discontinued during the war should be given again if the Capitol is available.
- B. An all-city Spring festival including all major concert groups in massed performances.
  1. Elementary and junior high schools.
  2. Senior high schools.
- C. An outline form course of study (detail to follow) for elementary and junior high school vocal music.
- D. A course of study for elementary and junior instrumental music.
- E. A more uniform program for all phases of the field.
- F. All city solo and ensemble contest. Madison is below average in this phase of instrumental music.
- G. New elementary and junior high school music appreciation chorus.

Respectfully submitted,  
LEROY KLOSE

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

DEPARTMENT OF PUBLIC INTERPRETATION

Presented to the Board of Education  
by the Director  
MARGARET PARHAM  
June 1945

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
For the School Year 1944-1945  
DEPARTMENT OF PUBLIC INTERPRETATION

ACTIVITIES IN SCHOOL PUBLIC RELATIONS

Many activities of the Madison public schools and departments, particularly those more or less traditional, have significance as far as public relations is concerned. The director has little to do with these activities except to publicize them, but would like to pay tribute to the persons who contribute a great many hours of work toward making them successful.

To mention a few, there are the Child Art Salon in which the art department cooperates with the Madison Art Association for a spring exhibition; the Lion's Club safety poster contest in which both the art and health, physical education, and recreation departments cooperate; the high school commencements, particularly the dramatized commencement program at East on which the staff and seniors work so hard; the contributions of the high school bands and other music groups in many public performances; the work of many staff members on various educational and lay groups; the presentation of articles for publication by various staff members. Many PTA programs are also presented which have largely been the work of teachers.

Following is a summary of activities largely under the direction of the supervisor of public interpretation:

Newspaper Publicity

Newspaper publicity has been curtailed somewhat, especially the use of pictures from the Madison public schools. The director has continued the policy of supplying the two dailies and the East Side News with news of recurring events.

Senior and graduation news was probably more efficiently handled this year through the help of the high schools, than at any time since the director has begun this work. It was, however, necessary to make more trips to the high schools for the news, partly because of the Memorial Day holiday in the middle of the week.

Publications

Work is progressing on the superintendent's biennial report which will be more largely pictorial than any previous report. Although the supply of Primary Handbooks has been depleted, there was not time during the last semester when the members of the committee could all work together planning a new edition.

## Public Interpretation--2

Requests continue to come from all over the United States and even outside of the country for copies of our publications, including the mimeographed and printed materials from the curriculum office. These are sent out at cost price.

Two departments of the federal government requested sufficient copies of the Kindergarten Handbook, Primary Handbook, and the last biennial report for South American countries.

### Pictures

Since the forthcoming biennial report is to be a combination report and book on reading in the Madison schools, it was necessary to secure a great many pictures, particularly in the elementary field, to illustrate the book. At the present time we have, without doubt, the best and largest supply of pictures we ever had.

We were able to secure the services of a Truax Field soldier, Pvt. Jay E. Minnich, who not only had a Speed Graphic camera but also considerable experience in taking pictures, although school pictures were a new phase for him. After he was sent to another military post, we secured the remaining pictures for our needs through William Black and Howard Van Wagenen, commercial photographers, and two West high school boys, Sherman Fusch and Dick Hauser. We also secured the services of James Roy Miller, Capital Times photographer, and Arthur M. Vinje for a few pictures during the year.

A service of this department that has expanded during the past two years has been the supplying of prints, at the cost of the prints, for many publications throughout the United States. We have continued our policy of offering our pictures to the local newspapers at no cost.

### THE MEA PUBLIC RELATIONS PROGRAM

The personnel of the MEA public relations committee during the past year included Dorothy Puestow, chairman, Lorraine Orchard, Arlene McKellar, Carrie Rasmussen, Mabel Day, Lillian Mellor, Pauline Graven, Cecile Vogelbaugh, William Marsh, Walter Engelke, Evelyn Frish, Winfried Guenther.

The committee this year brought Dr. Harley Allen Overstreet, psychologist and lecturer, to speak before the Madison Education Association and guests in Central high school auditorium April 10. The lecture was followed by a reception with refreshments in the Vocational school cafeteria.

### Radio Programs

"Music for School and Home" radio programs were broadcast over station WIBA each school day at 4:15 p.m. for the greater part of the school year. The co-chairmen, Carrie Rasmussen and Cecile Vogelbaugh, with the help of the music supervisor, Leroy Klose, worked with the radio committee consisting of all music and speech teachers in planning and preparing the programs. Some of the programs of the previous year were used, but many were entirely new.

American Education Week Program

Members of the American Education Week committee included Winfried Guenther, chairman, L. Irene Buck, Lillian Simonson, Walter Argraves, Mary Marks, Alice Large, John McDowell, Evelyn Frish, Mariam Hansen, Esther Steude.

Following a series of meetings, the committee's plans in general included the securing of materials from the National Education Association for the various schools and teachers, also the movie trailer for the local theaters, placing posters in store windows, securing a proclamation from the Mayor and requesting him to have the American Flags placed around the Square in commemoration of the week, seeking the cooperation of the newspapers for publicity, particularly AEW editorials and radio programs.

The posters consisted of enlarged pictures from our schools with hand-lettered outlines. The committee of the previous year had authorized the expenditure of funds from its budget for this purpose. Continued use of the posters was made throughout the year at PTA meetings in the various schools.

The AEW committee sent a recommendation to the principals of the high schools and to the Madison Council of Parents and Teachers that go-to-school nights coincide with American Education Week in the future if possible.

The Bulletin

Two editions of The Bulletin were published during the year, one in September and one in June. MEA council representatives again assisted by sending news to members of The Bulletin committee, which included Annah Pierce, Bert Wells, Anne Olsen, Nancy Vaniman, Lloyd Benson, Ethel Mueller, Julia Tormey, Lorraine Orchard, Mable Day, Florence Thrope, and Margaret Parham. Mrs. Harriet Streeter was employed to edit the June edition.

Elementary Movies

Considerable progress was made on the elementary school movie this year. The plan is to have two, or at the most, three, 15-minute colored films showing the elementary program in general.

"Shots" taken this year include an excursion to the fire station, Dudgeon, a spelling lesson, Franklin, the wool unit, Marquette, beginning reading, Emerson, current events, Emerson, physical education, Lapham, science, Emerson, music, Washington, library, Marquette, speech, Longfellow, arithmetic, Randall, kindergarten, Lincoln. Movies of the light unit were taken the previous year at Washington.

The reason several pictures were taken at Emerson was that teachers there volunteered to help with specific suggestions as to a unit.

Members of the committee included Walter Engelke, chairman, Carrie Barton, Margaret Bonn, Clara Boyle, Wylma Davis, Grace Draxler, Grace Hess, Glenn Rall, Mabel Hammersley, Virginia Johnson, Katherine Jones, Mary Kier, Margaret Moss, Carrie Rasmussen, Florence Thorpe, Erna Wilke, Bernice Leary, and Margaret Parham.

The mechanics of taking the movie were largely left to the chairman, the director of public interpretation, and Miss Leary. After the chairman became ill this spring, the chairman of the public relations committee, Dorothy Puestow, who has had experience in taking movies, took over the work of Mr. Engelke to complete the pictures already planned and to retake some shots.

#### Lecture Series

In the fall of 1944 the public relations committee, with the cooperation of the university extension division, offered a semester course for audit or credit to Madison and area teachers at Central high school. Prof. A. C. Garnett presented the course, "Introductory Ethics: The Moral Tradition and Modern Challenge."

At the request of the public relations committee, the board of education approved the granting of one professional credit in lieu of travel credit to teachers who attended and passed an examination on the lectures. Thus teachers who needed travel credit to pass a salary barrier were permitted to earn the credit in spite of inability to travel during wartime.

Sixty-nine teachers enrolled in the course of "Introductory Ethics," forty for audit, nine for one travel credit, fourteen for two university credits, and six for three university credits.

In the spring of 1945 the public relations committee in cooperation with the visual education department of the university offered a travelogue on Latin America. Most of the films were issued by the Office of the Coordinator of Inter-American Affairs.

Exactly 138 persons enrolled for the series of eight movies on Latin American countries. The committee also presented an extra movie on the Pan-American highway.

Respectfully submitted,

MARGARET PARHAM

THE MADISON PUBLIC SCHOOLS  
Madison      Wisconsin

Annual Report

Department  
of  
HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

Presented to the Board of Education  
by the Director  
HOWARD G. DANFORD  
September 1945

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1944-45

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

I. Health Education

On the basis of mortality statistics, there can be no doubt that the nation's health has been steadily improving. However, it is equally certain that there is room for more improvement as shown by steady increases in deaths from heart disease, cancer and accidents; by the large numbers of persons at all ages who are inadequately nourished or who have uncorrected physical defects, unsatisfactory health habits, and faulty mental hygiene; by the gross sickness and mortality rates for the poor in our large cities which are as high today as they were for the Nation as a whole, half a century ago; and by the fact that every year 70 million sick persons lose more than 1 billion days from work.

The school is not the sole agency responsible for the health of the people, yet the schools are a vital factor. In the school is offered unparalleled opportunity for acquiring scientific information about health and establishing desirable health practices.

In the belief that the total health education program in our schools should be studied carefully and improvements made wherever possible, the services of Dr. Delbert Obersteuffer, Professor of Physical Education, Ohio State University, were secured for a two-day period in January. Dr. Obersteuffer spoke before various teacher groups and outlined a ten point program dealing with the following areas of a complete health education program:

1. Health examinations.
2. The follow-up.
3. Program of disease control.
4. Continuous observation by school personnel of the health of the children.
5. Health instruction.
6. Physical education and recreation.
7. Emergency health and accident care.
8. Hygiene and sanitation of school plant and equipment.
9. The health of school employees.
10. Use of school and community leaders and organizations.

Committees were appointed by Mr. Falk for each of the above areas. In addition, two other city-wide committees were appointed, one dealing with the prevention of accidents on elementary school grounds, and the other known as the Central Committee, concerned chiefly with broad general policies and procedures. Individual building committees were established in each school (1) to assist principals in considering and putting into practice recommendations of the various health committees and (2) to make suggestions relative to the improvement of health conditions and to better utilization, from a health viewpoint, of present conditions in their building.

Progress of Committees

Several of the above committees made considerable progress before the close of school in June. The committee on Health Instruction in the Elementary School began its work by making a comprehensive survey of present status. The Central committee compiled a set of health policies, prepared a list of suggested procedures for putting the policies into effect, and reviewed the work of other committees. Both the Physical Examination and School Ground Accident Prevention committees prepared and submitted reports to the Central committee.

Problems and Recommendations

Most of the desirable features of a good school program of health education have been in effect in Madison for many years. Our job, therefore, is not so much that of introducing entirely new elements into the situation but is primarily one of clarifying our thinking, sharpening our focus, and concentrating our efforts. For example, we must reject the idea that a sound health education program can be departmentalized. Every phase of school life, every subject, and every teacher have some effect upon the mental or physical health of the pupils and, therefore, have a contribution to make to the total health program.

Our major problem during the 1945-46 school year is to forge ahead with the work of the city-wide committees as rapidly and as thoroughly as possible. The building committees will then put into effect within their buildings those recommended policies and procedures which have been approved by the various committees concerned.

A few of the problems whose early solution is basic to the entire health education program are:

1. Putting into effect the 1-3-6-9 plan of examinations.
2. More complete utilization of the health examination findings in the adjustment of the school program to the needs of the child, in bringing about the correction of defects, and in shaping the instructional program.
3. Participation by all teachers in the morning inspection and in a program of continuous observation to determine deviations from the normal. In-service education to prepare teachers to discharge these responsibilities.
4. Provision of materials to assist the teacher in the instructional program.
5. Establishment of special courses in health instruction in the junior and senior high schools.

II. Safety Education

The 1943-44 accident summary and the elementary school course of study were the bases upon which much of the work in safety education centered last year. Evidence of the need for even greater emphasis upon the safety education program is shown by the fact that 593 boys and girls were injured in our school buildings or on the school grounds during the past school year as contrasted with 484 the previous year, an increase of 22.5 per cent. The junior and senior high schools were responsible for 94.5 per cent of this increase of 109 accidents over the number recorded during the 1943-44 school year.

This Division cooperated with the Madison Fire Department during Fire Prevention Month in a program designed to educate both youth and adults in the importance and techniques of fire prevention. Also a cooperative project in safety education was sponsored jointly by the Division, the Art Department and the Lions Club.

Problems and Recommendations

About one-fourth of our population is enrolled in our schools. More than one-fourth of the accident fatalities occur among persons under 25 years of age. Accidents are responsible for one-third of all deaths among school children.

In the light of these facts, we believe that our schools should make a more concerted and united attack upon the task of reducing accidents in Madison. Safety education should be more comprehensive, more thorough, and should be recognized as a vital part of the school curriculum.

A few specific recommendations follow:

1. Every time an accident occurs someone in the school should carefully investigate it, attempt to determine the cause, and answer the question, "What can we do in our school to prevent a similar accident occurring in the future?"
2. Through the medium of a city-wide committee appointed by the Superintendent of Schools, study the problem of pupil safety organizations and their place in the Madison program of safety education at both the elementary and secondary school levels. Such a study should include street, playground, and corridor patrols, safety councils, courts, and clubs.
3. Give youth a more active share in planning and conducting the safety education program by utilizing pupil safety organizations, allowing youth to participate in the establishment of safety rules and regulations, and by encouraging students to offer their suggestions for improvement of the program.
4. Provide in the secondary schools a planned program of safety instruction partially by correlation and partially through the medium of a special subject with safety education combined with first aid and health education.
5. Wherever possible schools should enlist in the Pupil Coverage Plan of the W. I. A. A. More than one of every three injuries (36.9%) involving Madison pupils requires a doctor's attention or necessitates absence from school. A recent Louisville, Kentucky study indicates the average cost of each of such injuries to be \$12.20. On this basis, assuming that all of our injuries necessitating absence from school required a doctor's attention, 219 Madison families carried the full financial load of \$2671.80.

The school has no legal responsibility for lightening the financial burden on the parents of injured pupils except under the "safe place" statute. However, when pupils are compelled to go to school and are injured there, often through no fault of their own, it does appear that the school has a moral responsibility to do whatever lies within its power to spread the cost of accidents over as wide a base as possible.

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Before the days of workmen's compensation, when a man was injured at work, factory owners quite generally refused to accept any financial responsibility whatever for the injury. But workmen's compensation laws brushed aside the question of negligence and provided that industry should be held partly responsible for injury and financial loss suffered while at work.

The public schools of America constitute the largest industry in the United States. However, insofar as the schools accepting any financial responsibility for the injury of its "working men" we are still back in the pre-workmen's compensation days. Since the schools have not seen fit to accept this responsibility in Wisconsin we should do all in our power to promote the W. I. A. A. plan.

### III. Physical Education

Progress was made along several lines during the past school year. Granting credit for physical education in the senior high school was an important forward step. Three pieces of playground apparatus were ordered for each elementary school. Initial steps were taken toward establishing a uniform point system for the awarding of letters to senior high school girls. Sports days in volleyball, basketball, softball and tennis were conducted for girls in the senior high schools while the junior high school girls held sports days in volleyball and softball. The Four Lakes Football League experienced its second successful season with eight teams while the basketball league expanded from ten to eighteen teams.

#### Problems and Recommendations

The war provided a tremendous motivation for physical education, especially among senior high school boys. One of our major tasks now is to find a substitute stimulus so that boys and girls will want to take part in physical education, no longer in order to fit themselves for war but to fit themselves for the peace-time world.

We must also decide whether those activities and methods which had value in training youth for war have equal value in educating youth for peace.

Some specific recommendations follow:

1. Further develop the elementary and junior high school courses of study by constructing both knowledge and skill tests, compiling a selected list of visual aids for each unit, and by analyzing all of the major activities for the purpose of determining the situations arising during the course of instruction which possess the greatest potentialities for guiding the behavior of youth along socially and democratically acceptable lines. When these "teachable moments" have been determined, suggestions should be made regarding their handling so that the best results may be attained.
2. Begin analysis of the Physical Fitness Program now in effect in the senior high schools to determine its values in a country no longer at war.

3. Expand the swimming program for junior and senior high school youth at Central to include full-time daily use of the pool. Place two men at Central on a full-time basis with one assigned to teach the swimming classes.
4. At the earliest possible moment relieve Mr. Hurd of all teaching duties at Nakoma and assign one man to Nakoma, Longfellow, and Franklin.
5. When men are available, place a man classroom teacher in every elementary school and assign him partial responsibility for the boys' intramural program. Our experience with university students as intramural directors in general has been an unhappy one.
6. Employ a woman to teach three-fourths time at Sherman and Central and one-fourth assisting the classroom teachers in the elementary schools who are teaching their own physical education.
7. As soon as the man power situation will permit it is hoped that a volleyball league for senior high school boys may be organized by the four local schools. The league season probably should parallel that of basketball with player personnel restricted to boys not on the basketball squads.

The annual West high school volleyball tournament and the junior high league have raised greatly the level of volleyball play in Madison and stimulated considerable interest in the sport among senior high school boys. If the schools are to offer equality of opportunity in the field of interscholastic athletics they must provide a more diversified program so that the boy whose special talent lies other than in the areas of football, basketball, track, tennis, or golf will have a chance to advance in his favorite activity. Through the medium of the Four Lakes Leagues in football and basketball our schools have made progress in providing opportunities for more and more boys to experience the values of interscholastic competition in these two sports. Our next step should be a horizontal expansion to include more sports on the interscholastic calendar.

#### IV. Recreation

The past year has been a most successful one for the Division of Recreation. Attendance has been the highest in its history. A more varied program has been offered and a better quality of leadership employed as a direct result of a higher salary schedule.

Major advances along the recreational front have been in the following areas:

1. Expansion of the summer playground season from nine to twelve weeks.
2. Development of the summer music activities as a result of the employment of a specialist in music.
3. An increased program of junior baseball. Fifty teams played in three age classifications as follows: midgets--12 and 13; juniors--14 and 15; seniors--16 and 17.

## Health, Physical Education, Recreation and Safety--6

4. Greater participation than in any previous years in swim meets, and golf and tennis tournaments. For the first time the City Golf Tournament was sponsored by this Division. The number of entries in the above activities follows:

City Golf Tournament--	63
Public Links Tournament--	168
City Tennis Tournament--	161
Swim Meets (4)--	1782
5. More efficient administration of parochial school athletics through the medium of a commission composed of representatives from the eight participating schools.
6. A greatly improved maintenance program for our ball diamonds. This work was done under the supervision of James Marshall, Superintendent of the Park Department.
7. Organization of the cribbage league in which 62 players took part. This is one more step in the development of a recreational program for our older adults.

### Problems and Recommendations

1. Construct at least one ski jump on the west side of Madison and one on the east. At present we have no ski jumps at all.
2. Construct additional baseball diamonds so that our baseball games will not have to be played on softball diamonds as has been true in the past. Two good junior diamonds can be constructed at Central field. If the Board of Education will purchase fifteen or twenty acres of the swamp area north of East high school several baseball diamonds could be constructed there after the area has been filled in.
3. Request the Park Department to construct a battery of well lighted concrete horseshoe courts preferably at Kendall Field. Interest in horseshoes among Madison adults is increasing rapidly but the facilities for the sport are very inadequate.
4. Extend the community center season from 20 to 24 weeks, opening the middle of October and continuing until about the middle of April. Weather in Madison generally does not permit much outdoor recreation until the middle of April. The approximate cost of this expanded program is \$3000.00.
5. Facilitate the absorption of the older teen-age youth into the adult community center athletic program by permitting twelfth grade boys and girls to participate on adult volleyball teams provided they are not participating in any form of interscholastic athletics.
6. Broaden the community center program to include more activities of a dramatic, musical, craft, and club nature.
7. Combine with the schools in the employment of drama and music personnel on a year-round basis with each person working half time with the schools and half time in the community centers during the school year, and full time with this Division during the summer playground season.
8. Reduce the instructional period for swimming from twelve to ten weeks because of weather and water conditions in late August.

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Summary of Activities and Attendance September 1, 1944-September 1, 1945

Baseball

Adult . . . . .	46	547
Junior . . . . .	10	243

Basketball

Adult . . . . .	4	850
High School . . . . .	1	652
Community Centers . . . . .	40	141

Football

High School (Tackle) . . . . .	3	732
Junior High School (Touch) . . . . .	1	034

Golf . . . . . 1 044

Horseshoes . . . . . 112

Jackstones Tournament . . . . . 720

Marbles Tournament . . . . . 895

Night of Champions . . . . . 800

Picnics . . . . . 10 430

Parochial Schools

After School Sports . . . . .	4	762
Basketball . . . . .	4	390

Football, Touch . . . . . 3 437

Softball . . . . . 1 633

Volleyball . . . . . 190

Recreation Band . . . . . 751

Recreation Leadership Institute . . . . . 462

Saturday Play Centers . . . . . 26 083

Softball

Adult . . . . .	12	312
West Junior High . . . . .	445	

Summer Playgrounds . . . . . 300 082

Swimming . . . . . 25 051

Tennis . . . . . 3 575

Vacation Indoor Play Centers . . . . . 5 781

Winter Sports

Hockey . . . . .	1	776
Ice Boating . . . . .		287

Skating Meets . . . . . 1 853

Ski Meets . . . . . 363

Total . . . . . 515 438

Submitted by

HOWARD G. DANFORD