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F O R E W O R D

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1950-51.

For many years, 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 broaden the understanding and deepen the appreciation of each school and department for all others.

The following instructions were sent to principals and supervisors by the superintendent 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."

Perusal of these reports indicates clearly that the principals and supervisors of Madison are still confronted with many problems which hark back to the war period.

Staff turnover has decreased in high schools but has continued to be abnormally high in the elementary schools. Many vacancies occurred on very short notice. Again full employment caused the substitute list to be very short, since nearly everyone who wanted full-time work could secure it.

Madison's future school housing problem is indicated by the number of sections required during the past year for each grade:

Kindergarten	42	Fourth	28
First	35	Fifth	25
Second	33½	Sixth	24½
Third	31		

When we keep in mind the fact that the number of children born since the war is far greater than those born during the war, and those born during the war have not yet reached first grade, the even larger number of children born since the war have not yet reached school age. Preparation of new building plans to accommodate the coming wave of children consumed much time and energy of principals and supervisors, as well as many teachers, during the year.

I should again like to express appreciation to principals and supervisors for their splendid professional efforts and spirit.

P. H. FALK

Superintendent

July 1951

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORTS
of
PRINCIPALS AND SUPERVISORS

For the School Year 1950-51

Reports are arranged in the following order:

High Schools

Central High School
Junior-Senior High School - Egrl D. Brown
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 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 - Emery C. Bainbridge
Franklin School - Armand F. Ketterer
Lapham School - Maurine Bredeson
Lincoln School - Helen Simon
Longfellow School - Walter Argraves
Lowell School - A. Kermit Frater
Marquette School - Lillian Simonson
Nakoma School - Walter W. Engelke
Randall School - H. Ralph Allen
Sherman School - Anthony Farina
Washington School - Pearl Leroux

Special Departments

Art - L. Irene Buck
Child Study and Service - Carl H. Waller
Wisconsin Orthopedic Hospital School - Mrs. Kathryn Charlson
Curriculum - Bernice E. Leary
Health, Phy. Ed., Recreation and Safety - Glenn T. Holmes
Music - Leroy Klose
Public Interpretation - Mrs. Margaret Parham
Remedial Reading - Walter Berger

THE MADISON PUBLIC SCHOOLS
Madison
Wisconsin

Annual Report
for
1950 - 1951

CENTRAL JUNIOR - SENIOR HIGH SCHOOL

Presented to the Board of Education
by

E. D. Brown

Principal

July 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1950-1951

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

INTRODUCTION

I should like to bring into my introduction my own reaction to certain phases of the curriculum, activities, spirit, traditions, and personality of Central High School. After having taught in several other Wisconsin schools, and after having had something to do with all of the Madison Schools as business manager, and with two other schools as principal, it may give me a broader viewpoint in looking at the school in which I have been working during the past year. I might add that during the previous year and a half I had the opportunity to work indirectly with a number of California schools.

My first reaction is that Central has a broad offering of subjects including Latin , German, French, Spanish, Advanced Mathematics, Physics, Chemistry, Problems of Democracy, Commercial subjects, Home Economics, and Industrial Arts. In other works all of the subjects which make up a commercial course, a general course, and a college preparatory course. For a school of a little over 500, this offering seems very adequate. In addition a new course has been added called the Trades Course, which will be discussed under Special Achievements. The size of the majority of classes is slightly under that of the other two high schools. This offers some advantage for more individual help and instruction.

As to activities, Central seems to offer a splendid variety. Perhaps the most important of these activities is the Student Council. It is composed of two representatives from each home room. The president and vice president is elected by a popular vote of the student body at an election in the spring. The election activities take about a week to complete. During this time there are campaigns, speeches and a general submission of platforms. The Council elects its own secretary and treasurer. The Council carries on a good deal of the work of organizing the social program of the school as it relates to dances and parties. At least four or five dances are sponsored during the year at which from 20 to 40% of the student body attends. The Council furnishes the All-Central Committee which helps to raise money, sponsor teas, back fund-raising projects and in general create an atmosphere for a wholesome school unity. The Council appoints the Athletic pep committee which organizes six or seven pep rallies and programs during the year.

Twice during the year 1950-51 the Council organized a scrap drive. During an entire week after school and early evenings, pupils collected scrap and it was picked up and sold, the money going to back worthy school projects. During the past year over $400 was raised in this way.

Perhaps one of the most important but less spectacular movements sponsored by the Council during 1950-51 was the "Good Sportsmanship Drive" initiated by the W.I.A.A. and Big 8 Conference. The Council furnished several assembly programs at which speakers tressed the importance and necessity of improving the attitude of the fans toward the visiting teams and decisions of the officials. The Council entertained the visiting teams after each game by furnishing milk and doughnuts. Both home and visiting teams got together after the games and became better acquainted. All during the year the importance of good sportsmanship was stressed at all pep meetings. As a result of this sustained drive there were no serious incidents at any of the functions with competing schools and a spirit of fairness and coöperation grew as the year came to a close.

There are a number of other activities in which pupils have a large part in management. The electrician's club furnishes operators for the loud speakers and light operators at all assembly programs, and for the special Audio-visual room. The Mirror staff puts out a school newspaper about every two weeks, and the Tychoberahn staff publishes the Annual. Other groups under a faculty advisor change the displays in the various bulletin cases from week to week.

There are a number of Clubs which meet on the average of once every two weeks. The following list includes the most active group: Art, Cheerleaders, Dramatic, Boy's M, Girl's M, Physics-Chemistry, Field and Stream, Junior Town Meeting, Ushers, Usherettes, Spanish, All Girls, and Photographers. While a faculty representative meets with each club, the members prepare and carry out for the most art the specific programs.

In some ways it has been fairly easy to keep a good deal of student participation going at Central, as many of the mentioned activities and clubs have been in existence for from twenty five to over fifty years. The tradition of an old school can often make up in spirit what may be lacking in the way of ultra modern architecture and equipment. Central has preserved and developed this spirit even though it has had something of an uphill fight during recent years when the enrollment has been diminishing and certain pupil supported activities such as athletics lacked adequate financial income. However, as enrollment increases, as it

undoubtedly will with the wave of elementary pupils doubling, pupil support will again increase and the slight disadvantage of size will be overcome.

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School this year was 1,017 as against last year's total of 1,029. The detail of this enrollment is as follows:

	Grade	Boys	Girls	Total	Increase or Decrease
Junior High Division	Seventh	62	71	133	+14
	Eighth	56	67	123	-10
	Ninth	109	83	192	- 9
Totals		227	221	448	- 5
Senior High Division	Tenth	93	114	207	+16
	Eleventh	183	86	169	-25
	Twelfth	99	94	193	+ 2
Totals		275	294	569	= 7
Junior and Senior High Totals		502	515	1,017	-12

In the year 1950-1951 we graduated 167 young men and women, including only three military service veterans. We are proud of our 1951 graduating class and particularly proud of the large group of capable leaders contained in it.

SECTION II

SPECIAL ACHIEVEMENTS

A.
Probably the number one achievement which affected Central most was the completion of the Vocational School Unit and its tie in with the Central building. This was not achieved in total until the second semester and even then there were tag ends to be completed. However, the Cafeteria opened shortly after Christmas vacation. The food has been abundant and at a very reasonable price. The adult dining room

which serves the Vocational and Central faculty, filled a great need in making it possible for the adult group to have a separate room for relaxation and more prompt service. By the end of a month's operation the service to the pupils had improved to the extent that practically no one had to stand in line over seven or eight minutes. Most pupils were through the lines in five minutes.

The Girl's Gymnasium and its new locker rooms furnishes a colorful modern, healthful place in which to carry on a program of physical education and intra mural sports. The boys' locker rooms have been completed except for shower heads. This improvement will add greatly to the efficiency and spirit of the boys physical education program. Other building improvements include the completion of the woodshop, sewing room, and art metal laboratory. In addition other shops which have been made available for classes or class participation include the welding laboratory, benoh metal shop, refrigeration laboratory, electrical laboratory, Carpentry shop, and print shop. In most of these rooms the equipment is modern and quite complete. In fact there are very few shops in the state outside of Milwaukee which are as well planned and equipped as the shops now available to Central.

B.
The next most important achievement was the establishment of the new Trades Course.

During the past several years there has been a growing feeling among the members of the Board of Education, the Superintendent of Schools, and several other members of his staff, that some more definite trade and technical courses be offered to the high school age group of boys and girls in Madison. With the completion of the new shop units in the Vocational School, facilities were presented for development of such an expansion of the industrial arts and other trades courses.

During the first semester of the school year 1950-51 a thorough study was made of the trades courses as taught in the Boys' Trade and Technical High School in Milwaukee. Mr. Bardwell and Mr. Morrison of the Vocational School, and Mr. Brown and Mr. Marsh of Central High School, spent a day at the Milwaukee school and obtained courses of study and other information. Mr. Brown presented the general outlines of this information to State Superintendent of Schools Watson and his assistant, Mr. Lewis. Both Superintendent Watson and Mr. Lewis seemed enthusiastic over the plan, and suggested that a plan of courses be worked out and offered to pupils at Central during the second semester of 1950-51.

Near the middle of the first semester of 1950-51, Mr. Brown met with the Superintendent of Schools and members of the

Board of Education, and the frame work for the trades course was discussed. The Board endorsed the plan and suggested that an opportunity for a trial during the second semester be given. Information relative to these courses was furnished through the home room teachers, teachers of industrial arts courses, and through the Guidance Department. A total of fifty-two pupils elected to begin study and work at the opening of the second semester.

The following courses were offered for two periods per day: Printing 10b and 10a, Printing 11a, Welding and Machine Shop 10a and 11a, Electricity 10b, Refrigeration, Sheet Metal, Woodwork 10a,11b, and 12b, Fundamentals of Merchandising, and Auto Mechanics. In addition a one-period Exploratory Woodwork Shop course was offered for those who wanted to get an introduction to the trade course in Woodwork. In all about fifty-two pupils elected to take the above mentioned two-period courses.

In some cases Shop Mathematics and Shop Drawing were elected in addition to the two-hour course.

In general the reception of the courses by the pupils was enthusiastic. The double period offered a much greater opportunity for actual shop work and experience.

Near the end of the second semester of 1950-51 the trades courses were again presented to the pupils in home rooms and elections were tabulated. In all about ninety pupils elected the two-hour courses, as compared to fifty-two for the past semester. About thirty of these were "hold overs", while about sixty of the sophomores were just beginning the course. This did not include any pupils from East or West High Schools who might be coming to Central.

C.
Our Parent-Teacher Association reached a total membership of 443, the largest in a number of years. During the year some very worth while projects were carried out. The members sponsored the Athletic banquet and held it in the new cafeteria.

Money was donated by the P.T.A. for use by the Usherettes Club in purchasing uniforms. A special study was made by the P.T.A. in cooperation with the other high school P.T.A.'s relative to the need for some reasonable and fairly uniform rules for evening social affairs and school activities. The amount of money to be spent on dances, flowers, snacks, etc., and the time for getting in after these events were specific items included in a questionnaire. While no definite rules have been arrived at, the discussions brought to the attention of fathers and mothers the importance of careful supervision of weekend events.

D.
Our athletic progrem was very complete in its variety of offerings. The Sophomore basketball team won the Big 8

Championship, and promises to furnish good material for the Varsity squad. This past year was one of developing green material for our football, track, tennis and baseball squads. Next year we will be much deeper in veteran material.

E.
Our guidance department carried out a big job of individual counselling and also developed further the program of group meetings and career conferences for seniors.

F.
The music department presented some outstanding programs in the spring concerts and operetta. At least thirty to forty percent of the student body took part in these events. The dramatic department presented an excellent play, which gave an added impetus to some needed development in this field.

G.
Perhaps the most important achievement in Central's activity program was the fact that so many different people took part. More than ninety percent of the boys and girls were members and participants of various activity groups.

H.
During the past year seventeen members of the student body were elected to the Honor Pin society. This is the largest number for any one year since 1934, with the exception of 1948 when eighteen were made members.

I.
While size in itself may be a minor achievement, it also has some bearing on the opportunities for better study of individuals. The fact that Central is somewhat smaller than the other high schools in the city gives greater opportunity for better acquaintance among its members and also between members of the faculty and individual pupils.

J.
A decided improvement was made with the installation of accoustics in the corridors and gymnasiums. Actual tests showed that noise echo and reverberation were reduced by about thirty percent.

SECTION III

SPECIAL PROBLEMS

A.
Right now our most serious problem is that of supporting interscholastic athletics. Our enrollment has been down somewhat and during the past year our teams have been green and therefore have lost most of their games in football. This had a decided effect on gate receipts. The price of athletic equipment has been steadily increasing at the same

time our receipts have been dwindling. We are hoping for more success this coming season.

B.
The problem of plumbing costs and also of obtaining materials during the past eight years has shown itself in the deterioration of the toilet facilities in our building. Improvement in this field would certainly furnish a lift to the physical betterment of Central.

C.
The problem of failures among pupils has become serious. Whether the unrest of the past several years of war in Korea is the chief cause or whether we as a faculty are trying to hold the academic line, or whether we are not gearing our curriculum to the majority of pupils who will never go to college, I do not know. However, our Trades Course may throw some light on this problem. At least we are aware that we have the problem and we will give some time to its study.

SECTION IV

RECOMMENDATIONS

A.
If materials are available it will improve our facilities greatly if we can begin a program of complete renovation of our toilets.

B.
The improvement of the condition of some of our classroom floors during the past several years has added to the comfort, health, and aesthetic surroundings of these rooms. If this can continue until most of the classrooms are brought up to this standard, the entire building will be a much more pleasant place in which pupils and faculty can work.

C.
Money has been appropriated for improving athletic facilities-shower rooms, squad rooms, and storage space at Breese Stevens Field. If more money can be put into the budget during 1952 these facilities could be completed. This would give Central and visiting teams sanitary and adequate quarters during the football and baseball and track seasons.

D.
Central High School is a well built structure. It will do good service for many years if it is kept up and if from time to time some of its obsolescent features are improved or replaced by modern facilities. Some sort of inter-communication system should be installed in the next few years. This would save a lot of time and energy on the part of the entire staff. Provision for a new clock will have to be made before long.

SECTION V

ORGANIZATIONAL PLANS
1951-1952

Last year ten new teachers were hired to fill replacements. This year we will need only three replacements for full time positions and three for part time.

An outline of tentative enrollments and class sizes is submitted on a separate sheet.

Respectfully submitted,

E. D. Brown

E. D. Brown
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by Vida V. Smith

June 1951

ANNUAL REPORT
For the School Year 1950-1951
CENTRAL JUNIOR HIGH SCHOOL

I. STATISTICAL DATA

School Year 1950-1951

TOTAL ENROLLMENT TO DATE				TOTAL WITHDRAWALS			
Grade	Boys	Girls	Totals	Grade	Boys	Girls	Totals
Seventh	61	71	132	Seventh	7	2	9
Eighth	57	67	124	Eighth	5	5	10
Ninth	109	83	192	Ninth	11	6	17
Totals	227	221	448	Totals	23	13	36

Thirty-two new pupils enrolled after the first week of school for the present school year as compared to eighteen for the previous school year, and thirty-six withdrew this year as compared to twenty-five last year. Twenty-six of these new pupils were from out of the city and twenty-seven others enrolled at the beginning of the school year from out of the city, or approximately 11.5% of this year's pupils were from schools outside of Madison while 89.5% were from Madison Public or Parochial schools as compared to 6% and 94% respectively for the school year 1949-1950.

It is interesting to note that the trend toward a more stable school population at Central Junior which existed the past three years was not so stable this year. This, no doubt, has been largely due to the housing situation as families have bought homes in the new areas while other families have moved into the Central area. It will be interesting to see if the present trend toward raising rents will cause a shift of these families to other parts of the city or will it tend to cause the doubling up of families as was true during the war years and which is still true to a certain extent. Landlords in the Central area who would not rent to families may have to do so now or let their places remain vacant with the new housing units making home ownership more of a possibility for many families.

ANTICIPATED ENROLLMENT FOR SCHOOL YEAR 1951-1952 AND SCHOOLS FROM WHICH PUPILS ARE COMING

Seventh Grade		Eighth Grade		Ninth Grade	
Central Seventh (Repeaters)	2	Central Junior	127	Rural	4
Franklin	5	Repeaters	2	Central Junior	117
Lapham	20	Parochial Schools	4	Franklin	24
Lincoln	15	Franklin	2	Holy Redeemer	4
Longfellow	35			Madison Lutheran	2
Marquette	7			St. James	2
Parochial	4			St. Joseph	10
Rural	0			St. Patrick	6
Washington	56			St. Raphael	10
				Repeaters	2
TOTAL (7th Gr)	144	TOTAL (8th Gr)	135	TOTAL (9th Gr)	181

Total for entire Junior High School - 460

The foregoing anticipated enrollment does not include any elementary pupils who said they wished to attend other high schools. It is taken for granted that all such pupils will receive special permits if they request them as has been true in the past. It is impossible to organize a school at Central until after the fall enrollment is in as we never know how many special permits will be granted. Sometimes when certain pupils get special permits, others ask for them who had no intention of doing so before that time. There are twenty-two seventh grade pupils, approximately forty eighth graders, and about forty ninth graders who lived in our district when they left elementary school who are now attending or planning to attend other public high schools. Most of these have already been at East or West Junior High School since seventh grade. If these hundred pupils were to attend Central Junior we would be filled to capacity at junior high level. This would do away with the necessity of issuing special permits as there would be no room to accommodate pupils outside the Central district.

I doubt that we will ever be able to build up a school at Central with the same per capita cost and still offer the same opportunities in languages, advance mathematics and sciences that the other two Madison Public High Schools offer until we have definite boundaries established which will probably never be. Our language and higher mathematics classes are very small but if the community is willing to pay for them, it is an excellent opportunity for those children who are in these classes to receive individual attention.

II. SPECIAL ACHIEVEMENTS

The separation of the guidance activities of the junior and senior high school has had many advantages as well as some disadvantages. Junior high pupils have received much more help of a guidance nature than has ever been the case at Central Junior High. Mr. Haugen has had individual conferences with most of the seventh graders and has begun to build up files that should help all of us to understand the needs of these children better. He has also been of considerable help in assisting home room teachers and pupils in the work on advance programs and their three and four year programs. Several profitable assembly programs on guidance were planned by him for the different grade levels. Teachers appreciated this help and many of them followed these programs by discussion in their home rooms which made the programs of real significance to the pupils. Several conferences were held with parents and some with teachers. A number of pupils were referred to the Department of Child Study for special services which they were better able to give tham we were.

Our music department has not been as active as usual this year. This no doubt is due to the fact that three of the four persons in this department were new to the Madison public school system and it takes considerable time for an instructor to become acquainted with so many groups at both junior and senior high levels. Our Junior Orchestra has appeared twice at evening performances of school plays, the seventh grade band played for a P.T.A. meeting and the Junior High Band participated in our Orientation program. The instrumental groups prepared one program for the junior high assembly while small vocal groups appeared several times during the year. Our vocal groups also participated in several P.T.A. programs and in some for elementary schools in our community. The best performances of the vocal groups were their Christmas program and the Music Festival.

The music and dramatics departments combined to present a very interesting Christmas program for the entire school and their parents. Our dramatics groups presented two plays as evening entertainment for their parents and friends. They also prepared several auditorium programs, some of which were very good and others mediocre.

All junior high pupils were given standardized tests in the fall in reading, spelling, language usage, and arithmetic. The results of the tests for Central pupils compared quite favorably with that of the entire city according to the results tabulated by Miss Leary. Other tests were given in the spring by individual teachers.

The organization of our club program was delayed considerably in the fall due to the building program of the vocational school as several of our clubs meet in that part of the building. Now that we have two gymnasiums and a large recreation room we have better facilities to carry on our club activities than we have ever had at Central. The interest and worthwhileness of the club program depends largely upon the teacher sponsor and his ability to help pupils to develop their possibilities of leadership. Some sponsors do an excellent job in bringing out the best in pupils through club and home room activities while others do practically nothing in this respect. I always feel badly to see some children losing out in this important phase of education because they happened to get into a home room or club in which the teacher does not feel the great educational opportunity he is missing when he fails to consider these duties of equal importance to those of classroom teaching.

Our noon recreation program has been resumed recently after having been dispensed with for a year and a half due to the necessity of a short lunch period because of the building program of the vocational school. The junior high has been extremely fortunate in having the use of both gymnasiums, the activity room, a study hall and the library for noon activities every day. This has taken care of the junior high pupils during the lunch period the best that they have ever been cared for and they have appreciated having these facilities as has been evidenced by their participation and cooperation in assuming responsibility in the care of equipment and in checking it in and out. Their conduct during the lunch period has been very good for more than 96% of the pupils participating in these activities. We appreciate the cooperation of Mr. Holmes, Miss Sauthoff, and Mr. Blau in providing materials from the community centers for our noon recreation program and in helping us to reorganize the program.

Miss Sauthoff also planned a most interesting assembly program for us on square dancing. It was held in the gymnasium and the response of the student body was excellent.

Sound proofing was put in both gymnasiums, in all corridors and in all offices. Two junior high school rooms were equipped with new pupil seats and one with a new teacher's desk. We also received fifty new lockers. Some of the facilities we were promised in the new vocational addition have been quite disappointing but in some respects we are better off than we were previously. Our woodwork shop is a great improvement over the old one in size, location, lighting and convenience. Our art room is a disappointment as there is no cupboard space for storing pupils' materials and the room is too small for classes the size we have to run.

The pupil cafeteria has been a disappointment as it has been rather unattractive and the meals have not been tasty and appetizing. I have heard more complaints from both children and parents regarding the food in the cafeteria this year and last, and especially this year, than I have heard in the other twenty years I have been at Central. There is no complaint about the price or the amount of food but the children say it just doesn't taste good and isn't served attractively. We must realize that the children in high school today are the offspring of our former pupils who have had home economics training and many of them have made good use of it in furnishing their homes and in providing adequate diets for their families. We are in part at least responsible for having raised the family standard of what a good lunch consists of and now cannot let them down by not providing an adequate lunch served attractively. A questionnaire answered by junior high pupils the first part of May indicated that less than 25% of the junior high pupils ate in the school cafeteria at that time, while 21% went home for lunch, 34% ate in the junior high lunch rooms and about 18% ate at eating places in the uptown area. A few pupils did not answer the questionnaire due to absence or other reasons.

The building improvements at Central Junior High this year in spite of some disappointments in what we got from the vocational school addition have been the most hopeful sign for the continuance of Central that I have seen in over twenty years. It is most unfortunate that they were so long in coming but they are greatly appreciated none the less.

Our athletic program at Central Junior High has been quite successful this year. We carried on interscholastic athletics with West Junior, East Junior and Wisconsin High. Our football, basketball and golf teams placed second while our volleyball and track teams won first place in this league. It is unfortunate that we are not able to offer tennis and to participate in that activity due to the fact that we have no tennis courts. I was disappointed to see the boys on our junior high teams becoming discouraged with the lack of success of our senior high teams in athletics this year. Our junior high has always been a great booster for the senior high in all their activities and they still are, but as the boys expressed it when asked why they were at Recreation Center instead of attending a Central Senior High game, they said, "Miss Smith, we just can't bear to see Central lose again." I really felt sorry for them and was glad that they were able to hold their own in athletics for one more year at least.

Our Junior Red Cross Club has been very active in providing materials for hospitals, children's homes and in filling Christmas boxes and sending Care boxes to children in other lands. They enjoyed receiving letters from those countries to whom they sent boxes last year. Miss McIlquham has done an excellent job in continuing the work with the Junior Red Cross and in cooperating with the local Junior Red Cross headquarters. The children in the Red Cross Club have been very pleased to be of real service to the local hospitals and to the Blood Bank in preparing materials for them.

Our Get Acquainted Club has kept up correspondence with boys and girls in other countries and has enjoyed receiving letters from these pupils. This has been very educational and should do much to establish good public relations between their countries and ours as these children become pen pals. It is interesting to see how this activity is carried on for several years

by pupils in the senior high who were former members of this club. This year some members of this club began correspondence with a group of boys and girls from Japan. The good English and correct spelling used by the children of other countries is amazing to our children who know only one language and that not too well.

Our Student Council, Cheer Leaders, Mirror Staff, and Service Clubs have been of much value to the school in assisting with all co-curricular activities, interscholastic games and Orientation Day.

Visual aids and recordings have been used to quite an extent to supplement the classroom work. In most cases visual aid materials have been used very wisely but in a few instances I was disappointed to find them used merely as a fill-in to save teacher time in preparation either for the movie or for anything else. Such use of these materials has no place in a modern educational program.

Radio has not been used to any great extent as a part of the teaching program other than to teach some principles for better radio programs as a unit in speech and English classes. The radio was used a few times in connection with social studies groups and English classes, but very infrequently.

We appreciate the work of Mr. Sprecher and the Electricians' Club from senior high for their excellent cooperation in showing films and in helping with the lighting for junior high plays.

Our art, home economics, civics, junior business training classes and Know Your City Club have all taken several trips to places of special interest to them. I have been pleased with the conduct of our pupils on these trips. Only one pupil has had to have these privileges denied to him in the entire junior high school.

The accomplishment of the clothing classes has been very outstanding this year. The style show put on by this department for the P.T.A. card party was excellent. We had an exceptionally good group of eighth grade girls in home economics classes this year.

We have had some very interesting and worthwhile auditorium programs. Home room groups have assisted in planning some of these programs. The art department made slides for a very interesting program on Safety. Practically every member of the class participated and since many of these were children who did not usually participate in assembly programs except as spectators it was an excellent experience for them. They were so pleased with their success that they offered to make slides to illustrate the club activities for our Orientation program.

The junior intramural basketball schedule on Saturday afternoons did not seem to be very popular this year.

Some studies were made regarding definite phases of our school program, such as actual accomplishment in school subjects, school attendance, 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 other departments of the public schools who might be interested in them so they will not be discussed further in this report.

Having the physical examinations of pupils in the fall was a great improvement over having them in May as had been done previous to last year. Vision tests and dental survey were also done in the fall this year and we found it much better. The number of outside permits issued for children to the dentist or eye doctors indicates that many parents were interested in having their children's defects corrected in as far as it was possible to do so.

III. SPECIAL PROBLEMS

The special problems at Central remain much the same each year as it seems that very little is done to improve them even though Mr. Waehler and I have indicated the needs each year.

Our custodial services have not been very good this year although there has been some improvement the second semester. This has been partly due to the change in the set up for janitorial services in which responsibility is hard to place and partly due to the excessive amount of dirt which is always found where construction work is going on. Also, the fact that the senior high sold apples and ice cream during the lunch period and these pupils were permitted to eat in any place in the building except the auditorium which added to the untidiness of corridors and walls near the gym. Since eating of fruit and ice cream in the halls was permitted it added to the clean-up work necessary to keep the building in good condition. Mrs. Andrews has done a good job in keeping the offices and girls' dressing rooms in a tidy condition most of the time. We are sorry to lose her.

If the pupils in the Central school district were expected to attend Central High (except those who for very special reasons as determined by careful investigation by the Department of Child Study) our school would be filled to capacity with pupils in the Central area. This would make for a better school and would be carrying out the trend in modern education for community schools as close to the homes of pupils as possible. It would help a great deal to revive the Central spirit and would be a help in reducing the per capita cost of educating children who do attend Central. It would also help to create a feeling of loyalty of the elementary schools to the high school in their vicinity.

Woodwork in the girls' dressing rooms should be painted or new metal or marble stalls provided.

I question the policy of requiring vocal music at eighth grade level. I feel that some of these pupils would be far better off spending those those two periods per week on some constructive work in mathematics, art metal, crafts, shop, reading, etc. Some of them cannot sing, and a few others do not want to. Our most serious discipline cases the past several years have developed among those pupils who resent having to take vocal music.

The monotones and those not the least interested in vocal music at seventh and eighth grade levels are still a problem. We do not have enough from any one class group to make a regular class for them and they spoil a music class if allowed to remain in it. To provide for them makes an expensive program as the group is small, but if providing for individual differences among children is our aim, it is very much worthwhile. Whether or not we can afford this program depends upon to what extent we sincerely believe

that the junior high schould be an exploratory school and should care for the individual needs of children and help to avoid their becoming problem cases. We did not have the teaching power to take care of these children the past four years and I am not expecting to have it next year.

There is need of a uniform ruling in regard to the amount of time to be given to music at the seventh and eighth grade levels. East and West give five hours per week to instrumental music plus two hours for vocal music besides some time during activity periods and after school. Central has been giving only three. Mr. Fandrich is following in Mr. Steensland's footsteps in requesting that we give five hours to it. I can hardly see the justification in having a seventh and eighth grade pupil give from seven to ten periods out of a thirty-five period week for two years to music leaving twenty-eight or less periods per week each year to be spent on mathematics, history, geography, shop, art, English, home economics, science, spelling, physical education, health and home room guidance activities. No other subject in the entire school curriculum gets as many as seven periods per week at any grade level in either junior or senior high. Is music the most important subject for even a small per cent of the pupils at these grade levels? At Central Junior High 49.2% of the pupils enrolled in the seventh grade the first semester of this year and 38.6% of the eighth grade were taking instrumental music. Should that large a per cent of pupils give more than one-fifth of their school day to music activities when the field of education is so broad and there is so much to teach in other subject areas?

The trend in our social order of everything being done by the hour and everyone asking for more pay and shorter hours has continued to show its effects in the schools as evidenced by the limiting of the number of hours of work per week for janitors and clerical help. This same trend has begun to show its influence in the professional fields. It has been necessary to excuse more children from school and much more frequently to get to doctors and dentists before four o'clock as many doctors leave their offices at this time. The number of teachers left in the building after four o'clock is very few. I hope this trend will not go so far as to limit the educational opportunities for children at a time when they need more and better education than ever before in the history of our nation.

The auditorium stage is not large enough to accommodate either the band or orchestra without the apron and it is too much work and too expensive to have it put up for auditorium programs so some pupils have to be eliminated from appearing at certain performances of these organizations. This is poor psychology and not in keeping with all of the money we spend on guidance workers and psychologists to help children find an acceptable way of expressing themselves and their interests. Then when they have found it we cannot use them in some performances because our stage is not large enough.

We are again having many teachers and parents questioning whether sports is of more value to an educational program than is work on educational committees, special help given to pupils who have been absent or who find school work difficult, coaching of plays, and supervision and planning for social activities for pupils. Our P.T.A. questioned the policy of having a banquet for athletes and not doing anything for pupils who had done an equally good job in representing the school in non-athletic activities. The past two

years the P.T.A. have questioned the policy of having pupils pay their own bus fare for practices at the music festival when the school pays the bus fare for athletes. This year teachers and parents questioned the policy of having National Honor Society members buy their own pins and pay for their own luncheon when letters and banquets are provided for athletes. While these are small matters to us interested in education, it does indicate that parents and teachers are giving some serious thought to the real purposes of public education. I am very much in favor of an athletic program for every high school and for proper recognition to coaches and pupil participants but I do not want such a program to let us lose sight of the main reason for which our forefathers established public education. Their purpose in establishing schools was to teach children to read and interpret the printed page, to express themselves well in oral and written expression and to manipulate figures to the extent that they have need of them and are capable of so doing. We have added many other things to our present day curriculum and to our aims of public education down through the decades and justly so, but we can never forget that those aims of public education which our forefathers saw need of are needed as much or more today than they were years ago. The graduates of our high schools today are going to have keener competition in getting jobs and in holding them than ever before. They will be competing with not only those in this country but those of the entire world.

IV. RECOMMENDATIONS

1. That the size of classrooms at Central Junior be considered and we be given the privilege of running classes of twenty-five to twenty-seven for most subjects. We have four junior high class rooms that, according to minimum requirements of the building code should not accommodate more than twenty-seven pupils. Two of these rooms would then lack 6-1/4 square feet of providing the required amount of window space for the floor space. These small rooms make it difficult to organize our school and to keep the per capita cost down as it limits most of our groups to that number. It is almost impossible to program thirty-two or thirty-five pupils in a social studies class and then have room for only twenty-seven in the mathematics or English classes for the same group. Since four out of twelve, or one-third, of the rooms used exclusively by the junior high for academic classes are of this size it is a real problem. Five rooms used for academic classes will accommodate from thirty-one to thirty-three pupils while the other three will accommodate many more if one could program to make maximum use of them. Frequently I have not complied with the minimum standard even though I was aware that it existed. However, I don't like that method of getting by, without complying at least to minimum standards. I think we should all be aware of the conditions when such is being done.

2. That better facilities for physical education be provided at Central as soon as building conditions permit.
   a. Enlargement of boys' gymnasium.
   b. Tennis courts built at Conklin playground or at Reynolds Field.
   c. School bus transportation provided so physical education classes might go to Reynolds Field whenever the weather permits.
   d. New boys' shower rooms completed.
   e. Ventilating in girls' gym and shower room improved.
   f. Drinking fountain moved off the playing floor in boys' gymnasium before someone is injured. (This has been requested for twenty years so I am not expecting to see it done.)

3. That the floors of classrooms in our building be sanded and the corridor floors and stairs painted or sealed so they can be easily cleaned.

4. That new drinking fountains be installed in all corridors. They are a disgrace to any public institution.

5. That the mathematics curriculum of the entire school system be studied critically and revised so that it is challenging for the better pupils and meets the needs and capacities of all. A big start in this direction has been made this year and I hope it will continue next year. Some very interesting booklets on various phases of mathematics have been issued by the Curriculum Department this year.

6. That the social studies program of the secondary school be examined critically with the idea of working out a six-year social studies program. I thought the choice of new texts for seventh grade geography and eighth grade history last year might be an incentive to begin this but nothing more has been done.

7. That generous funds be provided for rental of visual education material from the Visual Education Department of the University. We have made considerable use of these materials the past several years. We shall need more next year to provide for our noon recreation program which we did not have first semester this year because of our short lunch period.

8. That the size of the slow groups should not exceed twenty pupils and should be kept below twenty if 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. Teaching power should be sufficient to make it possible to run a class of this size at each grade level and two for seventh grade. We were able to have one group at each grade level this school year and then had about ten pupils who had to be put in regular groups. The guidance department and elementary principals were very unhappy about the placement of these ten children. Three of them had to be transferred to special rooms. I expect the same thing will happen next year although I did write a report regarding the needs of these children a month ago but have had no reply so am planning to care for them in the same manner we did this year.

9. That the building be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children here to enroll. This is the first impression that new pupils and their parents get of their school and frequently it has been a very poor impression from the untidy condition of the corridors and dressing rooms on the ground floor at that time. It has looked more like a warehouse than a public school.

10. New double lockers should be provided as soon as they can be purchased. Fifty were purchased this year.

11. That the janitors so organize their day's work as to know when they are to use a lawn mower and then get it from the janitor's room to the court door entrance before school and leave it there after using ut until after school instead of making so much noise moving it in the junior high corridors when classes are in session. That hammering in the janitor's office be kept to a minimum during the hours junior high classes are in session.

12. That another room on fourth floor be sound proofed as soon as possible for the use of sectional groups in instrumental music.

13. That room 206 be provided with a sink and built-in cupboards in the back of the room so it might be used as a laboratory for physiology classes.

14. Move the clock in the boys' gymnasium to a place where it can be seen.

15. Improve the lighting in the gymnasium and in classrooms.

16. Provide tennis courts near enough Central so that our pupils might have the same opportunities to learn to play tennis as junior and senior high pupils have at East and West.

17. The vocational school has a recreation room in which pupils may smoke which is right across from the main entrance to our girls' gymnasium and near the high school activity room. Since the girls' gymnasium and the activity room are both used for noon recreation by the junior high school it makes an undesirable situation. It is hard to get children of eleven through fourteen years of age to see why some pupils should be given privileges of smoking in the building which are denied to them. The fact that teachers can smoke in the adult eating room at noon and during the morning coffee hour has also met with some criticism from parents and pupils. Central has been so democratic that pupils have not been used to seeing teachers have any privileges not accorded to pupils. Most schools and business places provide rest rooms and lavatories for their employees but at Central Junior all junior high teachers use the same toilet facilities that the children do.

18. Two junior high class rooms are not connected with the ventilation system at all. Something should be done to improve the ventilation in these rooms if possible.

19. A more detailed report of building needs was sent to the Superintendent and to Mr. Brown so will not be repeated here.

20. The entrance to the girls' gymnasium and locker room on the Johnson Street side of the building should be made more attractive and not used as a store room for the cleaning supplies of the vocational school. This makes a very untidy entrance and it is used by every girl in both the junior and senior high school several times during the week.

VIDA V. SMITH

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson

June 1951

ANNUAL REPORT

For the School Year 1950 - 51
GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

Again this year we wish to report on special projects rather than to present a discussion of our routine work.

Mr. William R. Haugan joined our staff in the fall and we have been able to accomplish much this year in the areas of testing, counseling, and special projects. Mr. Haugan sponsored the Vocational Guidance program, did all the group and individual testing, and worked with Junior High School teachers and pupils.

Perhaps our 1950-1951 efforts that will have the most far reaching influence were those that went into the creation of the Trades Course. Although this was an administrative project and was handled by Mr. Brown and Mr. Marsh, we also spent many hours with it in an attempt to understand the purpose, function, and potentiality of such a course. In April a course of study was completed which presented eighteen different programs leading to specific trades. We anticipate that these trade programs will meet the needs of both boys and girls who wish to train for a trade and early employment rather than to study in the academic areas.

We have continued our routine work of psychological and educational testing, counseling, arranging for employment, providing services for handicapped and indigent children, selecting pupils for awards and scholarships, programming, and keeping pupil records.

Statistics on employment, mental capacities, achievement, and withdrawals follow below.

We have especially appreciated the assistance given us this year by the administration, Child Study Department, Mrs. Brandenhoff, Mr. Benson, Miss Bohon, and the clerical staff.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

EMPLOYMENT

NUMBER OF PUPILS GRANTED WORK PERMITS

(September 1950 - June 1951)

Vacation Permits	56
Regular Permits	244
Street Trades	73
Total	373

Type of work for which permit was issued:

Vocational Cafeteria	15
Office	11
Theater	22
Restaurant	23
Bowling Alley	29
Store	69
Hospital	21
Madison Public Schools	5
Others	105
Street Trades	73
Total	373

	Boys	Girls
Pupil requests for employment	45	62
Jobs called in	81	82
Pupils placed	52	55

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

1950 - 51

Junior High School

	Number	Percent
Retarded (I.Q. below 95)	100	24.45
Average (I.Q. 95-115)	236	57.70
Superior (I.Q. over 115)	73	17.85

Average I.Q. of all Junior High Pupils 104.41

Senior High School

10th Grade:	Number	Percent
Retarded (I.Q. below 95)	38	20.32
Average (I.Q. 95-115)	112	59.89
Superior (I.Q. over 115)	37	19.79
11th Grade:		
Retarded (I.Q. below 95)	25	16.90
Average (I.Q. 95-115)	88	59.59
Superior (I.Q. over 115)	35	23.51
12th Grade: Graduates of June 1951		
Retarded (I.Q. below 95)	23	13.94
Average (I.Q. 95-115)	109	66.06
Superior (I.Q. over 115)	33	20.00

Average I.Q. June 1951 graduates 106.83

Average I.Q. all Senior High pupils 104.97

CON-FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	1st Grade Period	Final	1st Grade Period	Final
Number of Conditions	47	71	43	0
Number of Failures	61	37	71	58
Total No. of Cons/Fails	108	108	114	58
Pupils having:				
1 Con or Fail	51	61	54	27
2 Cons or Fails	8	15	19	8
3 Cons or Fails	10	3	3	2
4 Cons or Fails	0	2	2	1
5 Cons or Fails or more	2	0	0	1
Number of names on list	71	81	79	39
Percentage of pupils	17.36	19.80	19.31	9.53

Senior High School

	First Semester			Second Semester		
	1st Gr.Pd	2nd Gr.Pd	Final	1st Gr.Pd	2nd Gr.Pd.	Final
Number of "Open"	0	0	24	0	0	10
Number of Conditions	37	45	22	45	39	34
Number of Failures	132	123	103	111	132	101
Total No. of Cons/Fails/ Open	169	168	149	156	171	145
Pupils having:						
1 Con or Fail	101	89	85	106	95	59
2 Cons or Fails	20	20	22	16	20	13
3 Cons or Fails	8	10	4	6	8	9
4 or more Cons/Fails	1	2	2	0	3	8
Number of names on list	130	121	137	128	126	89
Percentage of pupils	26.42	24.59	27.80	26.01	25.61	18.09

WITHDRAWALS

Senior High School

First Semester 1950-1951

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	TOTAL
Didn't re-enter	1	1							
Work & Voc. School	2	2	1	5	1	5		6	11
Other Madison School		3	4	7	1	6	1	8	15
Out of City		4	1	5	2	8	2	12	17
Armed Forces	1	5	1	7					7
Work	1	2				2			5
Over 18	1	2	1	4	1			1	5
TOTALS	6	19	8	28	5	21	3	27	60

Second Semester 1950-1951

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTAL
Didn't re-enter		1		1					1
Work & Voc. School	2	3	1	6		5	2	7	13
Other Madison School	1		1	2		1		1	3
Out of City	2	1	2	5		1		1	6
Armed Forces	2	7		9					9
Over 18					1			1	1
Graduated		3		3					3
Married						1		1	1
Request of Police Dept.		1		1					1
Trans. to Jr. High	(Not tested due to lang. difficulty)								1
TOTALS	7	16	4	27	1	8	2	11	39

Total withdrawals for year 99

Total withdrawn for year 1949-50 78

WITHDRAWALS

Junior High School

First Semester 1950 - 51

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTAL
Out of City	2	6		8	1	4		5	13
Didn't re-enter	5	11	4	20	1	7	4	12	32
Other city school	6	1		7					7
TOTALS	13	18	4	35	2	11	4	17	52

Second Semester 1950 - 51

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTAL
Other City School		1		1		1		1	2
Out of City	1	1		2		2	1	3	5
Work & Voc. Sch.	2	2		4	1			1	5
Drs. Recommendation						2		2	2
Armed Forces	1			1					1
TOTALS	4	4		8	1	5	1	7	15

Total withdrawals for year 67

Total withdrawals for 1949-50 53

RECORD OF TESTS ADMINISTERED 1950-51
By Guidance Department

MENTAL ABILITY		
California Mental Maturity Intermediate Form	294	
California Mental Maturity Advanced Form	19	
Henmon-Nelson	177	Grade 9
Wechsler Bellevue	3	
ACHIEVEMENT		
Stanford Achievement	24	
(The bulk of achievement tests were given by Miss Smith and staff before Mr. Haugan was employed.)		
Iowa Silent Reading	42	
INTEREST INVENTORIES		
Madison Interest and Experience Inventory	299	Grades 8-9
Kuder Preference Record	68	Seniors
PERSONALITY		
Washburne SA	19	
California Mental Health Analysis	16	
APTITUDE		
Iowa Algebra Aptitude	116	Grade 8
OTHERS		
Madison Study Habits Inventory	424	

ORIENTATION DAY

The Guidance Department handled that part of the Orientation Day program which dealt with explaining the home room, club and activity programs. Drawings, which illustrated the various activities of the clubs, were prepared by the ninth grade art class. The club activities were explained as the drawings were thrown on the screen by means of an opaque projector.

SCHOLASTIC DIFFICULTIES

A total of 104 conferences were held concerning scholastic difficulties. At the end of the first six weeks an individual conference was held with all pupils whose parents had received unsatisfactory work reports. An attempt was made to find the reasons for the pupils' poor work, and suggestions were made concerning study habits, study schedule as well as some program changes being made. These conferences were continued for all students for the first semester. However, it was felt that this counseling was a waste of time with the chronic failure pupils. Second semester, only those pupils who exhibited some promise or desire to pass their work, were interviewed.

PARENT CONFERENCES

Twelve parent-counselor conferences were held during the year concerning particularly serious pupil problems. It was felt these conferences were particularly effective in providing an understanding of the problem at hand and the working out of satisfactory solutions.

INTRODUCTORY INTERVIEWS

Throughout the year we interviewed 124 seventh graders. The purpose of the guidance office was explained in some detail and an investigation made of pupil experiences, outside interests, spare time activities, subject preferences, school clubs, friends and vocational plans. A brief record was kept of each interview on index cards. These personal contacts were felt to be very valuable in that each new pupil became personally acquainted with the functions of the guidance office and thus came in of their own accord for help later on in the year.

GROUP GUIDANCE

Extensive use was made of motion picture films in connection with the group guidance program. Each picture was previewed several times and a detailed guide sheet worked out. These guide sheets were used in the home rooms before viewing the films in order that each pupil would have some definite questions in mind to be answered by the film. After the film was shown the guide sheets served as a basis for discussion.

The films which were shown and for which guide sheets were prepared were:

Keep Up With Your Studies
How to Study
You and Your Family
You and Your Parents
Party Lines
Everyday Courtesy
Courtesy Comes to Town
Act Your Age
Finding Your Life Work

GROUP GUIDANCE - continued

In addition to these films, two film strips entitled "Boy Meets Girl" and "Boy Dates Girl" shown to eighth and ninth grades. It was felt these film strips proved very effective as many favorable responses were made by the pupils.

Other aspects of group guidance included use of Bullis' "Human Relations in the Classroom", Detjen's "Your Plans for the Future", and Walter's "How to Study" pamphlets by several of the home room teachers.

EXPERIMENTAL TESTING

Before programming was started, 116 Iowa Algebra Aptitude Tests were administered to all eighth grade pupils and several ninth grade pupils who were taking general mathematics. The purpose of this was to add one more factor as an aid to the proper mathematics placement of these students. The actual recommendations for placement were based on the student's past grades in mathematics, their Stanford Arithmetic Test results, and their current performance as judged by their mathematics teachers. After the recommendations were made, the quartile standings were added to the recommendation sheets and a comparison made between the test results and the teacher recommendation. A correlation was not run, however, a high degree of agreement existed between the test grades and teacher recommendation. A follow-up will be made next year to determine the relationship between the aptitude test scores and algebra grades.

PROGRAMMING

With the establishment of the Trades Course it was felt a need existed for getting this information in a clear, concise form to all eighth and ninth graders. Since this is a particularly crucial time in the educational careers of these pupils, it was decided to include in the booklet a thorough explanation of all the courses offered, information about related occupation fields, and personal qualifications necessary for success in the various courses. This "Subject Offerings Booklet" was prepared by the Guidance Department with the cooperation of the Art Department. Sufficient copies of the booklet were run off for all eighth and ninth graders and were used in home rooms. The major responsibility for programming was placed on individual home room teachers, however, any pupils who had any particular question about their programs or who were having difficulty in working out a satisfactory program, were referred to the guidance office for individual help. Approximately 125 such conferences were held.

A letter was sent to the parents of each pupil who signed up for the trades course. The purpose of the letter was to explain

PROGRAMMING - continued

the goals of the Trades Course and its limitations as far as meeting college entrance requirements. It was thought it would be wise to file these parent-approved letters in pupil folders as protection against possible repercussions in the future.

DISTRIBUTION OF ELECTED COURSES
Incoming Tenth Graders - Fall 1951

COURSE	NUMBER ELECTING	PERCENT OF TOTAL
College Prep	62	35.0
Trades	46	26.0
General	44	25.0
Commercial	15	
Combined Commercial and College Prep.	10	14.0
TOTAL	177	100.0

STUDY OF ABILITY RATINGS of PUPILS WHO ELECTED THE TRADES COURSE

The question was raised as to whether any relationship might exist between the pupil's scores on the California Test of Mental Maturity, their selection of the Trades Course, and future success in this course. It was felt if a careful study and follow-up was made of these first pupils entering the Trades Course it might give definite information to use for future counseling in connection with this course. A list of pupils who had elected the Trades Course was drawn up and a chart made which included the following information:

PUPIL'S NAME	TOTAL CAL. M.M. I.Q.	LANG. I.Q.	NON LANG. I.Q.	TRADE ELECTED	TRADES COURSE GRADES

A summary of the chart is as follows:

Mean "Total" I.Q. = 99.75
Median "Total" I.Q. = 99.0
Modal "Total" I.Q's = 99.
104.
112.

Range 82 - 119

Mean "Language I.Q." = 97.91
Median "Language I.Q." = 97.0
Modal "Language I.Q." = 85

Range 74 - 123

Mean "Non Language" I.Q. = 102.25
Median "Non Language" I.Q. = 103.0
Modal "Non Language" I.Q. = 95.
103.

Range 72 - 127

Although the differences in I.Q.'s do not appear significant, it is interesting to note that the mean "Total" I.Q. for this group of students is average. Also, that the mean pupil I.Q.'s were higher on the "non language" parts of the California than on the "language" parts.

Next year it is planned to administer the Bennet Test of Mechanical Comprehension to all pupils entering the Trades Course in order to determine if there is any relationship between this test and future success in this course.

STUDY OF READING DISABILITIES of SEVENTH AND EIGHTH GRADERS

At the Guidance Sectional meeting of the Southern Wisconsin Teachers' Association, Dr. Torgerson of the University of Wisconsin stated that reading disabilities were one of the greatest causes of student maladjustment in the school. One indication of a reading disability, according to him, was a disparity of ten or more points between the "language" and "non-language" parts of the California Test of Mental Maturity. A check was made of all seventh and eighth grade California test scores, and a list drawn up of pupils who had a ten point disparity. All of these children were given an Iowa Silent Reading Test as a check on their reading ability and those with low scores were to be given special help with reading the next school year.

ANNUAL REPORT
of
SENIOR VOCATIONAL GUIDANCE COUNCIL

1950 - 1951

I. ORGANIZATION

A. SVGC had its first meeting October 16, 1950, with two members from each senior home room and Mr. R. W. Haugan as advisor. The council was divided into four committees: Testing, Assembly, Information, and Public Relations.

B. A tabulation sheet was sent out to the senior home rooms and each senior indicated what his future plans were. The questions asked whether their education was to be continued, and if so, where; what occupations interested them and in what manner would they like the information about these occupations presented.

C. For those who indicated that they would like some individual aid in planning their future, the Kuder Interest Inventory was given.

II. WORK OF THE COUNCIL

A. SVGC sponsored the following list of programs in order to assist the seniors find a job which suits them, and to help them how to act when applying for a job.

B. The Michigan Plan of classifying occupations was undertaken by the Information committee headed by John Hudson. It was found that the company which printed these files had gone out of business, but John asked that the vocational files and the college catalogues be kept up to date.

C. The SVGC sent three different vocational planning booklets out to the senior home rooms. They were Vocational Planning, A Guide to Your Job Campaign, and Educational and Vocational Training in the Armed Services.

III. PROGRAMS

November 8, 1950 - Mr. Carl Waller from the Board of Education spoke on "The Importance of Planning Your Future."

January 17, 1951 - Two movies were shown to the seniors.
"Finding Life Work"
"Finding the Right Job"

March 7, 1951 - Miss Balaty from the Public Health Nurses spoke on "Nursing as a Career".

Miss McNary from the State Civil Service Bureau spoke on the "Business and Clerical Field".

III. PROGRAMS - continued

Professor Gordon of the University School of Music spoke on "Music as a Profession".

Mr. Morrison of the Vocational School spoke on "Jobs in the Trades".

Dr. Edward Carr, the Director of Testing and Placement at Oscar Mayer, spoke on "What the Employer Seeks in an Employee".

April 18, 1951 - Mr. Guenther from the Vocational School spoke on Commercial Art.

Mr. Bardwell of Vocational School spoke on the "Teaching Profession".

Mr. Herbig from Ray-O-Vac spoke on jobs related to science and engineering.

Jerry Dame and Stanley Spencer from the State Employment Bureau spoke on the general topic of "Employment Opportunities in and About Madison".

May 16, 1951 - Mr. John Rothney of the University spoke to the senior boys on "After School--What?"

IV. The general feeling of the members of the council and the senior class was that the program carried on by SVGC would be more beneficial coming earlier in the high school career. Emphasis in the future will be during the freshman year rather than in the senior year.

V. List of the members of the SVGC of 1950 - 1951.

Barbara Loos
John Hudson
Dick Brilliott - President
Mary Jane Traino - Corresponding Secretary
Nina Meicher
Mary Cyliuryk
Norma Malmanger
Richard Sauer
John Schachte
Ralph Powers
Barbara Willadsen - Recording Secretary

R. WILLIAM HAUGAN

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

August, 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-1951
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:

	Junior High School			Senior High School			Both Schools	
Year	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		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45 Decrease
1942	1091	2.7		1300		1.8	2391	.25
1943	1104	1.19		1325	1.9		2429	1.58
1944	1128	2.17		1189		10.26	2317	4.61 Decrease
1945	1095		2.92	1233	3.7		2328	.47
1946	1066		2.64	1263	2.43		2329	.04
1947	1060		.56	1294	2.45		2354	1.07
1948	1076	1.5		1283		.85	2359	.21
1949	1083	.07		1212		5.45	2295	2.71 Decrease
1950	1042		3.78	1246	2.8		2288	.3
1951	1119	7.39		1223		1.84	2342	2.36

II. Junior High School Total Enrollment by Grades

Grades	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38
7	305	296	307	284	265	315
8	270	316	292	305	300	281
9	381	391	447	430	480	440
	956	1003	1046	1019	1045	1036

Grades	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44
7	276	289	254	306	313	282
8	326	301	309	297	333	348
9	450	507	499	488	458	498
	1052	1097	1062	1091	1104	1128

Grades	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51
7	285	303	285	302	313	298	348
8	297	324	297	299	307	311	295
9	513	439	478	475	463	433	460
	1095	1066	1060	1076	1083	1042	1103
						Remedial	16
						Total	1119

III. Increase in Enrollment

The Senior High School enrollment during the last nineteen years was less than that of 1951 only in 1933, 1934, 1935, 1944 and 1949. The Junior High School enrollment in 1951 was larger than any of the nineteen years except 1944. The difference between the 1951 enrollment and the largest enrollment in the last nineteen years was as follows:

Junior High	Senior High	Building
1944 - 1128	1943 - 1325	1943 - 2429
1951 - 1119	1951 - 1223	1951 - 2342
9	102	87

The 1951 Junior High enrollment increased 7.39% over that of 1950 and constitutes the greatest increase in enrollment in the history of the school. However, in 1951 the Senior High showed a decrease of 1.84% in enrollment over that of 1950.

During the last nineteen years our 9th grade enrollment was larger than that of 1951 nine different years. We have never had as large a 7th grade enrollment as in 1951 but our 8th grade enrollment has been larger than 1951 during fifteen of the last nineteen years.

During the last six years we have been losing 9th grade pupils to high schools outside of the city, to parochial high schools, and to some extent because of a decrease in the pupil age group of the district. Several high school districts - Sun Prairie, Stoughton and Deerfield are three - are running busses into rural territory that used to send us most of their high school age boys and girls.

At the end of the past school year, the nineteenth year of the East Junior-Senior organization, the enrollment had increased over that of 1933 as follows:

Junior High		Senior High		Building	
1951 - 1119		1223		2342	
1933 - 956		1132		2088	
163	Increase	91	Increase	254	Increase

The present Junior High enrollment for September 1951 is:

7th grade	315
8th grade	336
9th grade	420
	1071

Last year at this time we expected a Junior High fall enrollment of 1080 and so it would seem that the school enrollment for 1951-52 will be about the same as that of last year.

IV. General Policy on Promotion

In May of 1950 the Superintendent of Schools issued a "Tentative Suggested General Policy on Promotion." Everyone understands that there are many difficulties in securing acceptance and applying a General Policy on Promotion in Junior and Senior High School, but the need for a careful study of the subject was shown by a study of high school failures as presented in this report last year.

Since the above mentioned study pointed to the Junior High as presenting the greatest problem a committee on failure and promotion in the Junior High was appointed to study the subject. Last spring the faculty committees presented the following report to the Junior High School Faculty:

Recommendations Pertinent to the Subject of Promotion by Junior High School Committee:

1. What is best for the child is always first concern, but many agree that accomplishment of subject matter is important. If no definite subject matter is ever required to complete a grade level, the result is cumulative and beyond anyone or many teachers to remedy.

2. Honest effort alone in business does not always bring success: accomplishment by an individual is what the world requires. Accomplishment by the individual should be stressed in any grade or level.

   Futile honest effort against an insurmountable task, which results in school failure may be better for the child than promotion, which sets up a pattern of success without accomplishment.

   The "S" and "U" grades given in elementary school often give false impressions to parents as to the child's actual achievement level. This leads to considerable misunderstanding by the parents, of Junior high grades.

   If a child puts forth no effort whatsoever and merely takes up space, he should be failed.

3. Junior and Senior grades cannot be compared on a common basis because of the shifting process which always occurs at junior high level.

   If pressure is brought to bear on this subject the result is that many teachers automatically lower their standards and pass them on to have the sifting process take place somewhat later.

4. There is a need for smaller classes - either slow or discipline.

5. There is a need for discipline from the standpoint of doing a good job in classwork.

This year we expect to continue the study of a general Promotion Policy. The Senior High School Faculty needs to make recommendations on the problem. Perhaps in the Senior High School work should be started in preparing a worthwhile curriculum for low I. Q. pupils.

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	28.04
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
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
		Total	6453		

From 1922 until 1932, when East High School was organized as a four-year high school, the total number of graduates was 1467
Total number of graduates, (1932-51) 6453
Total number of graduates, (29 years) 7920

If boys and girls granted diplomas due to credits earned in the armed services, and based on the General Educational Development Tests, were added, the number of graduates would be increased to well over the 8000 mark.

During the last nineteen years, the graduating pupils averaged 27.22% of the Senior High School total enrollment. Three times during the nineteen years the graduates averaged more than 30% of the school's total enrollment. Better provision must be made

for the needs; interests and the abilities of all our pupils until the school holds its pupils so as to graduate 30% of its enrollment each year.

VI. Graduates Going on to Higher Institutions

This year, up to the middle of August, we have sent 114 transcripts of our June graduates to colleges and universities. The above indicates that about a third of our June graduates expect to attend institutions of higher learning this fall. During the last nineteen years from 27 to 39 percent of our graduates have gone on to college.

The University of Wisconsin reports on the grades earned by our graduates continue to prove that pupils expecting to go to college should enroll in and complete our College Preparatory Course with an average, or better, grade level. The boy or girl who graduates from our General Course and goes to college, does not, on the average, remain long as a college student. East graduates who completed our College Preparatory Course with a good grade point average have had little or no difficulty in making a very creditable record at the University.

VII. Special Achievements

During the school year 1948-49 the faculty of East High completed work on Criterion I - an analysis of the pupil population and the school community - for the North Central Association of colleges and Secondary-Schools. Also, the school's educational philosophy was formulated and adopted. Criterion II - on the program of studies was prepared and adopted by the faculty during the school year 1949-1950.

During the school year 1950-1951 Sections B, C and D of Criterion II was prepared and reported to the association by the following faculty committees:

I. Criterion 2B - Section One
Pupil Activity Program

1. Student Participation in School Government
   Mr. Barrett, Chairman
   Mr. Wells
   Miss Scott
2. School Organizations
   Mrs. Streeter, Chairman
   Mr. Peterson — Miss Williams
   Mr. Mueller — Miss Vogelbaugh
   Mr. Hungerford — Mr. Woollen
   Miss Dietrich — Miss Beffel
   Mr. Johnson — Miss Jordan
   Miss Fosse
3. Administration of the Activity Program
   Miss Collins, Chairman
   Mr. Barrett — Mr. Jorgenson
   Miss Vaniman — Miss Mathias
   Mr. Lincoln

II. Section Two, Criterion 2C - Library Service

1. Miss Gebhardt, Chairman

Miss Wiita	Miss Hughes
Mrs. Cardin	Miss Davey
Miss Conlin	Mr. Gerhardt
Miss Sharpe	Miss Westover
Miss Stillman	Mrs. Heyer
Mr. Dhein	Miss Kaub
Miss Mathias	Miss Olson
Mr. Smith	Miss Vogelbaugh
Mr. Hungerford	Miss Hansen

(The above committee is for the complete Section 2 of Criterion 2C. Miss Wiita and or Mrs. Cardin should be members of several of the sub-committees as the work is divided.)

III. Section Three, Criterion 2D - Guidance Service

1. Miss Fosse, Chairman

Miss Crink	Miss Engel
Miss Duling	Mr. Stewart

IV. Coordinating Committee

1. Miss Gebhardt, Chairman

Mr. Barrett	Miss Fosse
Miss Collins	Mrs. Streeter

All the committee reports were approved by the entire faculty and the final report was prepared by the Coordinating Committee made up of all committee chairman with Miss Gebhardt acting as Committee Chairman.

The committee on Student Participation in School Government made a study of our student council.

The Committee on School Organizations reported that we had twenty-five school clubs — that the school participated in nine different interscholastic activities and that 49% of the boys of the school participated — that 60% of the boys participated in intramural athletic activities and about 60% of the girls.

The report shows that 15% of the pupils participated in dramatics performances, and 5% participated in debate, radio programs, forum discussions, etc.

The school had 5 vocal organizations and 33% of the student body participated. Also — there were 5 instrumental organizations and 12% participation.

The committee reported that the educational value of student participation on the newspaper was extensive, but only moderate on the Annual and Student Handbook.

The estimated annual cost for 1949-1950 of our school newspaper was $2,145.91, and our school annual, $2,200.00.

During the year 42 assembly programs were held and of these 20 were presented largely by students. Exclusive of audience participation, 60% of the students took part in assembly programs. The committee reported that assembly programs only contributed moderately to educational values.

The Committee on Administration of the Activity Program reported that 25% of the pupils did not participate in any school activity. The report holds that the school program of social functions in which pupils participated during the year was inadequate. About 30 per cent participated in informal social functions, and 35 per cent in the formal social functions.

About 85 per cent of the school membership purchased student activity tickets at a cost of $6.00 per pupil.

The Committee of Library Service reported that the library book collection was superior for the social studies; good for philosophy, science, industrial arts, and literature and fiction; adequate for religion, agriculture and fine arts and music; unsatisfactory for business and homemaking. The Periodical evaluation shows a rating of superior for national and world affairs, newspapers, and science; good for aviation, business and economics, and homemaking; adequate for fashions, geography and travel, health and safety, literature, and sports; and unsatisfactory for agriculture, arts, dramatics, movies, and radio, education, and industrial arts. Supplementary materials are provided in superior, good or adequate amounts but film-strips, slides, and transcriptions are but litter used.

The library budget for 1950-1951 was

Books and pamphlets	$697.51
Periodicals	243.57
Binding and repair	170.75

The amount for books and phamphlets was reported as not adequate.

The Committee on Guidance Service reported that the outstanding strengths of the guidance program was:

1. A wealth of information on the individual student.
2. An extensive testing program which includes scholastic achievement, personality and aptitude tests.
3. Excellent cooperation of guidance counselors with teaching staff, child study department, and Madison social agencies
4. Friendly feeling of students towards the guidance office.
5. Emphasis on service to every student.

That the weaknesses or limitations of the guidance program are:

1. A more workable method of pooling information on students.
2. More emphasis on good standards, good study habits.
3. Emphasis on more guidance in moral and ethical standards.
4. Closer connection with community resources, job opportunities, etc.
5. Wiser planning of home room placement, recognizing poor combinations and cliques. Partial solution might be mixed home rooms.

That the chief obstacles to achievement of desired outcomes are:

1. Need for more counselors.
2. Need for a man counselor to help with boy problems.
3. Need for adequate secretarial help in guidance office.
4. Lack of time for home room and class room teachers for counseling.
5. Inconvenience of folders in office for maximum use of all teachers.

That the improvements in the guidance service planned for the immediate future are:

1. To work for an even more flexable curriculum to meet the needs of the great range of interest and ability. Perhaps more one-semester courses would be helpful in grades 11 and 12.
2. Perhaps a faculty committee could be appointed to study our problem of repeat courses which tend to form gangs of misbehaviors.
3. To continue occupational guidance through vocational units, career talk series, movies, etc.
4. To help improve study techniques.
5. To help improve programming. Perhaps a short description of courses, alphabetically arranged, including prerequisites would be helpful to both students and teachers.

VIII. Special Problems

A. The administration of the W. I. A. A. Accident Benefit plan presents quite a problem. The great amount of time required of one of our office workers is suggested by the following East High School Accident report for 1950-1951:

6 Employee accidents

Athletic Injuries

36 Injuries reported to W. I. A. A.
2 Claims not filed
2 Claims denied by W. I. A. A.
32 Claims completed through W. I. A. A.
Amount requested $1400.40
Amount paid by W. I. A. A. 827.50

Pupil Coverage

119 Injuries not requiring doctor's care
111 Injuries reported to W. I. A. A.
9 Claims not filed
1 Claim denied
3 Claims not completed (extension of time granted)
98 Claims completed through W. I. A. A.

Amount requested	$1760.15
Amount paid by W. I. A. A.	1181.50

The fee for pupil coverage is fifty cents per pupil per year. Students who join the Student Activity Association pay the fee but the school has to pay for all pupils.

Athletic group coverage for the year 1951-1952 costs the school $403.00 of which amount the boys in interscholastic athletics pay a part.

It will be noted from the above that the W. I. A. A. paid out during 1950-1951 for East High School Athletics and Pupil Coverage Injuries a total of $2010.00. The school paid in to the W. I. A. A. during 1950-1951 a total fee of $1498.50.

B. We need a special room for boys of low ability and achievement.

C. We must develop in all pupils a greater appreciation of their county and their state.

D. We need - and the need becomes greater each year - more playground space. Surely a start can soon be made in developing the grounds across Johnson Street.

E. We still need an answer to the question - Should pupils of low ability be retained who do not have the ability to do advanced work, and who have no school interest.

F. Work needs to be done in character education.

G. Respect for school and other public property must be accepted as a proper teaching unit by all teachers.

H. We need additional clerical help so that some departments may have the assistance of a clerical worker during part of each day.

I. We must work out, with the County Committee, a county school districting plan so we do not have taken away from us school territory that has been considered a part of the East High School area for the past twenty-five years.

J. During this next year the faculty should study the Life-Adjustment Education Program and find out what changes in organization, administration and courses should be instituted.

K. We need to have a committee study the question - What Kind of a Program for International Understanding should we develop?

L. We need to make a careful study to determine what Democratic Practices should be developed and adopted in the school.

Respectfully submitted

Foster S. Randle, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER
July, 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-1951
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

The estimated enrollment of 1071 for the year 1951-1952 seems to be very near the number we expected last year. Following is the estimated enrollment for September 1951 and the schools from which they are coming:

Grade 7 -	Emerson	96
	Lapham	20
	Lincoln	40
	Lowell	88
	Marquette	71
	Total	315
Grade 8 -	East Jr. - Grade 7	337
Grade 9 -	East Jr. - Grade 8	282
	Allis	33
	Nichols	21
	Sunnyside	11
	Madison Lutheran	10
	St. Bernard's	18
	St. Patrick's	4
	St. Raphael's	1
	Holy Redeemer	2
	Lakewood	4
	Sanderson	1
	Hiestand	1
	Seminary Springs	6
	Gaston	3
	Hope	1
	Estes	2
	Waubesa	2
	Meier	5
	McFarland	8
	Cottage Grove	4
	Total	419

Total Junior High School 1071

The seventh grade for the coming year seems to be about 35 pupils less than last year. The class size will be considerably smaller which isas it should be for the ten seventh grade teachers we have. The eighth grade will be considerably larger than other years. The ninth grade appears to be somewhat smaller than last year.

In September, 1950, Junior High School showed an enrollment of 1088, with distribution by grades as follows:

	Boys	Girls
Grade 7 -	162	172
Grade 8 -	144	138
Grade 9 -	205	248
Total	511	558
Remedial		13
Grand Total	511	571

The enrollment in June, 1951, shows a loss of only 15 pupils over the school year. One must take into consideration that while pupils withdrew, others entered so that the loss was very small. It is interesting to note that only one student from the rural area left school to work on the farm when he reached his sixteenth birthday.

	Boys	Girls
Grade 7 -	163	173
Grade 8 -	141	141
Grade 9 -	194	242
Total	498	556
Remedial		13
Grand Total	498	569

The fact that so few ninth graders withdrew to go to Vocational School and to work indicates that our teachers are aware of the "drop out" problem and are making an effort to help and work with this type of individual.

II. Achievements

It is gratifying to have the support of the parents of the school. This was again shown this year when the parents of seventh grade pupils gave consent to have their boys and girls examined in the Rheumatic Heart Disease Survey which was held early in the fall.

Late this spring a serious case of tuberculosis was discovered. It was deemed advisable by the Department of Public Health to have ninth grade pupils take the T.B. skin test; there was fine cooperation on the part of the parents. Three hundred and seventy-one ninth grade pupils were tested.

The ninth grade physical examinations and dental surveys were made early in the fall which certainly is the most advantageous time. The school has been assured by the Department of Public Health that these examinations will again be made shortly after school opens.

The Orientation program which brings the new pupils in the new seventh and ninth grades to our school each spring previous to their entrance the next September seems to be a worthwhile project. Not only do the new pupils have a feeling of knowing their new school, but it affords an excellent opportunity for the boys and girls and faculty to work together to "present their school."

Excellent public relations are begun by the Parent - Teachers organization which again extended an invitation to the parents of the new pupils to attend a tea in the cafeteria while their boys and girls were making a tour of the building on the Orientation day.

The home economics classes have for several years presented a style show and tea for the mothers of the girls in classes. This is held late in the spring when each girl has completed a garment and has an opportunity to display it. These were held for four successive evenings after school; it serves as a fine motivation to get mothers to come to school. The home economics department worked out a small bulletin which should help classify some of the problems of the "baby sitter", both from sitters and the parents point of view.

An operetta gives an opportunity for all groups to work together and this was again the case when "Once in a Blue Moon" was presented.

The special reading class in the seventh grade was again organized. In addition, there was an eighth grade group who continued with their work in reading from last year. Four ninth grade boys were placed in this English section. Their progress and adjustment were remarkable and gave them a much better school year than they had experienced previously. The accelerator reading machine which was purchased this year was helpful in carrying on the work with these groups.

The auditorium programs in which the boys and girls participate are still the most desirable ones. Early in fall one of our new teachers presented an excellent program. Pupils from her home room participated and with the help of the librarian gave an excellent program for "Book Week". The spelling contest held in the auditorium to determine the school winner was received with real enthusiasm by the pupils. The band adds dignity to the auditorium program and is appreciated by the students.

A faculty committee has been working on a new handbook for Junior High School. This will be ready for distribution in September.

While twenty-nine clubs were organized, not all of them worked out as successfully as one should like them; Several clubs had two sections. Limited space prevents having a large number of activity clubs. The Red Cross group served faithfully by making bandages, etc. Several of the club groups used movies - often combined clubs, made arrangements to see them at the same time. The Photography club did some excellent work.

While the organization of our seventh grade is not new, it seems to work reasonably well for a large school. The boys and girls are assigned to home rooms and not only spend that time with their teacher but also have their English, mathematics and social studies classes with the same teacher. In addition, the boys and girls move in groups with their own class mates - to speech, band, and art classes. All the boys from the home room go to the same physical education and manual arts classes and the girls to the same home economics and physical education classes.

This arrangement tends to give the new seventh grader a feeling of security and the teacher an opportunity to learn to know the pupils sooner and give them more individual attention.

In the eighth grade the pupil is assigned to a new home room. It is with the idea that the pupil will continue there for the next two years. Whenever possible the eighth grader is given a class with his former seventh grade teacher and also with the home room teacher.

Ninth grade home room members are given classes with their home room teachers whenever it is possible.

III. Special Problems

1. In many respects this has been a difficult year. The insecure conditions in the world coupled with the publicity of crime and the spirit of doing "whatever one can get away with" has not helped the adolescent.

2. Continued effort must be made in the study of the Junior High School Curriculum - with special emphasis on the English work and the applied mathematics. There should be a special reading class for ninth graders who enter our school for the first time.

3. With the many added duties that schools perform today, more clerical help is needed.

4. There needs to be greater coordination in the visual aids program so there is less waste of energy and effort on the part of teachers.

5. The problem of vandalism continues to be a matter of great concern. It seems the majority of boys and girls are horrified to find windows broken in their class rooms when they come to school. It has been difficult to run down this type of destruction. Is it carried on by members of the school or younger children who constantly are playing on the grounds in the evenings or week-ends. The services of a watchman might be a good investment.

6. More direction in helping boys and girls to study - especially in the ninth grade where they are "on their own" for the first time.

7. It is important to make the school reach out into the community.

8. The boys and girls must be given continued training in the responsibilities of their citizenship. They must recognize the sacrifices and responsibilities that go into a democracy.

9. This year a group of eighth grade boys proved to be a problem in the class room. They were behavior problems and even with instruction in low sections tended to take too much time and energy of their instructors. This was equally true in shop courses as well as academic. It is suggested that a class be organized for such a group with a special instructor. In this way these children would not be detracting time and energy from the instruction of other boys and girls.

10. The type of work done by a committee on promotion should be continued.

11. Every available room has already been made into a home room; the study hall is used as such as well as a music practice room. Several teachers have had to give up their rooms when they have no class scheduled, so that it could be made available for another class. This is a matter which deserves some thought in the light of increased enrollments in the grade schools.

12. More and more it is important that the teacher's philosophy is such that it embraces all phases of the school, not only the hours assigned to classes.

13. Constant attention must be given to character education, especially when there seems to be so many outside forces working against the standards we would like to see.

14. Even in the ninth grade it was evident that some of the boys were concerned about the possibility of having to enter Military service. They expressed a feeling of futility. It is important that we recognize this and try to build a feeling of security.

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
August, 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
EAST HIGH SCHOOL GUIDANCE DEPARTMENT
1950-1951

During the summer of 1950, a committee was appointed to conduct a follow up study on former Madison High School students. The group studied consisted of 600 boys and girls enrolled in Grade IX September 1944, who had either withdrawn from school, or had graduated in June 1948, and were now working, married or attending college. We who worked on this follow up committee, were impressed with the serious responses of these young people who described the problems of their personal, occupational and college adjustment.

The keynote of the study was twofold; a need for more Individualization and a better understanding of job adjustment. This is a real challenge to all of us in guidance work, to ask ourselves, "What can we do to better meet the needs of these High School youth?" As a result of the study, the guidance work at East High School placed even more emphasis on vocational information. The study was referred to almost daily in connection with problems arising in our office.

In the following sections we will describe briefly some of the activities of East High Guidance Department.

I. Significant Statistical Data 1950-1951

A. Table of Withdrawals

Reason	Junior High	Senior High	Total 1950-51	Total 1949-50
Transfers to Madison Schools:				
Central High School	1	3	4	
West High School	2	1	3	
Edgewood	0	1	1	
Wisconsin High School	1	0	1	
Vocational-Full time	4	1	5	
Total	8	6	14	17
To work and Vocational (1 day per week)	4	22	26	23
Transfers to Other Towns	39	32	71	61
Over 18-To work	0	20	20	11
Rural	3	3	6	11
Armed Services				
Air Force	0	18	18	
Army	0	2	2	
Navy	0	6	6	
Total	0	26	26	6
Miscellaneous				
Illness	3	4	7	13
Marriage	0	4	4	7
Industrial School	1	0	1	4
Death	1	3	4	2
Expelled	2	0	2	0
Total withdrawals	61	120	181	155

Junior High Withdrawals included 38 boys and 23 girls; Senior High had 81 boys and 39 girls, totaling 119 boys and 62 girls.

The total number of withdrawals, 181, is much larger than the last two years, due to the sudden increase in those leaving for the armed service. On February 1, 16 Reserve members, 4 Juniors and 12 Seniors were drafted to Truax Field. Each boy was counseled so that he would know exactly how to plan toward possible high school graduation. The same information was recorded in his folder for future reference.

The number of pupils transferring to other towns is still high, 71, compared to 61 and 36 during the two previous years. Again, most of these are families moving to follow employment trends.

The number of rural pupils withdrawn is again low, undoubtedly due to the agriculture course offered and to the efforts of Mr. Gerhardt, agriculture teacher.

The follow up study in its section on the Drop-out, emphasized the need to concentrate even more on the potential drop-out. One can almost predict who he will be. Constant planning and individual work with these pupils may save many of them from failure.

It has been recommended that a faculty committee study the Drop-Out problem, both as reported in the study, and particularly in our own school.

We would like to state again that each withdrawal is studied carefully to see if the plans could be made. Parent conferences and approval are required before every withdrawal is official.

B. Testing Program 1950-51

1. Psychological Tests

The California Test of mental Maturity, Intermediate form, was given this year to the following groups.

New Pupils	140
Rechecks	100
Grade IX	200
Sunnyside School Grade VII and VIII	28
St. Bernard's School Grade VIII	45
Total	513

The Henmon Nelson Test was used frequently for new pupils, because of its ease of administration. In cases of serious discrepancy of scores, the Wechsler-Bellevue Test was given, either here or at the Child Study Department.

Test results are recorded on the permanent record cards and in the cumulative folders, all easily accessible to teachers. We feel it

is important that our faculty understand and use available test information, as another tool to help understand each individual pupil.

Table I. Distribution of results of California Group Test of Mental Maturity, Intermediate, given to grades VII and IX in East High School, 1950-51.

I. Q. Intervals	Grade VII No. in each interval	Grade IX No. in each interval
140-149	1	0
130-139	8	17
120-129	37	47
110-119	79	105
100-109	99	138
90-99	76	85
80-89	30	47
70-79	17	12
60-69	2	1
Totals	349	452
Median I. Q.	104	105

Percentile Levels of Intelligence as measured by California Test of Mental Maturity.

	Percentile	I. Q.	I. Q.
	90th	120	122
	80th	117	117
	70th	112	112
	60th	108	109
Median	50th	104	105
	40th	101	102
	30th	97	99
	20th	92	94
	10th	86	86

The Henmon Nelson University Prediction Test is now given in the spring to grades IX and XI. The percentile ranks are recorded on both permanent record card and in the cumulative folders. A program was given to each teacher explaining the use and interpretation of test information.

Table II. Distribution of Henmon Nelson University Prediction Test Scores given to grades IX and XI in 1950-51.

Percentile Rank	Grade IX Number in Each Interval	Grade XI Number in Each Interval
90-100	59	49
80-89	54	56
70-79	36	42
60-69	48	48
50-59	61	24
40-49	39	51
30-39	42	19
20-29	48	28
10-19	33	27
0-9	21	16
Total	441	360
Median Percentile	57%	62%

2. Achievement Tests

The following Stanford Achievement Tests, Partial Battery, were given the first week of school to the seventh and ninth grade English and Mathematics classes:

Grade VII - 350 pupils
English - Advanced Language Arts, Form DM
Mathematics - Intermediate Arithmetic, Form EM

Grade IX - 452 pupils
English - Advanced Language Arts, Form DM
Mathematics - Advanced Arithmetic, Form DM

Services of the University were again used for machine scoring of the tests.

The statistical data, compiled in the guidance office, was given to all teachers for a better understanding of their groups. Miss Bernice Leary, met twice with the faculty members to discuss the results of the tests in terms of our own curricular problems.

The test data was then recorded in the cumulative folders which are available for all teachers.

Table III shows distribution of Grade Level Placement of the Stanford Achievement Test, Advanced Partial Battery Forms EM and DM in grade VII and IX, East High School, September, 1950.

Name of Test	Median Grade Levels Grade VII (Norms 7.0)	Grade IX (Norms 9.0)
I. Paragraph Meaning	6.6	9.0
II. Word Meaning	6.6	9.3
Average Reading	6.6	9.3
III. Language Usage	7.0	8.1
IV. Spelling	5.6	8.1
V. Arithmetic Computation	5.8	8.5
VI. Arithmetic Reasoning	6.4	8.5
Total Arithmetic	6.1	8.5
Total Average Achievement Grade Placement	6.4	8.8

Table IV Distribution of Age Level results of the Stanford Achievement Test, Advanced Partial Battery, Form DM and EM, grades VII and IX, East High School, September 1950.

Median Age Levels	Grade VII	Grade IX
Chronological age (as of October 1, 1950)	12-5	14-5
Mental age (California Test of Mental Maturity)	13-1	15-2
Reading age	11-7	14-3
Arithmetic age	11-1	13-6
Average Total Achievement Age	11-5	13-9

A supplementary survey was made of the growth from Grade VII, September 1948 to Grade IX, September 1950, in the Stanford Achievement Test. Of the original 304, there were 265 remaining. A complete list of these students was made, showing growth in Reading, Spelling, Arithmetic and Total Achievement.

Table V shows a distribution of Total Achievement growth from September 1948 to September 1950, in three ability areas. Normal growth would be 2.0 plus years.

Sept. 1948-Sept. 1950	70-89 IQ	90-110 IQ	111-149 IQ	Total Students
4.0-4.9 years	0	2	4	6
3.0-3.9	2	12	21	35
2.5-2.9	1	20	23	44
2.0-2.4	0	21	23	44
1.5-1.9	10	18	15	43
1.0-1.4	2	26	6	34
.5-.9	7	13	2	22
0-.4	1	0	1	2
Below 0 gain	1	0	0	1
Totals	24	112	95	231
Median growth	1.5 yrs.	1.9 yrs.	2.5 yrs.	2.0 yrs.

3. Iowa Silent Reading Tests

We have followed the same arrangements made in previous years of giving the Iowa Silent Reading Test, Revised Form AM, to ninth grade pupils who were below reading grade placement 9.0 in the September achievement testing program, or who were recommended by their English teachers because of reading difficulties. From all of these sources, 4-5 English classes are established where emphasis is made on remedial reading helps. These students receive full 10th grade English credit. It was gratifying to learn from the follow up study responses how many really appreciate this reading help after they have left school and realize its importance to their job success.

Again, we were very pleased with the work accomplished in the seventh grade special remedial reading section. This group, recommended by the sixth grade teachers, included only boys and girls with average or above ability, who had serious reading deficiencies.

4. Aptitude and Interest Tests.

Aptitude tests are given at the request of pupils, only if they can be followed up by an interpretation, although we do not believe in giving a test "for the sake of a test", they are valuable tools in counseling. Their wide use in the 10th grade occupational unit will be described later.

C. Scholarships

The following scholarships and awards were selected by the Faculty Scholarship Committee and teacher recommendations:

Name of Scholarship	Amount
University of Wisconsin Legislative (first three in class rank)	1 year tuition
Altrusa - 1 senior girl	$25.00
Brandenburg University Scholarships - 1 boy, 1 girl	$250.00 each
Helen M. Davis Faculty Memorial Award	$10.00
East Side Business Men's Club - 1 boy, 1 girl	1 year tuition
East Side Women's Club - Senior girl	1 year tuition
Gisholt Effieiency Award - Boy in Manual Arts	$25.00
Gisholt Industrial Arts University Scholarship	$100.00
Theodore Herfurth Efficiency Award	$50.00
Madison Alumna Pan Hellenic Award - 1 senior girl	$40.00
McPyncheon Awards - 4 boys	$4.00 per month
Rotary Club - Tuition	$50.00
Stein Awards - 2	$10.00 each
Winkley, Frances Drew	$120.00

Outstanding students are urged to apply for scholarships awarded by the University of Wisconsin and other colleges. Senior home rooms are notified of such possibilities and many students were helped in the guidance office.

II. Special Achievements 1950-51

A. Orientation plans

A good adjustment to each new school situation is important for all boys and girls. Each faculty member has an essential contribution to this all school project. The term "orientation" is used here not to describe the particular Orientation Day, but the following variety of activities carried on at each grade level.

1. Visited 25 rural parochial and elementary schools of incoming 7th and 9th grade pupils. Discussed their new programs. Received teachers' reports and recommendations for each new pupil.

2. Orientation Day - May 16. Approximately 600 pupils, teachers, and Parent's attended. The East High School P. T. A. Entertained after the program with a tea.

3. Interviewed each new 7th and 9th grade pupil. Cumulative folders recorded.

4. Interviewed each new pupil from other towns and schools. Urged participation in school activities - Cumulative folders prepared.

5. June 1951 - Teachers reports from 7th grade Home Room teachers, prepared for new 8th grade advisors.

6. June 1951 - Teachers reports from 9th grade Home Room teachers prepared for new 10th grade advisors.

7. Auditorium programs emphasizing Introduction to Junior High, - and to Senior High.

Teachers reports on all of these pupils will be valuable source of information. We are indeed grateful for the cooperation of these many rural, parochial, elementary teachers, and of our own 7th and 9th grade faculty.

B. Individual Counseling

Along with various group activities individual counseling is undoubtedly the keynote of our guidance work. This includes types of interviews from a simple need to a complex case involving many teachers, parents, social agencies. Students are urged to come in voluntarily. Some we send for at the request of their parents or teachers. We have built an emphasis on occupational information, future plans, etc., so that the guidance office is becoming a headquarters for this rather than a place to be sent, - to fear!

Programming, college plans, pupil failures, poor adjustment to classes, home misunderstandings, personality problems, need for employment--these and many more are typical cases of [illegible] conferences.

These past few years we have noticed a marked increase in restlessness, insecurity, lack of respect. This is due to a large percent of homes broken by divorce, poor housing, mother's employment, financial difficulty, war hysteria, and mostly by a growing lack of strong family ties. Children need love, security, respect for authority. If this is lacking in their homes, the school has a real job to try to supplement it.

Madison is fortunate to have available for resource so many social welfare agencies. We work closely with many of them, especially with the City Police, Probation Workers, Family Service, Catholic Charities and Mother's Pension.

Serious cases are referred to the Child Study Department for intensive case work and recommendations. May we thank Dr. Waller and his staff for their cooperation and interest in East High School.

C. Occupational Guidance

As stated above, the keynote of the Madison follow up Study 1950 was the urgent need for more extensive vocational information and guidance. It was apparent that "Job Adjustment is the first great task of youth in high school." (page 11 of The Follow up). In the past three years we have increased our emphasis on this field and would like to report the following activities.

1. Junior High School - Introduction to general Vocational Guidance
   Grade VIII - Simple general survey of the 10 fields of occupations, discussed in home rooms.
   Grade IX - Series of auditorium programs and movies on general topics.
   - Aptitudes and Occupations.
   - Finding the Right Job
   - Job Interviews
   - How to get a Job
   - Planning for Senior High School

2. Employment

   The rise in student employment easily doubled the past years, with a demand for young people in part-time and full time jobs. Trained commercial graduates were especially needed.

   An excellent movie "Baby Sitters" was shown to all Junior High girls. The pamphlet "Sitters Preferred", prepared by the Home Economics department, was a helpful preparation for these jobs.

3. Occupational English Unit

   The Occupational English unit was moved into 10th grade this year which meant a double job to work it in with the 11th grade.

As a preparation for the unit the classes saw five movies; "Finding Your Life's Work," "Of Pups and Puzzles," "Keeping a Job," "Finding the Right Job," and "Careers for Girls." These were followed by discussion in class of the study questions which had been given before each movie.

Miss Collins then met with each English class for 3-5 days. Aptitude tests were given and the group discussed the relation of one's interests, abilities and special aptitudes, to future job possibilities. Each student made an analysis of his vocational choice using catalogs, occupational pamphlets available in the guidance office and library.

The contact with these students has been most valuable and we are grateful for the excellent cooperation with the English department.

4. Girl's Club

Girls Career Club dropped the word "Career" and is now "Girl's Club" - a group of 290 members. The following program was planned and handled by the committees.

October 19 - Movie - DATING DO'S AND DON'TS
November 9 - Movie - CAREERS FOR GIRLS
November 30 - Health Talk - Dr. Maxine Bennett
January 11 - Talk on Hair - Mr. Alexander
January 25 - Movie - MARRIAGE TODAY
February 22 - How to Apply For a Job - Mr. Wm. Berigan
March 7 - Personality - Dr. John Rothney
March 29 - Emotional Health - Dr. Barnes
April 12 - Movie - THIS CHARMING COUPLE
Speaker - Mrs. Irving Gerhardt
April 26 - Movie - CHOOSING FOR HAPPINESS
May 24 - Movies - WHO'S BOSS and ACT YOUR AGE

The series of Marriage movies is excellent and should be shown to our boys groups.

5. Vocational Information Groups

As a new experiment this year, each home room was asked to elect a representative to serve on a Career Information Program committee.

These groups used as a nucleus to plan career talks, arrange for speakers, introduce speakers, and handle roll call. Miss Collins advised the Boys groups, Miss Fosse the girls.

Programs were given each Wednesday Activity period second semester on a wide variety of occupational subjects.

Miss Collins and I have enjoyed working with the faculty members this year. We appreciate their excellent cooperation with the guidance activities of East High School.

Respectfully submitted.

Margaret Fosse
Guidance Director

IV. Organization Plans 1951-52

A. To continue our present testing program except to substitute California Arithmetic Achievement in Grade VII, as an experiment.

B. To continue work with pupil failures.

C. To continue Occupations unit in Grade X, using movies as an introductory motivation.

D. To plan series of general occupation movies for grade VIII.

E. To continue plans for Human Relations discussion in grade VII.

F. To continue Girls' Club, with its emphasis on girls problems, marriage series movies.

G. To continue career series talks. Perhaps we could get help on this big project from other faculty members interested in this field.

H. To plan helps for Study Hints - by movies, talks, bulletins.

I. To work out a more systematic method of handling movies using assigned student workers.

J. To continue Orientation plans. It has been suggested that parents be invited to some of the group meeting - to learn about Senior High programming, etc.

K. To continue senior conferences.

L. To work out a more systematic way of handling student employment. A study of employment trends and possibilities in Madison would be beneficial.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1951

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1951

Significant statistical data will be found in the report of the Guidance Director, which is attached hereto. I particularly suggest that it be consulted because it contains much material which could very well be in the Principal's report.

GENERAL

Pupils continue to be careless with their belongings. At the present time I have thirteen watches which have been turned in and are uncalled for, in spite of numerous notices to the effect that they are in the office.

SPECIAL ACHIEVEMENTS

We are proud of the record in visual education which has been set under the direction of Mr. Steiner. During the past year 32,613 pupils saw films. A summary of the films shown is attached to this report.

The West High Times won a first place certificate for schools of its size in a nation-wide contest sponsored by the Columbia Scholastic Press Association. The National Scholastic Press Association gave us an All-American rating.

The interest and quality of our music continues to grow and improve. The improvement, especially in our band, has been very noticeable. Six of our orchestra members received first chairs in the all-state music clinic last summer. Two of the pupils received clinic scholarships.

Our pupils won an unusual number of prizes in art this year, on the city, state, and national levels. Four won national awards, Carveth Miller winning the scholarship, "Famous Artists Course for Wisconsin."

Graduates of West High School continued their high level of achievement in schools where they won scholarships and honors. The most significant group of honors was won by last year's senior class. Twelve of the boys were initiated into Phi Eta Sigma, the scholastic honor society for freshmen men. It is unusual for one group of graduates to rank so high in one area of endeavor, but the attitude and leadership in last year's class was excellent. I found the same to be true this year, so I hope that the present class will distinguish itself in a similar way.

Miss Morgan and her committee of senior teachers did an outstanding job this year in providing at least ten "Vocations Days" for our senior pupils. Thirty-two community leaders advised with the seniors concerning thirty-two different vocations. This has been a valuable service to our senior pupils, and has turned out to be a valuable public relations procedure also. Many other contacts have been made with men and women in public life, but the arrangements were made by individual teachers or department heads.

The English Club collected clothing again this year. The clothing was given to the school, to the American Friends Service, and some was sent to Germany.

Several of our classes corresponded with pupils in foreign lands.

We have been particularly pleased with the low drop-out rate maintained in West High School. Over the years it has usually been less than three per cent.

During this past year West High School has established a rather unique record in athletics. Its teams, which had been way down in conference standings the previous season, came through with a great deal of spirit and determination to rank very high in all phases of activity. It is increasingly clear to me that games and contests are not won by ability alone.

> West tied for the conference championship in tennis and ranked high in state competition.
>
> The track team tied for first place in the state track meet. Only a technicality prevented it from being the sole winner.
>
> The basketball team was second in the state tournament, losing to a very fine Wisconsin Rapids team.
>
> Our baseball team played especially fine ball, and I feel it was one of the two or three outstanding teams in the state.

Mrs. Lugg has done an unusually good job working with the Radio Club again. The club members work on Saturdays, at noon, and after school. Three of them have taken the FCC examination for amateur operators, and are now licensed operators who handle the school station.

There is a "crying" need for clerical and stenographic help in Madison. It seems that practically all of our girls completing our commercial course have obtained positions which

pay good salaries. I have also had reports from employers indicating that they find the youngsters well equipped when they report for their first jobs.

SPECIAL PROBLEMS

Rooms 301 and 306, and the dark room should be ventilated. The state building inspector has stated as much.

We are very short of storage space in West High School. Additional facilities should be planned for the future.

The physical facilities for our guidance service is inadequate. More space and more privacy is needed.

We also need more storage space for our music rooms, and our band uniforms are causing us some concern. It seems the uniforms purchased about fifteen years ago were for pupils smaller in stature. Mr. Stanke and his staff, therefore, have fitting problems, and there is a question whether we should reorder some uniforms or go to a different type of outfit.

Mr. Stanke reports that the carry-over of pupils who have had instrumental instruction in grade school to the classes at West Junior and Senior High School is too small. For example, of incoming ninth grade pupils, only six of the seventeen who had band experience in Nakoma enrolled in Band 9; only one of six string players enrolled in orchestra. Mr. Stanke feels the carry-over could be improved by having one man doing the string work at Nakoma, Randall, Dudgeon, Midvale, and West High School; another man could do the band work at West, Nakoma, and possibly Randall.

From my experience in another school, I knew the textbooks would become a headache. Another variable has entered the picture now--the quality of the paper and the binding which is being put into the manufacture of books. We used to figure that textbooks would last a minimum of five years; now the textbook companies are stating that three years is about all we can expect. This means that there will be a very heavy additional cost to the tax payers of Madison. It also means that under our present system of ratings and fines, we may engender a great deal of ill-will; consequently, free textbooks might become a white elephant rather than a good service to the citizens of Madison. In June, $652.31 were turned in to Mrs. Engen as textbook fines. Additional fines were assessed during the year and at the end of the first semester. It is plain to be seen that the fines now approximate the rental, and the end is not in sight. This problem requires careful study by the teaching staff and the Board of Education.

I repeat that adequate custodial help continues to be a problem. We definitely need more help, especially during the recreation season.

There is money in the budget for improving the boys' shower room, but it is inadequate. I hope that the Board will permit this money to remain in the fund until 1952, when additional funds will be asked for to complete renovating the facilities.

There is a humidifier in our attic which was put there for the purpose of improving the air in the auditorium. It has never worked. Water and fittings are available; consequently I am wondering if an air-conditioning unit might not be installed in its place. I will look into this matter during the coming year.

It is my feeling that budgetary procedure for the recreation department and the schools should be more closely integrated. For example:

A. Our school auditorium is used a great deal by the Recreation Department and by the public. The Recreation Department uses our concrete parking court, and in the past there has been a heavy breakage of windows on the south side of our Industrial Arts Department. These windows should be covered with screens. Should this improvement be charged to the school, to the Recreation Department, or to some other department?

B. Since our auditorium is being used so much by outside groups, there is additional wear and tear on equipment, and there is naturally a much higher replacement cost of utilities, fixtures, curtains, etc. Are these costs to be borne by West High School alone? In 1950, $1504.93 was paid in to the Board of Education for the rental of school facilities. Probably some of this money should revert to the school so that we could buy lights, equipment, pay for repairs, etc.

Respectfully submitted,

R. O. CHRISTOFFERSEN
Principal

SUMMARY OF FILMS

1950-51

West High School

Year	Month	No. Films Shown	No. of Pupils Seeing Films	Commercial	Language	Arts	Social Science	Home Economics	English	Science	Music	Clubs	Guidance	Manual Arts	Physical Ed.	Mathematics
1950	Sept. Oct.	43	6,878	1	5	2	13	6	5	5	1	3	2	0	0	0
1950	Nov.	37	5,166	2	3	2	6	3	7	9	0	2	1	1	2	0
1950	Dec.	30	2,534	0	7	3	8	0	0	8	0	0	0	2	0	2
1951	Jan.	30	2,936	0	2	3	5	2	5	9	0	0	2	1	1	0
1951	Feb.	32	3,776	0	1	5	3	2	6	10	1	1	2	1	0	0
1951	March	33	3,576	5	3	4	4	2	0	8	0	0	0	0	4	3
1951	April	37	4,409	3	5	1	5	2	4	12	0	2	0	1	2	0
1951	May June	31	3,428	0	4	1	8	4	4	7	0	3	0	0	0	0
TOTALS		274	32,603	11	30	21	53	21	31	68	2	11	7	6	9	5

(The above table does not include junior high noon hour recreation movies)

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. E. TRAFFORD
August 1951

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1950-51
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

A comparison of the enrollment at the beginning of the 1950-51 school year and the anticipated enrollment for 1951-52 is given below:

1950-51		1951-52	
7th Grade	169	7th Grade	175
8th Grade	192	8th Grade	170
9th Grade	280	9th Grade	300
	641		645
Boys' Remedial Section -	20	Boys' Remedial Section -	15

By this comparison it will be noted that the 7th grade will be about as large as last year, while the 8th grade will decrease. The 9th grade is expected to be somewhat larger than last year, necessitating an added section.

SPECIAL ACHIEVEMENTS

For several years I have felt that pupils in general were poorly adjusted personally and lived at high tension. This year, however, I feel that the pupils of West Junior High School showed the most stability and relaxed attitude in many years. I believe that this very fine attitude is due in large part to the excellent work of our teachers in meeting and helping to solve the daily problems of pupils. The awareness of pupils' needs and a conscious and sincere effort on the part of teachers to meet these needs resulted in a very wholesome and happy student body. No small part of the credit is due also to the work of our Guidance Department members and to the Department of Child Study.

Our records show that few pupils failed to pass the requirements in the individual subject fields. Attendance for the year was good. An overall attendance of about 96.5% was recorded. Tardiness was not as prevalent as in many past school terms. I feel that this all adds up to a very successful school year.

A committee composed of pupils, PTA representatives, and faculty members experimented with a new social program for junior high

school pupils. This resulted in separate parties for 7th grade, 8th grade, and 9th grade pupils, held after the close of school in the afternoon. The only evening party was the 9th grade Farewell Party held in June. In general, these parties have been successful, but the activities during these parties can be improved. I believe that we should continue these parties after school for the 7th and 8th graders, but that 9th graders are not interested in them. 9th graders have too many after-school activities which interfere with these social gatherings. Perhaps a Father-Son and a Mother-Daughter evening would be more successful.

The Service Club has been revived this year, with an invitation to some fifteen 7th grade boys to join. These boys were selected by home room teachers on the basis of personal qualities and scholarship. The club met weekly during the noon hour, since several of the boys belonged to music clubs which met during the regular club period. The Service Club members assumed the responsibilities of straightening up the cafeteria after the junior high lunch period, supervising the bicycle parking area, distributing the High-Times, acting as guides for new pupils during orientation week and Go-To-School night for PTA. On several other occasions these boys were called upon for assistance in performing similar service to their fellow school members. We expect to continue this club next year, to expand our activities, and to enlarge our membership.

By providing new shelving and counter space for junior high books and other library materials of instruction, our library services to pupils have been enlarged. For some time there has been a difficult problem of making library materials available to our pupils because of inadequate library facilities. The new cases not only provide space for materials, but they are so placed as to divide more effectively the library area between junior and senior high.

We won more than the usual number of awards in art this year. I wish to recognize the following:

1. Madison Salon of Arts - 1st in junior high division won by Albert Anderson while Mike Wyngaard received an Honorable Mention.

2. Helen Farnsworth Mears Contest conducted by the Wisconsin Federation of Women's Clubs gave Arlyn Jones 1st prize in Madison, 2nd prize in the district, and 1st prize in the state contest. Will Wilcox won 2nd in Madison and 3rd in the district.

3. Key winners in Scholastic Matazine Contest were: Keith McCamy, Jean Green, William Bunce and Dagny Quisling. These four had their works of art sent to Scholastic National Contest at Carnegie Institute, Pittsburgh, Pennsylvania, where

William Bunce won 1st prize for his oil painting.

4. Joan Boeker won 3rd prize in the Lions Club Safety Poster Contest for Madison and later won the Governor's Award for Safety.

5. In the American Legion Essay Contest: Nancy Hartwell won 1st prize for junior high pupils while Betty Solheim was awarded 2nd prize.

"This year for the first time, PATTERNS IN PRINT, which is a booklet of original writings by students in the English classes, has a section devoted exclusively to junior high essays, short stories, poems, and book reports. It also contains the two essays which won first and second places in the American Legion Auxiliary Contest.

"A staff of eleven junior high students under the guidance of a teacher, selected and edited thd writings submitted. The excellent cooperation of the English teachers and the enthusiastic response of the students offered an abundance of material from which to choose.

"The eighth grade speech classes provided the publicity for the sale of PATTERNS IN PRINT, the High-Times Staff printed the first draft, and the senior high advanced typing class under the able direction of Miss Kieffer did all of the typing of the lay-out and cutting the stencil.

"Special tribute should be paid to Mr. Eugene Schmidt, advisor of the senior high section of the booklet, for his inspiration, kind encouragement and constant helpfulness to the junior high staff."

I wish to commend Miss Norma Doeringsfeld for the excellent organization of this project and for the inspiration to the pupils of West Junior High School who worked under her guidance on this project.

For the first time in many years the Home Economics Department conducted a style show for all girls of West Junior High School. The show was excellently presented and received. The members of the clothing classes presented the costumes and accessories which they made during class time. The favorable manner in which this review was received indicates that the show should be continued in future years.

SPECIAL PROBLEMS

The offerings in the Manual Arts Department have had to be reduced this past year because no teadher was available for teaching auto-mechanics to 9th graders. The addition of a new teacher prepared in this field may help solve this problem next year. The division of his time between Nakoma and West

may make him unavailable for the auto-mechanics instruction, however.

The use of visual aids has increased a great deal the past few years. As a result, the projection room set aside for this purpose, has become very difficult to obtain at the desired times. The acquisition of a new projector for the junior department as well as two new shadow boxes will enable us to show films or slides in two classrooms at the same time and should materially help to solve this need.

The Wisconsin State Journal Badger Spelling Bee should be started in our school not later than the beginning of the second semester. Our teachers are agreed that maximum value from participating in this contest cannot be gained unless the activity be conducted over a longer period of time. West High School was honored by winning the City and State Badger Spelling Bee, but the major gain is in the general improvement in spelling and word meaning by all of our pupils.

The play area at West High is inadequate for the program which we are trying to conduct. The problem is acute during the noon hour in the spring and fall of the year. Since the senior high and junior high noon hours overlap, most all of the boys and girls must use the play facilities at that time. As a result, the field is too crowded to conduct a good recreational program.

If we continue to conduct remedial classes for 7th and 8th grade pupils we should broaden our concept of those who need help. Each year it has been a problem to fill this class since the basis for placement has been too narrow and restrictive.

Respectfully submitted,

R. E. Trafford,
Assistant Principal

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

Twentieth Anniversary Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Director
Lillian A. Reinking

June 1951

ANNUAL REPORT - 1950-51

After twenty years of guidance from small beginnings at West, this report might well be termed an anniversary issue. As we review the report of 1930-31, we note that there have been improvements in the records, but the actual growth in twenty years is difficult to evaluate in that each year has had its problems which called for varied emphasis - from the depression years to years of plenty, and from preparation for, to a fighting war, back to peace, to mild prosperity, and - again, war. And as the times have changed, our concepts have changed, but we still hold to our major objective of guidance - to help each pupil to help himself, to become independent and capable of standing on his own feet, to feel secure and confident in himself, to achieve to his highest possible personal goal and to have an outgoing point of view to help in the welfare of others.

This annual report for 1950-51 will contain summaries of the special projects of the year, and, for the record, statistics, so that continuity with former reports may be recorded. We will not undertake to record the usual routine work of the office.

Report on Vocational Talks:

The vocational talks which have become a tradition at West were again held from early in the first semester to the middle of May. This project, which was under the direction of a senior adviser, Miss Morgan, assisted by all home room advisers, drew into its plan the many resources of the community and service clubs, as well as the various departments of the school. Miss Morgan's report is included herewith.

"The procedure followed was very similar to that of other years.

"In the fall, the Chairman met with the Twelfth Grade Home Room Teachers to organize the project. A questionnaire was given to each senior for him to check the professions or trades in which he was interested. Speakers were suggested by the Home Room Teachers.

"Talks on the following professions were omitted in 1950-51 due to a lack of interest on the part of the seniors: Law, Pharmacy, Banking, Government, Library, Ministry and Music.

"The following professions were combined: Dietetics and Home Economics, Architecture and Contracting, Commerce and Secretarial Training, Dress Design and Retailing.

"The speakers were contacted by Mr. Christoffersen and invited

to have lunch in the West High Cafeteria on the day of the talk. A graduate of West High or the father of a student in West High was chosen for the speaker if possible. A suggested list of subjects for him to touch upon in his talk was then mailed to the speaker by Mrs. Engen. On the Thursday before the talk, a postcard was mailed to the speaker to remind him of his invitation to lunch and the time of his speech. This was also done by Mrs. Engen.

"The speakers were greeted in Mr. Christoffersen's office about one o'clock by the Faculty Sponsor and the Student Chairman chosen from the Speech classes to introduce them. A summary of the talks was made by members of the Stenography class. "Thank You" letters were written by members of the senior English classes and typed by members of the Typing classes.

"Certificates of Attendance were issued to the students at each talk so the Home Room Teacher was able to account for all her people. Attendance at the talks was on a purely voluntary basis."

Mildred Morgan
Chairman

VOCATIONAL TALKS - 1950-51

Date	Topic	Speaker	Student Sponsor
Nov. 21	Introduction	C. H. Waller	
Nov. 28	Medicine	Dr. Arvin Weinstein	Loeb Aronin
	Recreation	Glen Holmes	Jim Marshall
	Commerce & Sec. Work	Jerry Schulkamp	Joyce Anderson
Dec. 5	Radio & TV	Robert Dick	Alice Norris
	Nursing	Josephine Balaty	Marilyn Jones
	Trades	R. W. Bardwell	Ronald Sergenian
Dec. 12	Social Work	Bernice Orchard	Corlie Melnik
	Advertising	Mr. Ury	Helen Frederick
	Accounting	Lyman Frazier	Roger Senty
Jan. 16	Engineering	Henry Goehring	Jim McNaul
	Teaching	Glen Eye	Janet McLeod
	Dietetics and Home Ec.	Louella Mortensen	Maureen Kennedy
Feb. 20	Agriculture	G. S. Pound	Ronald Fiedler
	Interior Decorating	Mrs. Ed. Mercer	Marcia Blew
	Aviation & Airline Host.	Carl Guell	Jack Barry
Feb. 27	Scientific Research	H. F. Scott	Lois Bakken
	Drama	Robert Gard	Ronnie LaBonne
	Beauty Culture	Mrs. Walter Gehrke	Shirley Marquardt
Mar. 6	Photography	Robert S. Beeler	Sue Hilgers
	Architecture & Contract.	John Findorff, Jr.	Leonard Byers
Mar. 13	Commercial Art	Winfried Guenther	Ralph Rosen
	Forestry & Conservation	Wakelin McNeel	Barbara Follett
	Occup. & Physical Therapy	Hazel McLain	Mary Ebling

Date	Topic	Speaker	Student Sponsor
Mar. 22	Journalism	R. O. Nafziger	Marlene Holdener
	Landscaping	Franz Aust	Laura Lee Lane
Apr. 10	Armed Services		John Maloney
	Marines	Sgt. Edw. Romano	
	Navy	Chief Petty Officer O. Geo. Llewellyn	
	Air Force	Master Sgt. O. H. Roe	
	Retailing & Dress Design	Nancy Groves	Helen Frederick
Apr. 17	USAFI	Neil Turner	Don Norenberg
	Insurance	Harold Noer	Peter Noer

Report from Miss Perego:

Miss Perego undertook several big projects for the year. Among these were:

1. Conferences with each 7th grade child, having at hand the child's cumulative folder.
2. Editing and distributing the "Guide For Home Room Teachers of West Junior High School".
3. Implementing the 9th grade unit in "How To Study".
4. Administering and interpreting interest and aptitude tests in the vocations unit of the 11a English classes.
5. Supervision of participating teachers.

Miss Perego's reports on the above and other projects are herewith included.

Counseling: The major portion of time has been spent studying and counseling individual pupils.

1. Failing pupils - pupils who failed in two or more subjects were counseled and followed up throughout the year.
2. Pupils who were referred by the teachers, nurse, or their parents as being unadjusted socially or emotionally were studied and counseled. In some instances, case conferences were held with their teachers in an effort to pool all resources and information in order to understand the causes of the pupil's difficulty. Conferences were had, too, with the parents. In cases of very serious maladjustment, the pupil was referred to the Child Study Department or to the Mental Health Clinic for psychiatric treatment.

Testing:

1. Mental tests were given to new pupils, to pupils whose quality of work was in disagreement with that indicated by previous test scores, to pupils being referred to Child Study, and to many as part of the counseling process.
2. Achievement tests were given when requested by the office or teachers, and in some cases as part of the process of studying the individual.
3. Vocational interest and aptitude tests were given and interpreted to the juniors. (For description of this program, see below.)
4. A battery, including those of the above tests felt necessary, plus personality tests, were given in connection with the study of individuals manifesting emotional, social or educational problems.

Program of Vocational Guidance:

The English Department met at the end of last year to decide

whether they wished to continue the Vocational Unit. Since they seemed to feel that the experience was valuable to the pupils, they voted to try the unit again. At the close of this year, they met again and voted to include this unit as a regular portion of the English course.

Although a suggested unit was submitted to the teachers as a guide, some of the teachers wrote their own units based on the plan. The methods used and the emphasis placed on this study depended entirely on the individual teacher. The tests administered to all the juniors included an interest inventory, a core of aptitude tests and other aptitude tests chosen by the student. Each junior had a personal interview with the counselor which ran 40-50 minutes. Themes such as "The Kind of Person I Am", "Kinds of Jobs I Have Had" were sent to the counselor before the conference and were helpful in making the test interpretation more worthwhile.

A letter was sent home via each pupil explaining the nature and aims of this project. In addition, the pupils were told that their parents were invited to the conferences regarding their aptitude test scores.

This year Mr. Krider was assigned one period each day to help with this project. In the beginning he spent some time studying the tests and test manual and observing the worker during interpretive conferences. After this, he discussed scores and occupational plans with numerous eleventh graders. It is felt that Mr. Krider showed unusual interest and understanding in these counseling situations. The program was markedly improved through his assistance, both because of his skill in the interviews and because it enabled the worker to spend more time with the juniors she counseled by lessening the number she had to see.

Junior High Home Room Program:

1. Since it is felt that the success of any home room activities depends on the interest and desire of both the pupils and the sponsor, the Home Room Guide was presented to the faculty on that basis. They were encouraged to use it as they chose and to feel free to offer any suggestions. The teachers were recently asked for their comments regarding the usefulness of the material in the guide, and for their suggestions for its improvement. This information will be used in revising the guide.
2. Because the 9th graders listed study methods as one of the problems which they wished most to discuss in home room, a committee of teachers was organized to plan to meet this need. The committee planned and helped to carry out the following program.

a. First a 9th grade meeting was held in the auditorium to "send off" the program. At this time Mr. C. H. Waller spoke to the pupils on the importance of good study habits. Following this, the movie, "How to Study", was shown.
b. A second group meeting was held, at which time a panel of senior high pupils gave their views on how to study most efficiently. After the panel discussion, the movie, "Effective Study", was shown.
c. The pupils who wished additional help in special subject areas were given this opportunity, since smaller groups met to discuss how to study English, Math, Science, Social Studies and foreign languages. Attendance at these meetings was entirely optional. Each meeting was conducted by a teacher qualified in the respective subject area.

It was decided at the termination of this project that it needed to be improved in several ways. It was suggested that there be but one large meeting to cover the importance of good study methods and the general rules for effective studying. It was also felt that this project should be offered the first semester and that the days devoted to it should be in closer succession than once a week. The committee in charge of the plan will attempt to further evaluate and improve the project before trying it again.

7th Grade Orientation Project: Early in the school year a personal interview was had with each 7th grade pupil. The purposes behind these contacts were to give the pupil a chance to clear up any doubts he may have about the new school, to acquaint pupils with the counselor, to try to develop a desirable attitude toward seeking help from the guidance offices and to spot those pupils who seem to need special assistance.

Preceding each conference, the counselor carefully examined the pupil's cumulative record and prepared a brief record sheet of salient information. During the conference, subjects such as the pupil's reaction to West, academic and leisure time interests, kinds of friends preferred, attitude toward his home and family, were discussed. Following each conference, a brief summary of the interview was recorded in the previously mentioned record sheet. The record sheets of pupils who seemed to have special problems were forwarded to their teachers with suggestions for handling the situation and requests for additional information.

University participation: The four University students assigned to West for practical experience gave remedial assistance to pupils in the senior and junior high school. The supervision of these people involved:

1. Making available information of value in understanding the child.
2. Assisting with plans for work with pupils.
3. Offering suggestions regarding techniques to be followed, materials to use or study.
4. Arranging for conferences with the teachers of the pupils being helped.
5. Observing the participator.
6. Having conferences with the participator to discuss his work.

Aims for next year: Since the present activities have more than filled the worker's time, it would be impossible to undertake any new major projects. It is, therefore, planned that the activities reported above shall be continually evaluated, enlarged and improved.

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North Central Association: Early in the year the faculty was divided into committee groups for the purpose of gathering data for the Special Report to the North Central Association. Ours was a committee on guidance, composed of seventeen staff members. Because there were four areas in the guidance section, we broke up into smaller groups with a chairman for each one. These groups met and recorded their findings, which were in turn referred to and acted upon by the whole committee, and then presented to the entire faculty for action.

The report on Guidance Services at West High School for the North Central Association is herewith presented.

NORTH CENTRAL ASSOCIATION

Section Three, Criterion 2D
Guidance Service

1. What are the outstanding strengths of the guidance program?

   a. Existence of trained guidance counselors working jointly with teachers and administrators in our school and with a central department of child guidance and service in our public school system.

   b. Organization of a guidance program of a type which brings together for the benefit of a pupil, school and community agencies - medical, social, county, university, child guidance center, etc.

   c. Close cooperation between the home and the school through an unusually strong, well-informed Parent-Teacher Association.

   d. The availability of extensive cumulative and counselor's records, primarily to the home room teacher, as an aid in understanding and guiding a pupil.

   e. Constant use of intelligence, aptitude, achievement, and personality tests, and a program of personal interviews and of group guidance as an aid to a pupil in meeting his present and future problems, e.g., educational, social, and occupational.

   f. Early identification and treatment of the maladjusted child.

   g. Aptitude and interest testing in 11a English classes. (Eight hours of testing and individual conference per pupil)

   h. The series of vocational and career talks in 12th grade. (Include Miss Morgan's report)

   i. Home room guidance in aiding every 8th grade pupil to formulate a tentative four-year course for educational and/or vocational requirements to fit his individual needs and interests. This program invites the participation of parents.

2. What weaknesses or limitations characterize the guidance program?

   a. There is insufficient time in a day's program for guidance and remedial work in the teacher's specific subject areas.

   b. There is a need for more in-service training in mental health so that the effectiveness of the guidance program may be increased.

c. In the matter of pupil programming, teacher recommendations relative to the suitability of a pupil to a subject cannot always be given enough consideration because of inflexibility in the course of study.

d. The use of achievement tests related to specific subject areas should supplement the general I.Q. test in programming a pupil.

e. Greatly extend the present aptitude testing program so that its results may be used not only in vocational guidance but in pupil programming.

3. What are the chief obstacles to achievement of the outcomes desired?

a. The number of full time counselors is not sufficient for the size of the school. (1 to 700 pupils)

b. Home influence sometimes handicaps the work of the guidance office.

c. The lack of space (small rooms) for guidance workers to have individual conferences with pupils.

d. The faculty needs more time to observe, investigate, and remedy pupil problems.

e. The restrictions placed on us by the course of study. There are not enough courses to re-assign pupils who cannot fit into present classes.

f. Entrance requirements to the university place certain limitations on courses offered in high school.

4. What improvements in the guidance service are planned for the immediate future?

a. Plan to cooperate fully with the newly established Trades Course of the Vocational School.

b. Bring about the provision of a centralized unit for the adequate housing for guidance - to include individual conference rooms, a testing room and an outer office for filing of data and occupational information and catalogs.

c. Plan to study the possibility of revising the system of handling requests for office help which are made by local business men. It has been recommended that the Office Practice teacher, who is well acquainted with the qualifications of the applicants for such jobs, be given time to handle this service directly.

d. Encourage increased use of available cumulative data by all faculty members as an aid in understanding and guiding pupils.

e. Study the procedures used in making program changes requested by the pupil in order to establish a more uniform policy in handling these cases.

Course Outline for Non-Academic Pupils: In December 1950 the Advanced School of Education of Teachers College, Columbia University, requested a report on how West High School provided for the slow learners.

Since an earlier report had been sent to Columbia in the nineteen thirties, our summary was based on the plan of this early report. The matter was presented to department heads who, with their departments, surveyed their area and submitted their outlines for presentation to Columbia University.

These outlines, as submitted by the several departments, are herewith included for this record.

ENGLISH FOR SLOW GROUPS

I. How pupils are selected
On basis of IQ, achievement tests, previous records, teacher recommendations

II. General objectives
To develop in each pupil certain habits, abilities and skills in the use of language which will be useful to him in later life.
To suit these learning experiences to the capacity of each pupil.

III. Literature - general observations
We have found that it is very difficult to provide sufficient suitable reading material for these courses. We are constantly searching for an experimenting with reading matter of all kinds. Consequently, any list of books and magazines soon becomes outdated.

Literature - objectives
Growth in speed and comprehension in reading.
Growth in desire to read for pleasure
Broadening of experience through literature.
Development of character and personality through reading about and discussing other people, their problems, joys, sorrows, triumphs, etc.
Growth in sympathetic attitudes toward other social groups and races.
Growth in desire to choose and read good literature.

IV. Written composition - general observations
We attempt to keep composition work simple and practical and to use only forms which this type of student will need in later life.

Written composition - objectives
Growth in ability to think clearly.

Ability to use English that is clear and free from gross errors.
Desire to improve one's writing.
Ability to prepare simple manuscripts according to accepted forms.
Ability to write letters required in personal and business correspondence.

V. Oral composition - general observations
A great deal of time should be spent in oral activities in these courses.

Oral composition - objectives
Growth and ability to think clearly.
Ability and desire to speak loudly enough to be heard.
Ability to use English without gross errors.
Skill through actual experience in such everyday techniques as telephoning, telling stories, presenting arguments for or against a proposition, giving directions, and speaking before small groups.
Ability to observe rules of courtesy, self-control and openmindedness in informal conversation and group discussions.

VI. Spelling
Work with words which students actually use now or will need in everyday life.

VII. Grammar
Concentrate on correct usage of forms. Attempt to gain correctness through practice and repetition rather than through application of grammatical principles.

VIII. Course of study. Grade X.
See inclosed course of study for this grade.

IX. Course of study. Grade XI.
We have not worked out as detailed a course for the last two years. We try to provide varied materials which the teacher uses to suit her particular class.

One unit always covered in Grade XI is a vocational unit. Aptitude and interest tests are given by a member of the Guidance Department. After these have been scored, each student has a conference with the counselor from the Guidance Department. Meanwhile, the English teacher has the class work on activities like job interviews, letters of application, library reading on vocations, short themes, research unit on a particular vocation, etc. There are many activities in English which can be correlated with the general theme of choosing a vocation which suits one's own aptitudes, abilities, and needs and interest.

Materials available for use in Grade XI.
Cavalcade Magazine
Practical English Magazine
Reader's Digest Magazine
Captains Courageous (Bantam Book)

A Lantern In Her Hand (Bantam Book)
The Count of Monte Cristo (Adapted version)
Practical English Workbook
Adventures in American Literature
Short Stories - Schweikert
(The last two books listed are regular texts in Grade XI courses, parts of which can often be used successfully in the slow classes. Students always like to use the regular texts and that is a motivation in itself.)

We always maintain various sets of plays, novels, poetry books, etc. which are available for use in grades eleven and twelve. These are not designated for particular courses but are used by teachers as they wish. What is successful with one slow 11th grade class this year will fail miserable with the 11th grade group next year. One of our teachers occasionally reads Macbeth with a slow group and very successfully, too, but I wouldn't say it is "part of our course of study" for these groups.

X. Course of study. Grade XII.

Materials available

Cavalcade Magazine
Scholastic Magazine - Practical English or Senior Scholastic
Reader's Digest Magazine
Mutiny on the Bounty (Bantam Book)
Les Miserables (Adapted version)
Modern Reading Book III

Any books used in the regular twelfth grade course are available and can be profitably used in some classes. This would include books like Giants in the Earth, Modern American and British Poetry, Modern American Short Stories, Adventures in Modern Literature.

Most teachers of this course use the library a great deal in an attempt to help students develop interest and judgment in selecting and reading magazines, novels, and newspapers. A unit on current problems has been successful. Considerable time is spent on vocabulary development, oral work, spelling and simple composition. This year we devoted some time to a discussion of the opportunities in the armed services because all of the boys are due to be drafted soon after graduation.

In courses like these, the ingenuity and resourcefullness of the teacher is more important than any course of study. She must have enough imagination and initiative to see opportunities for worthwhile and practical activities which suit a particular class.

MATHEMATICS FOR SLOW GROUPS

Pre-Mathematics I and II - Objectives

1. To develop better underatanding of the laws governing the fundamental processes of arithmetic.
2. To give abundant practice in the application of these laws to simple practical problems.
3. To give the pupils contact with geometric forms found in nature, industry and life, and thus to develop an appreciation of common geometric forms, their properties, relationships, and mensuration.
4. To make up for shortages in previous courses in Mathematics and at the same time give work which is practical in the world of industry.

Differentiation in subject matter for fast, medium and slow classes.

SEVENTH GRADE - There is one slow group in the seventh grade, and one in the eighth grade. Some of the group are slow normals, others are average in ability but are retarded because of skipping a grade, or absence due to illness. All other seventh and eighth grades are unsegregated.

NINTH GRADE - The classes are segregated into fast, average and slow classes.
The text, Progressive First Algebra by Hart, makes provision for three different levels of ability. Examples marked x or y are required only of the abler pupils. The minimum course is required of all. The amount and kind of material used to enrich the course depends upon the class, the individuals within the class, and the teacher.

TENTH GRADE - Classes are segregated as in the ninth grade.
Slow classes: Try to develop geometrical concept through construction rather than through logic. Place initial emphasis on concepts rather than on formal proof. To discover through experiments the properties of geometrical figures. To relate in as many instances as possible the work in class with that in other classes, especially shop courses.
Medium group: To these are given the minimum list of "Mathematical Requirements" and as much and as difficult problems as the pupils in any class can handle.
Several very good movies on proving the congruency of triangles; loci value of π, etc. have been shown to all classes.

GENERAL BUSINESS

A two-semester course offered in 10th grade to pupils who have difficulty in the abstract thinking of Algebra and Geometry. In general, pupils who enter this course have had one year in the

9th grade of Applied or Pre-Mathematics as described above. This course in General Business in place of Geometry enables the slow or non-college pupil to receive two credits in high school mathematics.

The class meets daily for one period - one-half credit each semester.

Aims

1. To give general business information which can be used in ordinary every-day living.
2. To develop desirable traits such as responsibility, dependability, punctuality, honesty, and accuracy.
3. To give vocational guidance.

Units of Work (first semester)

1. Travel (domestic and foreign)
2. Communications
   a. Telephone
   b. Telegraph
   c. Mail
3. Means of shipping goods
   a. By mail
   b. By express
   c. By freight
4. Keeping and finding useful information
   a. Filing
      1. Alphabetic (studied quite fully)
      2. Subject, geographic, and numeric (merely discussed)
   b. Record-keeping for a club (simple)
   c. Sources of useful information
      1. Dictionary
      2. Encyclopedia - each student looked up information on a famous person and gave an oral report.
      3. Readers' Guide
      4. World Almanac
      5. Who's Who
      6. Statistical Abstract of the U.S.

Spent two days in the library on the above.

Units of Work (second semester)

1. Our Business Environment
2. Money and Banking Services
3. Planning the Use of Our Money
4. Spending Money Wisely
5. Insurance

Some Procedures

1. When I assign spelling words from the lesson, I have them write each word ten times.
2. We read much of the lesson aloud in class. Some of the students have third and fourth grade reading ability.
3. Many of them have very poor study habits (can't or won't just read for the next day). They can be pinned down only if they write out answers.

HISTORY FOR SLOW GROUPS

Objectives in General History, 10b and 10a

Textbook: "The Story Of The Nations" by Rogers Adams Brown
Publisher: Henry Holt Co.

A. Primary or main objective

To bring the material within the understanding of the pupil, so that he may achieve a sense of accomplishment.

B. Program for slow learners

The teachers explain the text to the pupil. The pupil reads or attempts to read a portion of the text. The teacher explains in simpler terms the essential thought in the sentence.

New terms are listed on the blackboard by the teacher, or individual pupils are asked to state terms that have no meaning for them. These are explained.

Places mentioned in the text are located on the map by the teacher. Pupils find these same locations on the map in the text.

Some teachers assign individual projects

a. Pictorial maps
b. Charts, pictures, maps from papers and magazines for notebooks
c. Collections of stamps, coins, etc.

C. Major Problems

1. Difficulty in comprehension
2. Inability to realize sequence of time
3. Limitations in their vocabulary
4. Lack of memory power
5. Inability to understand abstract concepts
6. Interest span very short
7. Lack of power to think

Objectives in General History, 11b and 11a

Textbook: "Story of Our Land and People" by Glenn Moon
Publisher: Henry Holt Co.

NON-ACADEMIC SCIENCE

In the Science Department provision is made for non-academic pupils by offering general science. In this course the elements of physics, chemistry, and biology are taught. Difficult material such as theoretical explanations are omitted and as far as possible only concrete phases of the work are taken up. The sciences, - physics, chemistry, and biology, - include much subject matter, portions of which are quite simple; therefore, it is not difficult to build a simplified course suitable for non-academic pupils.

The work offered in the senior high school is not necessarily a duplication of material given in the eighth grade. For example, in the eighth grade much more time is devoted to astronomy, geography, and several other units of work, than in the senior high school. Furthermore the pupils who are assigned to this course are likely to profit by a review of important principles which were probably not entirely clear to them in the eighth grade.

Laboratory work is done in this course by the demonstration method.

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Military Service:

Because so much concern was being shown in regard to the draft situation and the lowering of the draft law below nineteen, we started to counsel all senior boys after the winter holidays. Each boy was urged to consider his educational and vocational plans and to take a long term view of his interests and capabilities. In this we were often benefited by the interest and aptitude test which had been administered to the group as eleventh grade pupils.

All available information in regard to the armed forces is kept on file in the guidance office. The bulletin in the corridor and the daily calendar give interested boys current information on the armed services, NROTC, Coast Guard and cadet examinations. This year we held an armed forces day, when representatives of all services addressed the senior boys. Out of fourteen boys who took the NROTC examinations, six passed.

College Plans:

Many of our pupils make early plans to enroll in other colleges and universities - other than the University of Wisconsin. Rather than hold a College Day we prefer to have college admissions officers make appointments with us far enough in advance so that interested pupils from all grades may be notified and called in for personal conferences for several colleges. This year about twenty admissions officers counselled with about one hundred pupils. A place is provided so that the counsellor may see pupils in groups or privately.

College Entrance Examinations:

Not as much interest was taken this year in the College Entrance Examinations as formerly. Only seven seniors took the tests in March to complete their applications to other colleges. No doubt the draft status of many senior boys accounts for this.

One 10th grade boy applied to and was accepted at Chicago University in their accelerated program and one 10th grader took College Entrance Examinations for the Pre-Induction Scholarship offered at the University of Wisconsin under the Ford Foundation.

Employment:

We have offered to pupils, as in the past, an outstanding service in aiding them to secure employment. Pupils who wish any type of employment register in the guidance office and are the first to be notified as jobs are received. If the positions cannot be filled in this way, notice is given to the entire student body through the daily calendar and an effort is made to fit the pupil to the job. Pupils have been placed in stores, as ushers, at housework, restaurants, farms, canning factories, lawn work, child care and the like. This spring we had so many requests for pupils that we have not been able to fill all positions. Twenty-two pupils were referred to the Stokely Canning Company and fifteen have been referred to Wisconsin General Hospital alone.

The commercial department has placed all of its trained office workers who wish employment, and many requests for graduates to fill permanent jobs cannot be filled because such a large percent wish to go to school.

During the past week all pupils who wished summer employment, either full or part time, were given the opportunity and urged to register with the Wisconsin State Employment Service through their home rooms.

During the year about 43 juniors and seniors earned work experience credit on the job under the supervision of Mr. Benson. The child permit office reports that to West High School pupils they have issued 63 street trades, 60 vacation and 171 regular permits from June 16, 1950 to June 8, 1951.

On the following pages we summarize the statistics which have been kept for the purpose of continuity each year.

WEST HIGH SCHOOL

October 1950

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		160-164	0	0	0	0	0	0	0
		155-159	0	0	0	1	0	0	1
		150-154	2	1	2	0	0	0	5
		145-149	1	0	2	1	0	1	5
		140-144	3	3	3	7	2	0	18
X	44	135-139	4	8	15	14	8	3	52
		130-134	7	15	15	19	7	9	72
		125-129	17	18	23	33	21	16	128
		120-124	21	24	31	36	28	25	165
		115-119	25	24	34	35	31	30	179
		110-114	21	26	35	27	41	45	195
Y	47	105-109	24	21	42	31	41	43	202
		100-104	13	16	30	22	27	42	150
		95-99	18	15	20	22	18	29	122
		90-94	7	9	16	10	7	5	54
		85-89	2	3	6	6	5	6	28
Z	9	80-84	2	4	3	3	5	8	25
		75-79	1	4	3	3	3	3	17
		70-74	0	1	0	0	0	0	1
		Total	168	192	280	270	244	265	1419
		Median	113.93	114.33	112.79	117.93	111.89	108.37	112.82

	Total	X	% Y	Z	Median IQ
Junior High	640	47	44	9	113.63
Senior High	779	42	50	8	112.65
Jr.-Sr. High	1419	44	47	9	112.82

Distribution of Grades by Departments:

Below is the tabulation of the distribution of grades in all classes in grades 9, 10, 11 and 12 for Semester I, 1950-51.

DEPARTMENT	A	B	C	D	I	F	W	NO.	% FD.	% WI.	CLASS AVE.
ENGLISH	118	306	378	147	21	40	39	1049	.038	.037	29.9
MATHEMATICS	138	213	183	84	6	24	11	656	.037	.017	27.3
SOCIAL STUDIES	92	197	233	162	11	30	31	756	.040	.041	29.0
SCIENCE	125	161	128	96	4	23	21	558	.041	.037	26.6
LANGUAGE	80	128	114	86	5	15	12	440	.034	.027	20.9
COMMERCIAL	21	80	123	64	6	4	17	315	.013	.054	26.3
HOME ECONOMICS	18	54	42	19	1	1	4	139	.007	.028	23.2
ART	48	92	63	15	1	0	6	225	---	.026	25.0
MANUAL ARTS	25	55	69	23	11	3	5	191	.016	.026	21.2

Distribution of I.Q.'s on Failure Report:

From the tabulation of the distribution of I.Q.'s of the senior high failure report, we note that the percentage of failures in our low ability groups has been reduced over a period of years. This may partly be due to the fact that the work of the minimum essentials group has been geared more closely to their needs and abilities.

I.Q.	30-31 No.	%	32-33 No.	%	35-36 No.	%	40-41 No.	%	45-46 No.	%	50-51 No.	%
135-139	-		-		-		-		-		1	
130-134	-		1		1		-		-		-	
125-129	-		-		-		2		2		2	
120-124	1	3%	-	9%	2	25%	1	27%	1	13%	2	25%
115-119	1		4		6		6		4		2	
110-114	2		8		2		3		8		3	
105-109	9		16		3		5		14		3	
100-104	8	59%	8	62%	5	47%	8	64%	10	74%	9	61%
95-99	13		3		7		6		7		2	
90-94	10		10		4		1		3		2	
85-89	5		2		3		1		1		1	
80-84	3	38%	4	29%	3	28%	1	9%	1	13%	1	14%
75-79	2		-		-		-		-		-	
70-74	-		-		-		-		-		-	

FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

Year	No.	% of Total Enrollment
1930-31	54	9
1931-32	68	10
1935-36	36	4
1939-40	18	2
1940-41	34	3
1943-44	40	4
1944-45	49	5
1945-46	53	5
1946-47	48	5
1947-48	16	2
1948-49	25	3
1949-50	32	4
1950-51	28	4

Percent of Withdrawals - Senior High School:

The cause of withdrawals in the senior department as of June 15, 1951 shows the following comparison with former years.

Cause of Withdrawals by Percentage	30 31	31 32	35 36	40 41	45 46	49 50	50 51
Over 18	14	13	4	10	5	3	9
Work	6	12	4	3	0	17	0
Vocational School	17	6	2	3	8	3	4
Work and Vocational School					13	5	9
Left City	19	19	28	41	33	40	34
Post Graduates	8	10	17	4	0	0	0
Illness	3	13	35	10	8	3	4
Married	3	2	2	3	2	5	2
No Report	1	0	2	0	0	0	0
Rural District			4	4	8	3	7
Court Cases							
Graduates				4	10	9	11
Armed Forces Graduating					9	3	2
Armed Forces Not Graduating				8	3	3	7
Transfers	29	23	4	10	9	3	9
Deceased					2	3	2

Percent of Withdrawals - Junior High School:

	40 41	45 46	49 50	40 51
Work and Vocational				7
Vocational School	7	3	5	4
Transfers	18	7	3	18
Left City	50	71	64	60
Illness	7	3	5	4
Rural District	18	13	0	7
Work		3	0	0
Placed on Farm			20	0
Court Cases			3	0

Number of Withdrawals:

Year	Senior	Junior
1945-46	70	35
1946-47	53	40
1947-48	40	23
1948-49	46	25
1949-50	35	31
1950-51	46	28

Withdrawals: Distribution of I.Q.'s

A study of the distribution of I.Q.'s of the 46 pupils who withdrew from senior high reveals the fact that the percent of withdrawals in the three ability groups is consistently distributed among the three groups.

SENIOR HIGH

I.Q.	30-31	35-36	40-41	45-46	49-50	50-51
115 & Above	3	17	15	28	23	26
95 - 115	62	59	62	63	66	58
Below 95	35	24	23	9	11	16

JUNIOR HIGH

In the junior department we note that our percentage of withdrawals in the three ability groups varies from the entire junior population, which is 47% in the X group, 44% in the Y group and 9% in the Z group. (See page 19)

I.Q.	35-36	40-41	45-46	49-50	50-51
115 & Above	18	31	31	29	29
95 - 115	52	42	53	42	42
Below 95	20	27	16	29	29
No tests	10				

Scholarships:

Many excellent scholarships have been made available to our pupils by West High School, the community, the University of Wisconsin and interested citizens.

Name of Scholarship	No.	Amount
McPyncheon	2	$60.00
Christian R. Stein	1	15.84
Theodore Herfurth Award	1	50.00
University of Wisconsin	3	450.00
Rotary Club of Madison	1	50.00
Girls' Club of West High School	3	225.00
Shaw Essay Contest	2	10.00
Allan Shafer Memorial Award	1	50.00
PTA Welfare	3	175.00
Albright Scholarship	1	100.00
Zeta Phi Eta	2	
Altrusa Club	1	25.00
Madison Alumnae Panhellenic	1	25.00
Mabel Hendrickson Creative Writing	1	5.00
Genevieve Gorst Herfurth Award	1	25.00
Gisholt Industrial Education Schol.	1	100.00
Gisholt Industrial Efficiency Award	1	25.00
Francis Drew Winkley	1	120.00
Beloit College	1	480.00
Radcliffe College	1	100.00

The Florence Dodge Memorial Fund is raised by the PTA for the use of pupils who would otherwise be deprived of participating in school activities. About $115.00 was spent for such items as school fees and activities, doctor bills, glasses, bus and taxi fare in emergencies, school lunches, clothing and loans. Three scholarships were given from the fund to two senior girls and one senior boy.

Graduates:

Tabulating the distribution of I.Q.'s for graduates from year to year, we find that they represent a cross section of the senior department as shown on page 19.

I.Q.	30 31	35 36	40 41	45 46	49 50	50 51
115 & Above	20	37	31	36	41	34
95 - 115	73	50	58	59	52	57
Below 95	7	13	11	5	7	9

Of the 243 graduates of June 1951, 129 have already made application for entrance to the University of Wisconsin, or a total of 54%. About 40 pupils have applied to other colleges and schools of nursing. It is estimated that by fall more than 60% of the seniors will enroll in schools for advanced training.

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

Date	No. Grad.	No. Appl. To U.W.	%	No. Ent.	% Ent.
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	147	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	186	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.53
1947-48	359	222	.62	199	.53
1948-49	301	191	.63	164	.54
1949-50	237	140	.59	127	.54
Total	5672	3328	.59	3063	.54

The total of 3328 applications to the University of Wisconsin represent those who made application at the time of graduation. The total of 3063 represents the total, to date, who have entered the university.

Plans and Recommendations for 1951-52:

1. As has been previously stated in former reports, of first importance is a centralized guidance office where:
   a. Guidance materials can be filed and accessible to students.
   b. The guidance secretary can keep all guidance files and be accessible to guidance workers, teachers and pupils.
   c. The guidance workers can have separate small offices for individual conferences.
   d. A small room can be made for testing groups.

   Room 101 should have adequate space to take care of the above requirements and would be accessible to the main office. If room 101 is not available, room 124 would be adequate, if the present office is retained.

   The above is urgent because a quiet place where counsellors may meet with individual pupils without being disturbed, and still have the necessary records and information at hand, is recognized as essential to any counselling program. Individual counselling at West has been greatly handicapped because of lack of proper facilities.

2. With the help of a committee, we should plan a handbook for home room advisers, for both junior and senior departments, inasmuch as there has been a considerable turn-over of home room teachers in recent years. This recommendation is a carry over from last year.

3. Because of change of personnel, conduct an in-service-training of home room advisers by grade groups to interpret guidance routine, general home room procedure and secure agreement on home room regulations. It has been difficult to work this program into a crowded schedule of after school faculty and committee meetings.

Respectfully submitted,

Lillian A. Reinking
Guidance Director

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Clock
June, 1951

The Madison Public Schools
Madison Wisconsin

ANNUAL REPORT

For the School Year 1950-1951

The enrolment at Dudgeon School has reached an all-time high this year with a total of 485 pupils.

The new science outlines have proved very stimulating and helpful and many interesting and worthwhile activities have resulted from their use. In kindergarten much interest centered around hamsters and "Tricksy" provided a source of much knowledge and fun for the five year olds. In one first grade an aquarium, tropical fish, snakes, walks to the arboretum in spring and fall, a study of weather and temperature records all helped to teach awareness of and appreciation for things present in the world of nature all about us. In another first grade a very interesting unit developed on sound in which children brought in a variety of music boxes, alarm clocks, rattles, ukuleles, whistles, tambourines, zylophones, chimes and other instruments. Experimentation led to interesting discussions, making of charts, correlation with physical education and development of reading vocabulary. At the culmination of the unit a group picture was a fitting climax. In second grade children brought toads, frogs, and salamanders to class and much was learned about their habits. The use of a magnifying glass in this grade induced a doctor's small son to bring his father's microscope and some slides on red and white blood corpuscles which carried over into the study of proper foods. A bird feeder was also kept supplied during the winter for aid and interest in the study of winter birds. A fourth grade made an extensive study of birds and the Audubon Society's publications proved valuable in acquainting the children with the habits and appearance of our common and uncommon birds. Interesting topics and art lessons developed and the children made a beautiful mural. The Conservation Commission and its staff were helpful with source materials and one of our fathers in that department brought slides and films to show the children as they concluded their unit. Among other science interests one fifth grade class carried on a very interesting study of how heating and cooling change materials. As a culmination of this unit a demonstration was planned and shared by fourth graders. This was worked into a program using topics, a series of experiments, drawings and illustrations. These are just a few of the many instances showing how Nature and Science units have been valuable, as one teacher puts it, "in awakening an interest and appreciation of our surroundings, giving pleasure in being acquainted with nature, making children keener observers, urging and encouraging wider reading, stimulating an interest that may lead to a hobby or permanent interest in later life, and an enjoyment of things that make life worthwhile."

Several clubs have been organized in the school this year among various groups of children and through these many citizenship ideals, principles of democracy and group sharing have developed. Among other things children have learned that strong public opinion often solves problems better with less hard feelings and more justice. One sixth grade teacher used the idea of "Brotherhood" throughout much of the year's Social Studies work. She states, "The group tried to operate the idea of the inter-dependence of man within our confines - we need each other and each has some good to contribute. Each has a personal duty to so develop and conduct himself that he contributes to the creation of a kindly friendly atmosphere in which we all live, share and work. The classroom adaptation has been one of a spirit of working together with tolerance and self-control. Within each individual lies the key to true brotherhood."

During American Education Week one of the fifth grades developed a very interesting study of our schools - they wrote and told about schools of yesterday, interviewed staff members regarding our own school and used the Superintendent's Annual Reports for the basis of their "broadcasts", discussions and topics for the school newspaper.

An interesting time was experienced by the second and fifth graders when one of the fathers connected with the radio station came to school and recorded the children's voices on his tape recorder. Songs, stories and news reports took on a new interest as the children heard their own voices as they were "played back."

A number of excursions and field trips have added vital interest to the curriculum, and on several occasions parents have been invited in to see the culmination of a unit or special project. This year a field day was held by upper grade boys in which they gave a demonstration of the work done in physical education throughout the year. Records were made by the children, programs printed by them, and it was a "pupil run" affair. One of the sixth grades gave a dramatization of the story "The Nürnberg Stove and the performance was given for the parents. It was very fitting that the three German educators who were then visiting Madison schools came to our building that day, saw the play, had their pictures taken with some of the cast, and later gave the children much first hand information about their country. They were very interested and appreciative visitors and concluded the morning by having lunch with several of the staff members. Later in the spring we were pleased to have the two Japanese educators who were visiting Madison schools spend a little time with us - Mr. Haruo Inouye and Mr. Shigeru Matsuki. Mr. Matsuki had visited our school several years ago while studying at the University and for that reason his return was especially interesting.

Participation in city wide interests such as the spelling and art contests have provided an added stimulus and inspiration. Eight students placed in the All Student Art Show this year, as compared to four of last year. The Art department played an important part when the children made huge wall murals for the Christmas program in the gym. Art work is always on display on bulletin boards in the building throughout the year, and a real interest is evidenced by pupils, teachers and parents who come into the building from time to time.

In addition to the regular class objectives, the music teacher has helped with several special events this year, chief of which was the Christmas program. Dudgeon entered two entire sixth grade classes in the spring music festival and the interest and participation in this big event was a glorious climax and provided a new incentive for future plans. At the close of the year the upper grades gave a student-planned tallent show.

Guidance and counselling has been given to twenty-one children by the Child Study Department. Seventeen of these have evidenced need for guidance in behavior problems and home calls have been made in all cases. Thirty-one children have been enrolled in speech classes this year and have been seen twice a week. The serious cases have received individual therapy and parent-teacher conferences have been held. All new children entering the school have been tested, and personality tests have been given in several instances. Group hearing tests were given in 3rd and 6th grades, followed by individual audiometric tests for children showing a loss on the group tests. Out of this group eight were referred to the nurse for medical follow-up and seven attended the State Hearing Clinic in May.

The Health Department's dental survey last fall revealed that 66% of the first, third, and sixth grade pupils had teeth in good dental repair. Later in the year, when the fifth graders were inspected they showed 81% of the children with teeth in good condition. Inspection of sixth grade pupils this spring showed 73% with teeth in good condition. This is a gain of 7% over the sixth graders of the spring of 1950, and a gain of 11% over the sixth graders of 1949, despite the fact that the 1949-50 percentages of pupils with good dental condition were already high as compared with other sixth grade pupils.

We have had a good year in P.T.A. and again the program was set up in response to questionnaires sent to the homes last spring. Our open house during American Education week was doubtless the high light of the year, and interest in the Christmas program was so strong that we had a capacity audience at both the afternoon and evening performances. Both of these activities are included in next year's plans. In October the P.T.A. gave a very fine puppet show for the children as a Halloween treat. School picnics by home rooms, were held again this spring and much enjoyed by all.

Our Pre-School Kindergarten Parents group had a good year with an interesting program of eight meetings, much enthusiasm and good attendance. We also had a very active Parent Education group which met several times and discussed topics of worthwhile interest such as "Emotional Problems of the School Child", "Reading Readiness," "Reading Problems," etc. Parent interest expressed itself definitely at the time of the school bond referendum vote and our groups were very active and helpful in the distribution of pamphlets and promoting the cause.

This spring we again registered children who will enter Kindergarten next fall. Our Summer Round-Up Chairman and her committee were very helpful in carrying out this advanced registration for both Midvale and Dudgeon Schools.

We are delighted with the interior painting of the building! Children, parents, teachers - all, are happy with the interesting colors, the fresh clean walls and the lighter rooms. It is a big improvement to our school, and much pleasure is being derived from it.

As always we have emphasized the fundamentals. All in all we have had a good year and there has been a good spirit pervading everything. I wish to express appreciation to the staff for the fine job they have done, to Mr. Falk, to all departments, and to the Board of Education for their fine spirit of co-operation and help at all times.

Special Problems:

Need for Improved lighting

Continued need for rooms for teaching art, music etc, (which may be taken care of with the completion of the Midvale School.)

Need for permanent surfacing of playground, (some of which is to be done this summer.)

Need for completion of fence enclosure for playground.

Need for shades for windows in gym.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

Presented to the Board of Education
by the principal,
Emery C. Bainbridge
June 15, 1951

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1950-1951

EMERSON SCHOOL

Enrollment Trends:

Table I shows June enrollment for the past six years.

Table I

Grade	1946	1947	1948	1949	1950	1951	Anticipated for Sept. 1951
Kgn	112	119	140	165	127	130	150
First	111	106	121	153	170	111	120
Second	118	96	104	131	132	156	132
Third	83	98	102	111	124	112	120
Fourth	95	82	90	110	111	121	112
Fifth	84	100	83	113	100	108	109
Sixth	94	77	102	91	114	95	102
TOTALS	697	678	742	874	879	833	845

Table II indicates the crowded conditions that exist in several of our class sections and the distribution of students from the three areas in Truax Field.

Table II

Grade	Enrollment	Total	Truax Apt.	Truax Barracks	Truax Trailers	Total
Kgn	30					
Kgn	35					
Kgn	32					
Kgn	33	130				
1-1	28					
1-2	27					
1-3	28					
1-4	28	111	1	3	6	10
2-1	34					
2-2	34					
2-3	32					
2-4	30					
2-5	26	156	12	19	5	36
3-1	28					
3-2	28					
3-3	29					
3-4	27	112	1	9	2	12
4-1	30					
4-2	30					
4-3	30					
4-4	31	121	7	13	2	22
5-1	36					
5-2	36					
5-3	36	108	4	6	2	12
6-1	31					
6-2	32					
6-3	32	95	1	12	5	18
TOTALS	833	833	26	62	22	110

Enrollment:

The enrollment at the end of this year is 833 compared to an anticipated enrollment of 845 for 1951. A high enrollment of 867 students was reached in December of this year, with a low of 833 students in March. During this period there was a loss of 34 students with a withdrawal of 23, and 11 transfers. During the entire year there were 58 withdrawals and 71 transfers. Twenty-three new entrants enrolled during the year.

In planning class sections for next year it will be necessary to transfer the 36 Truax students in third grade to the Lapham School, and, we in return will receive 21 second graders. Also, to reduce class sizes in our fifth and sixth grades, it is necessary to transfer 12 fifth graders and 6 sixth graders. All of these children are transported by bus from truax Field. The above transfers are of mutual benefit to each school as the enrollment in fifth and sixth grades at Lapham will be low. It is also very difficult to add sections in our platoon organization.

During the past year 111 children were transported from Truax Field to Emerson while the remaining children go to Lapham and Lincoln schools. It has been necessary for our children to wait about twenty minutes at 11:30 A.M. and 3:30 P.M. for buses to return them to their homes. During very cold weather this has created the problem of providing for these children. It is our hope that some provision may be made next year whereby these children may be picked up at the time they are dismissed from school. For their safety the buses should not be as crowded as they have been in the past.

According to the 1950 child census, we anticipate having 150 Kindergarten children. This number will be higher than our present enrollment, but will not necessitate having any additional sections. The Truax kindergarten children are not included in this estimate and provisions for them should be made elsewhere.

At present all rooms are being used as classrooms, making it impossible to add any additional sections. We now have two sections of third grade and two of second occupying basement rooms. Two music rooms are also in the basement. All but one of these are pleasant rooms having new lights and redecoration. In the near future a transfer of the art classes to basement rooms may make it possible to transfer two homeroom sections out of below grade rooms.

Achievements:

The results of tests given this spring in nearly all grades show evidence of the growth and improvement of learning that has taken place. In general, children are achieving as well as can be expected. Teachers are to be commended for their effort in the

teaching of reading and arithmetic. Seven of our teachers served on the arithmetic committee during the past year and their contributions to this work have been extensive. A number of them have indicated that serving on this committee has made them a better arithmetic teacher. Through the use of the bulletin "Learning Aids in Arithmetic", all teachers are now making use of visual and manipulative devices for providing more meaningful experiences.

Teachers of grade one through six have had more interest in the teaching of science since they have received materials from the work of the science committee. We are fortunate in having a well equipped science room where first, second and fourth grade children meet with a special teacher. Various trips were taken which gave added interest to the instruction in the classroom. Science in other grades is taught by the homeroom teacher.

During the year excellent cooperation has been received from all teachers. New teachers adjusted themselves well for the most part, and have contributed much to the year's success. The following are a few comments taken from teachers' reports:

The Kindergarten children have had many first hand experiences through excursions to observe different aspects of community life and things in nature such as the change in seasons, plants, animal and bird life. Objects have been brought into the room to enlarge the ideas about the world in which they live. They gained knowledge of social relationships through experiences in being guests and hosts at parties.

Mrs. Parker - Kindergarten

The First Grade Discussion Group occupied an important place on our program during this school year. Early in the fall, it became apparent that the children were eager to express themselves and to share their ideas with others. Time was set aside to discuss subjects suggested by members of the class. These discussions gave the teacher valuable information regarding the background of the children, their maturity, and sense of values. It also provided a very worthwhile means of exchange of ideas within the group. A wide range of topics were selected for discussion. Just a few are listed below.

1. "What Do You Think of Looking at Workbooks Belonging to Other Children?" (Cheating)
2. "Spankings - Are They Necessary?"
3. "Allowances"
4. "Respecting the Rights of Others"
5. "Basic Seven Foods for Health"

On one occasion when freedom was being defined, one child observed that we were fighting for freedom in Korea. After a number of comments on the war, the teacher said that it was her hope that when the children now in First Grade grew up, time could be spent on a constructive rather than destructive way of life. One serious freckled faced little chap remarked, "I hardly think I'll even have a chance to get growed up. Not with that atom bomb!"

Mrs. Thompson - First Grade

Having worked hard on the fundamentals for Second Grade, especially in Reading, my aim was to try to develop good attitudes toward learning, strengthen their desire for reading and to promote steady progress throughout the year in skills, basic attitudes and ability needed in the different phases of work. The children were urged to read for varied purposes, such as: comprehension, expression and fluency.

Cora Hagen - Second Grade

Attending the Arithmetic conferences and having new visual and manipulative materials, enabled me to do much better teaching in Arithmetic. I feel that the children have acquired a good foundation of meaningful experiences that were real and concrete. Our room was more of a workshop where the pupils could discover meanings for themselves through the use of the visual aid materials in the room. They had many experiences in counting and grouping to develop number concepts and gave practice in solving problems objectively.

Grace Siewwright - Third Grade

In Fifth Grade, the hobby show stimulated a great deal of interest among all the children. Their interest and delight in showing and discussion of the hobby provided them with an incentive for improving their abilities of observation and also helped them with their language, spelling, reading and geography. It was quite noticeable that sharing one anothers ideas created a closer bond of companionship. In addition to the hobbies our study of bird life and the making up of bird booklets gave them another opportunity to apply their learning of these basic skills. The interest shown by many townspeople after our publicity helped the children realize how these hobbies can make their leisure time enjoyable for years to come.

Mabelle Frank - Fifth Grade

Our theme in Fifth and Sixth Grade Social Studies classes was "Brotherhood in a Democratic World" centering around our country with its privileges and opportunities for all people as citizens of the United States, and continuing through Grade Six with a keen understanding of the suppression of these privileges in European and Asiatic Countries. We tried to inculcate these understandings through additional units: "Democracy vs Communism", "United Nations", "Korea", "Citizenship and What It Means to Us", and "Courtesy at Home and School" for it is only through real conceptions of "love of neighbor" that peace can be attained.

Grace Draxler - Social Studies

The work in Science involved the pooling of the knowledge and experiences of the various children for their common advancement, and their arriving at higher levels of understanding. It was carried on through class and group discussions, examinations of specimens, simple experimentation, and the study of a variety of texts, visual aids, and supplementary materials. It meant delving into many areas concerning living and non-living things, noting facts, theories, and inter-dependencies. Discussions throughout the year attempted to establish the truth of basic statements, such as: (1) The sun is the source of all life on earth. (2) All forms of power originate in the sun. (3) Animals are dependent upon plants, and both of them on the sun for their existence. The work was greatly aided by the availability of movie, filmstrip and translux machines, magnifying glasses and microscopes, magnets and other simple equipment, as well as our school museum collections of preserved or mounted birds, insects, small animals and our fine variety of sea shells, rocks, fossils and metal ores.

Mabel Hammersley - Nat. Sci.

Briefly stated, the overall aims of music teaching in the elementary grades are: (1) to help every child find and use his singing voice. (2) to provide varied song literature for his pleasure. (3) to help him experience and study music for his own sake. (4) to make music contribute in many ways to the school activities and to social activities in the home and community. Achievement in music may be estimated by the individual growth in interest and in the increased ability of the child to interpret the musical meaning of the printed page.

Two of our most important projects in Music this year were the Christmas program, and the elementary and Junior High Music Festival held in the Stock pavilion in May. An effort was made to give as many children as possible an opportunity to participate in these programs. Our Operetta, "A Christmas Fantasie" used children from every age level, and included dances by the Physical Training Department, and a musical background by the girls' choir. The second semester we combined the boys' and girls' choirs (taken from fifth and sixth grades) to form a chorus of 125 for our May P.T.A. program. Out of this group were chosen the 85 voices that made up our Festival Choir for the Stock Pavilion performance.

Helena Mouldie and Gertrude Kellman
Music

My teaching philosophy is, essentially, based on the fact that a child must <u>want</u> to come to school in order to learn. My art program is designed to act as a "Public Relations Department" for the school. Its purpose is to help "sell" school as a place the child enjoys visiting. In the art class, the child may share with others stimulating experiences in basic art activities as well as many new types of creative expressions. These include working with hand tools, native materials such as wood, logs, stone and even cement and electrical wiring. By employing democratic principles through group projects and "house-keeping" duties, the child's total school experience is greatly enriched. I have found, this year, that this approach has been most successful.

Donald Reppen - Art

The Christmas Program was our big effort in the Auditorium this year. In cooperation with the music, art and physical education departments we presented "Christmas Fantasy" for the students and the P.T.A. The play was accompanied by a choral background and included penguin, snowflake and Eskimo dances. Colorful costumes were designed by the art department and sewed by P.T.A. mothers. Other assemblies were planned around holidays: Hallowe'en, Thanksgiving, Valentine's Day. A program of original plays based on nursery rhymes was a culmination of a sixth grade unit on creative dramatics. In the spring we presented an original play about the library. It included dramtized scenes from books and had the "message" that reading is fun. The new tape recorder was a real help to us in our class work. It served as excellent motivation for voice work and interpretation of poetry. Pantomime, choral reading, speech making, creative dramatics were other units of speech work covered.

Marjorie Schaffer - Speech

This year the Physical Education Department at Emerson used second and third graders in our P.T.A. demonstration. The program consisted of dance activities, both formal and composition; ball handling skills and games; stunts and tumbling progressions; body mechanics skills, and rope jumping. The demonstration was on the auditorium stage and was designed to show parents the activities and objectives of our program and, therefore, was done in a working atmosphere. One of the major spring activities of the fourth, fifth and sixth grade girls was our intensified teaching of various rope jumping stunts in preparation for the city-wide rope jumping tournament. This activity was substituted for the jacks tournament of previous years. It proved much more favorable in terms of Physical Education objectives such as: big muscle activity, agility, rhythmic interpretation, coordination, strength and endurance.

June Fisk - Physical Education

The library work at Emerson is handicapped by the large enrollment, which makes it difficult to give as much personal attention as one would wish. While the appearance of the room was much improved by the painting, the library is too crowded, and it is necessary to use shelves which are too high for the children to reach. However, the goal of stimulating the children's interest in books and increasing their enjoyment and use of them is always kept in mind, and I felt that progress was made in that direction. A total of 34,695 books was circulated in 1951. Excellent cooperation and support offered by the entire staff helped to make Emerson a pleasant place to work in spite of the handicaps, which are probably found to some extent in most schools today.

Ruth Ellenbogen, Librarian

Pre-School and P.T.A.

Both P.T.A. and Pre-School organizations have been very active, and excellent cooperation has been received by the school from both groups. Programs for the most part were outstanding and meetings were well attended by parents. This, in itself, is indicative of a good P.T.A. Twice during the year an opportunity was provided for parents to confer with teachers in their rooms. The March meeting was designated as Dads' Night with Open House preceeding the meeting so parents could view the building which had just recently been redecorated. Many favorable comments were made by the parents in regard to the excellent condition of our building and the many improvements that had been made during the past two years.

Advanced registration for kindergarten children was held for the first time with about 60% of the anticipated number registering. At a regular meeting of the pre-school group several staff members and the principal presented a panel discussion on "Preparation for Kindergarten, and, Services of the School."

Radio and Visual Aids.

With the help of our P.T.A. and the Board of Education, we have procured a number of portable radios so that each homeroom section has access to one. Many of the programs over W.H.A. and other sources have been made use of. All teachers are making greater use of visual aids of various kinds. A marked increase in the use of films has been noted since the purchase of a new R.C.A. projector. Many free films available have also been used. A film strip machine was purchased this year which helped materially in the schedule of equipment. The new tape recorder has been used by nearly all teachers and has been a valuable aid in teaching. More excursions have been taken by teachers and pupils than in previous years. Trips have been made by art, social studies, science classes and primary groups.

Instrumental Music

Violin instruction was given to twenty-nine fifth and sixth graders during the year. Classes met with Mr. John Iltis from 8:15 to 10:00 A.M. once a week. Five students were dropped from the classes either by parents' request, or on the decision of the teacher. At the end of the school year the combined classes gave an excellent auditorium program for the entire school. Certain conditions, such as a small room for instruction and lack of a piano have been a severe handicap. It is the general feeling of homeroom teachers that these students should not have to be taken out of their classes for violin instruction.

W. I. A. A.

Medical service was provided for sixteen students through the W. I. A. A. Pupil Coverage Plan. Total requests made during the year amounted to $139.00, while claims allowed were $91.00. Two claims are pending. Only one request was denied. The cost of the total program for the entire school based on the total net enrollment of last year was $435.50. Due to a slightly smaller enrollment this year we were able to collect $426.50 leaving a deficit of nine dollars.

School Patrol

The school patrol continues to be of valuable assistance to our school. For the first time we have used both boys and girls in the patrol. Throughout the year, changes were made so that a greater number of children might participate. Forty patrol members attended the patrol recognition day at Central High School. Near the end of the year, fifth grade students were used so as to gain experience for the next school year.

Special Services.

The assistance of the school nurse has been valuable in such activity as the registration of kindergarten children, the weighing and measuring of all children twice a year, and the eye testing program. A check on pre-school physicals indicated that 50% were examined by their family physician. Out of one hundred and ten children tuberculin tested, only two were positive reactors. Physical examination blanks were given out in June, 1950 to all students who would enter third and sixth grades in the fall, and to those entering first grade who did not have a pre-school physical examination. Approximately one third were examined by doctors. It is hoped that parents will become acquainted with these blanks and realize the importance of having their children examined at regular intervals by their family physican. Conferences with the teachers aided in determining the need for a physical examination of individual children. A few cases of ringworm of the scalp were found in the city which warranted a mass examination of school age children, kindergarten through sixth grade. No cases were found among Emerson School children.

A total of thirteen children were assigned to Mr. Berger for Remedial Reading work. This included two sixth graders, three fifth graders, three fourth graders and five third grade children. These children met twice a week the first semester and three times the second semester. Three were in the class two full years and three for one and a half years. The remainder attended all or a part of the present year. Progress was measured by the use of standardized tests: Iowa Silent Reading, Durrell Sullivan and the Gates Primary Reading Tests.

Miss Sulliver reports that the speech survey of the first grade pupils, new pupils and a re-check of those previously enrolled resulted in speech therapy being offered to fifty-seven children with articulatory defects and to one primary stutterer. Because good speech is so important to successful adjustment in social and academic living, training is begun in the first grade to coincide with the child's first instruction in reading skills. Unless the speech problem is severe such as a hearing loss, cleft palate, or aphasia, kindergarten children are not included in speech class enrollment but are given a chance to gain better speech for the problem may be infantile speech due to slower rate of maturation. Speech therapy assistance has resulted in twenty-four cases corrected, fourteen greatly improved, eleven moderately improved and nine, including the stutterer, showing slight improvement. With the continued emphasis on prevention of severe hearing loss, audiometric tests were given to all third and sixth graders and to pupils from other grades for whom hearing tests were requested. The total number of group audiometric tests administered was two hundred nineteen: one hundred nineteen to third grade and ninety-seven to sixth grade. Individual diagnostic hearing tests were given to thirty-nine third graders, twenty-eight sixth graders, and twenty-one children from other grades were tested on basis of request. Special otological service was extended to four pupils on the basis of loss noted.

The adjustment service extended to the classroom teachers reached approximately ninety-eight pupils, the majority of whom were enrollees newly enrolled who were given achievement tests and mental capacity measures to assist in determining proper grade placement.

In addition to the services provided by the Child Study and Service Department in speech correction and psychological testing, Mr. Lampman has spent one half day per week in Emerson School. Teachers and principal have referred cases to him which involved unusual and unhealthy behavior. He has attempted to assist the teaching staff to understand these individual problems by means of personality tests, home calls and interviews with the children. Play therapy techniques have been utilized as a means of analyzing the attitudes and motives of these children. Following diagnostic efforts, brief informal interviews with teachers were held in an attempt to reach agreement on possible procedure in dealing with these children. It is felt that one of the most important services may have been the aid given in interpreting childrens' behavior so that teachers might use their own judgment in the light of a better understanding of the children. In some cases extended therapy with children was undertaken. Play therapy techniques were utilized as a means for children to express themselves and to revise their attitudes. In other cases referral to other agencies and persons was made in an effort to solve problems which seemed not to be within the scope or kind of services the school might provide. A brief talk by Mr. Lampman at a teachers' meeting early in the year helped to provide a basis for subsequent cooperation with teachers.

Due to the excellent work of Mrs. Haas, the Dental Educator, a comprehensive program of dental examinations, inspections, follow-up work, and dental education was presented in the first, third, fifth and sixth grades. The Health Department is concentrated each year in the 1st, 3rd and 6th grades in the elementary schools in order to assure thorough follow-up and remedial work. This more concentrated effort among fewer pupils has accomplishedmore effective results than are possible when the program is spread among all pupils in all grades. Every two years all pupils in all primary grades are therefore exposed to this program and subjected to intensive follow-up and education. The dental program was therefore coordinated with the physical examination program of the Department of Health.

Shortly after the fall term began, the Health Department's dentists and assistant examined the teeth of all pupils in the 1st, 3rd and 6th grades. These examinations complemented and completed the general physical examinations. Following the dental survey, parental notices were sent to parentsof children with dental defects, urging them to have the necessary corrections made as soon as possible. Lists of pupils with dental defects were given to teachers and the school nurse. The teachers were very helpful in encouraging pupils to seek dental care and in inspring them to better hygiene habits.

The school nurse concerned herself immediately with those pupils who presented serious dental problems. Home calls were made, during which the nurse not only discussed the dental defects but also the contributory factors, such as faulty nutrition, diet, lack of sleep, and poor hygiene. Parents were urged to seek early care and in cases of financial stringency children were referred to the school dental clinics for care. Shortly after the dentists' visit, the dental educator conducted class room instructions in dental health and hygiene. These classroom activities consisted of talks on nutrition and diet, hygiene and early attention to dental defects. Each talk was illustrated with blackboard drawings and was worded to fit the age and the capacity of the pupils.

In view of the fact that fifth graders under the program usually go two years without dental examinations, the dental educator inspected them in mid year and gave them personal and classroom instruction in dental health andhygiene. This should assist materially to bring this group into the sixth grade with improved dental condition. The sixth grade was given a second inspection this spring by the dental educator. This inspection has a dual purpose. First, it measures the effectiveness of the fall exams and follow-up. Secondly, the pupils are ured to have remaining defects corrected during the summer vacation, which is also calculated to bring them into junior high school with improved dental health. The dental educator presented the dental health statistics to the pre-school parent group, and also presented her dental health puppet show to them, to acquaint them with the manner in which dental education is conducted in the lower grades. We have thus had at Emerson this year an effective and sustained program indental health, due to the splendid cooperation of teachers, parents and the school nurse.

The dental improvement among the pupils this year over last was about 3%. While the year to year progress may seem slow, over a period of years more and more children will have teeth in good dental repair; more of them will understand and practice correct diet and nutrition; many more children will have healthier, happier lives -- getting the most out of their school years; and being better fortified to meet the challenge of adult life.

Special Problems and Recommendations:

As has been mentioned in previous reports, it is difficult for homeroom teachers in the platoon school to find the required time allotments for all subjects. This is especially true of the third grade program. It is hoped that when relief is given in regard to enrollment, the third grades may be removed from the platoon organization. With the completion of the new building program this reorganization may be possible.

The transfer of some of the Tuax field students is necessary in our Fifth and Sixth grades to keep the size of our class sections below thirty-five. For the most part, parents have been most cooperative and only in a few cases have we had to make adjustments so that their children would not be in three different elementary schools.

To help eliminate teacher tension to some extent, the following improvements are suggested:

1. In several rooms in the old section of our building the floors are loose and noisy. This is very irritating to teachers and students. A plan should be initiated whereby a few of these floors are relaid and sanded each year.

2. The accoustics in both of our gymnasiums are very bad. Many meetings are held in the Girls' Gym, which is a very undesireable place under present conditions.

The need for additional communication service between the office and several rooms on first floor and the basement is most urgent. Much time is lost by the secretary and the principal because of this lack of service.

Provisions for the parking of bicycles should be provided. Many of our children ride bicycles because of the distance they must travel to school.

I strongly urge the continuation of the improvement of lighting in the classrooms and corridors, and the extension of blacktop on the playground area.

We still have a number of rooms with the old type pupil desks. It is hoped that we may again replace several rooms with the new adjustable type seats.

In conclusion, I would like to express appreciation in behalf of our staff, students and parents for the many physical improvements to our building, the new instructional materials and equipment which have been our privilege to receive this year. We wish to thank all members of the staff at the Central office for their assistance and splendid cooperation.

Respectfully submitted,

Emery C. Bainbridge

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education

by

A. F. Ketterer, Principal

June 15, 1951

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
1950-1951

Special Achievements

P.T.A.

The Franklin School P.T.A., under the capable and conscientious leadership of Mr. and Mrs. Harold Hayes, made a distinct contribution to the school and community during 1950-51. The organization should be complimented for its effective participation in the city-wide bond drive in April. In addition it provided a complete schedule of interesting programs at the regular monthly meetings, various study groups were active throughout the year, and three regular afternoon parties for the pupils of all the grades were sponsored by P.T.A. and supervised by the teachers and room mothers. Room mothers generously assisted in conducting room picnics at the close of the year. The Fourteenth Annual Father and Son Banquet, which was held November 28, 1950, was adjudged as one of the most successful and valuable undertakings of its kind. Mr. A. H. Younger represented the Board of Education at this function, and he had visited Franklin School on an earlier date. The ladies of the P.T.A. deserve high praise for this affair, and the principal who acts as co-ordinator of plans for the annual banquets appreciates the splendid co-operation received from all groups involved.

S.S.M.C., INC.

The South Side Men's Club, with the consent of the superintendent and the Board of Education, sponsored the fourth Hallowe'en Party in the Franklin School gymnasium, Tuesday, October 31. The event attracted, entertained, and amused about 500 boys and girls of the community. The same organization co-operating with the P.T.A. sponsored again this year the Twelfth Annual Mother and Daughter Banquet on May 1, 1951. All proceeds after payment of expenses were turned over to the P.T.A. to help finance a four-number lyceum program free to all Franklin pupils during 1951-52. A similar program was undertaken during this past year, with funds raised from the previous year's banquet.

MUSIC DEPARTMENT

The first highlight of the year was a Christmas Pageant under the direction of Mrs. Manz and Mrs. Gilbert. The performance was of very high caliber. Mr. Pett, a music major at the university, rendered valuable assistance by accompanying. Franklin School pupils participated in the city-wide Elementary-Junior High Music Festival held at the Stock Pavilion on May 6. A Spring Musicale under the direction of Mrs. Manz, Mr. Ralph James, Mrs. Shirley Reynolds was held at Franklin School on the evening of May 18. Miss Donna Murphy, University of Wisconsin practice teacher, ably assisted with piano accompaniment. A large and appreciative audience attended this concert, which was considered very successful. Under the leadership of the three directors, there has been continued improvement in both vocal and instrumental music at Franklin School. In many respects the performance this year was perhaps the best in several years.

EXCURSIONS

Outstanding among other excursions made by Franklin pupils, was that made by the eighth grade class on June 8, 1951. The trip involved a picnic dinner and boat trips through both the Lower and Upper Dells of the Wisconsin River. This excursion was made possible through the co-operation of Mr. Elmer Beale who provided the bus transportation, the driver, Mr. James B. Moore, and through the effort and co-operation of Miss Bartholomew, teacher, and Mrs. T. K. Jordan, acting P.T.A. room mother, who assisted the principal in chaperoning this group. The expense of the trip was paid by the funds raised through the sales of waste paper gathered by members of the class and through the sale of candy and pop at the Friday evening Franklin School recreation center. During the year several room groups took field trips to the Fire Station, the Post Office, and other spots of interest.

PHYSICAL EDUCATION

Boys' Physical Education, grades 3 through 8, has been under the direction of Mr. William Slater who devotes two days, Tuesdays and Thursdays at Franklin. In addition he offers one hour of intramural sports activities to 5th and 6th grades on Tuesdays, and to the 7th and 8th grades on Thursdays, from 3:30 to 4:30.

The lower grades (mixed) and girls' physical education work is done by seniors in training at the University who come to Franklin Monday, Wednesday, and Friday, and who are constantly under the direct supervision of Miss Gladys Bassett, Miss Katherine Cronin, and Mr. Lawrence Rarick of the University Physical Education Department.

The girls of the 5th, 6th, 7th, and 8th grades held their sixth annual Field Day on June 4. This affair is largely pupil-teacher planned and some interesting and valuable outcomes have been realized. The boys of the 5th, 6th, 7th, and 8th grades put on their physical education demonstration on May 31. This was carried over from the previous year, and will no doubt continue on an annual basis.

HEALTH EDUCATION

This year very few children were absent from school because of preventable diseases. This is largely due to parents keeping children at home when they thought their presence in school might endanger them as well as their schoolmates.

The dental situation seems to be well in hand. The 1st, 3rd, and 6th grade children are 100% under care.

LIBRARY

Certain definite projects were tried this year in the library program. In the seventh and eighth grades the librarian took care of all book reports which were required by the homeroom teacher. Pupils responded well, and much good reading was done. Adult books were again made available for them, and this heightened their interest. The sixth grade girls

took the responsibility of book displays and bulletin board advertising besides helping with all routine library work. WHA's Book Trails program was a weekly library feature for the entire sixth grade. Early in the year a film was shown on the use of the encyclopedia. This was followed by a special project in the fourth, fifth, and sixth grade library classes. Student help in the library was encouraged in all classes from third to eighth grades. Upper grade pupils were invited to use the library during any free period and at their teacher's convenience.

Though circulation statistics are some indication as to the use of the library, it means little when determining the real value of a library program. It was gratifying to see in some of the classes that the pupils were beginning to acquire a greater interest and appreciation for better books than they formerly had.

SPEECH AND HEARING PROGRAM

A survey each fall of first grade pupils and all pupils entering the Madison School system for the first time determines the children who need speech therapy. Good speech being so important to successful adjustment to social and academic living, training is begun in first grade. Unless the problem is severe, kindergarten children are not included in speech classes but are given a chance to gain better speech when the problem may be infantile speech due to slower rate of maturation.

Children receive help twice a week for periods of about twenty minutes. The average group is made up of about four students. Thirty-seven children received help this year. Articulatory problems, including lisping, constitute about 85% of the speech defects. L, th, s, and r are the sounds most frequently giving trouble. Stuttering and difficulties of voice qualities made up the remainder of the problems in the problems in the classes at Franklin School this year.

With emphasis on prevention of severe hearing loss, each fall all children in the third and sixth grades are tested with a group audiometer. Those with possible losses are rechecked individually with a pure-tone audiometer. A child showing a significant loss is referred to an otologist who recommends treatment, school placement, and special considerations needed.

Franklin School has been pleased and privileged along with a few other schools, to co-operate with a very worthwile project in remedial reading. This is the second year of this work, and Mr. Walter Berger and the principal and the staff members whose pupils were a part of this program, endorse the program and commend Mr. Berger for his work. The pupils most in need were carefully chosen and the results of the tests speak for themselves. In addition the building of confidence in the pupils was a very important outcome of the work.

Franklin School is anxious to continue with this project. Mr. Berger has worked with us daily from 8:00 to 10:00 each morning, and we could use him on the same or on an extended schedule for 1951-52.

STANDARD READING TEST RESULTS

Pupils given Remedial work by Mr. Berger in 1949-50. Retested in May 1951.

Name	Grade	Sept.,1949	May,1950	May, 1951	Total Gain
Nye Jordan	4	3.2	3.4	5.2	2.0
David Storley	4	3.4	3.7	5.7	2.3
Jerry Marble	4	3.0	3.6	4.8	1.8
Richard Bambrough	4	2.3	3.5	4.4	1.9
Michael Geiger	4	1.87	3.15	4.0	2.13

Pupils given Remedial work by Mr. Berger, first semester, 1950-51:

Ted Williams	8	6.0	7.1	8.5	2.5
Dowayne Shields	8	5.7	6.8	7.3	1.6
Janet Virnig	8	4.0	6.0	6.7	2.7
David O'Kroley	8	4.6	5.9	7.5	2.9

Pupils given Remedial work by Mr. Berger, second semester, 1950-51:

		Sept., 1950	May,1951	Gain
George Andruss	3	1.8	3.1	1.3
Lynn Clifcorn	3	2.1	2.5	.4
Palmer Maiden	3	1.5	2.3	.8
Peter Peterson	3	2.1	2.75	.65
Thomas Smith	3	1.8	3.1	1.3

IMPROVEMENT IN LEARNING

A review of the past reports, together with the present year, indicates that in the areas of spelling, arithmetic, and reading noteworthy progress has been made. A number of valuable concomitant learnings and benefits associated with and in part attributable to this general program of improvement can be cited. Among these are:

1. Improvement in writing, both manuscript and cursive, as revealed by an examination of the test papers.

2. Improved study techniques and general study habits. An apparent willingness on the part of many pupils to "come to grips" with problems as evidenced by the large number of pupils who came in early to study on their own time before the opening of school.

3. Increased parent interest in school as evidenced by numerous phone calls, by conferences between parents and teachers, parents and principal, by parent comments at P.T.A. meetings, by special parent visits to school, by frequent favorable notes from parents to teachers, and by pupil reports regarding help and encouragement received at home.

4. The experience in the joy of success which came to so many pupils proved a splendid motivator in these areas of learning and should extend to other activities.

Formal and informal tests in the areas of the three R's show that achievement is running quite high.

This summary of standard spelling test results for Franklin School first semester, 1950-51, shows: (1) individual scores, (2) range, (3) comparison of Franklin and national medians and averages.

Grade	2	2	3	3	4	5	4	5	6	7	8
Room	103	112	101	205	201	201	203	207	206	210	213
	100	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	98	100	100	100	100	98
	100	100	100	100	100	98	100	100	100	98	98
	100	100	98	98	100	98	98	100	100	98	98
	100	98	96	98	100	96	98	100	100	96	96
	100	98	96	98	100	94	98	100	100	96	96
	100	98	96	98	100	94	98	100	100	96	94
	98	98	94	98	100	92	96	100	100	94	92
	96	96	94	96	98	80	94	100	100	94	92
	96	96	86	96	96	76	92	100	98	94	92
	94	94	76	94	94	74	92	98	98	92	90
	94	94	74	92	*34	68	92	98	98	92	90
	92	92	64	92			90	98	98	90	90
	90	92	58	90	* This		90	98	98	90	88
	90	92	56	88	score		90	98	98	90	84
	88	90	52	88	was		88	98	96	90	84
	72	86	46	88	made		88	98	96	90	84
	64	78	34	84	by a		86	98	96	88	84
	56	72	34 *	82	pupil		86	96	96	88	82
	46	66	34	80	who had		84	96	96	86	82
	34	62	26	78	attended		84	96	96	86	80
		58	16	60	Franklin		82	96	96	86	80
			6	54	only		80	96	94	84	78
				18	about		74	96	94	84	76
			*Ungrad-		one		70	96	92	84	72
			ed		week		70	96	92	78	66
			pupils,		at the		64	96	92	76	64
			most		time		58	94	92	76	
			of		the		*16	94	76	76	
			whom		test			92	66	74	
			will		was		*Pupil	76	*62	72	
			repeat		given.		in	* 6	*Only	70	
			third				Frank-		recent-	68	
			grade.		Av. for		lin	* Will	ly en-	66	
					regular		only	be a	rolled	62	
			Av.		pupils:		one	remed-	in	62	
			for		98.9		week	ial	class.	52	
			Normal		Av. in-		before	pupil			
			Group:		cluding		test	1951-			
					new		was	52.			
			92.5		pupil:		given.				
					93.5						
Nat. Med.	84.0	84.0	88.0	88.0	90.0	92.0	90.0	92.0	90.0	90.0	88.0
Franklin	94.0	94.0	74.0	92.0	100.0	94.0	90.0	98.0	96.0	88.0	88.0
Nat. Av.	75.8	75.8	79.0	79.0	81.4	84.0	81.4	84.0	84.0	83.7	83.8
Franklin	86.2	89.1	66.8	86.3	93.5	89.0	83.3	94.0	95.2	86.9	86.3

The following table shows some pertinent data concerning the growth in arithmetical skill over the period extending from September 1949 through May, 1951.

STANFORD ACHIEVEMENT TESTS

	Sept. 1949 Form EM			May, 1951 Form DM			Gain
	Comp.	Reas.	Aver.	Comp.	Reas.	Aver.	
Girl	10.0	10.6	10.3	11.0	11.0	11.0	.7
Boy	9.0	10.3	9.6	11.0	11.0	11.0	1.4
Girl	7.6	11.0	9.3	11.0	11.0	11.0	1.7
Boy	8.5	9.8	9.1	11.0	11.0	11.0	1.9
Girl	6.8	11.0	9.9	11.0	11.0	11.0	2.1
Girl	8.3	9.0	8.6	9.3	11.0	10.1	1.5
Boy	8.3	8.5	8.4	11.0	9.8	10.4	2.0
Girl	7.4	7.8	7.6	11.0	11.0	11.0	3.4
Boy	6.8	7.8	7.3	11.0	10.9	11.0	3.7
Girl	6.2	8.3	7.2	10.6	9.0	9.8	2.6
Boy	6.4	7.8	7.1	9.3	9.3	9.3	2.2
Boy	6.8	7.2	7.0	11.0	11.0	11.0	4.0
Girl	6.6	7.4	7.0	10.6	11.0	10.8	3.8
Girl	7.8	5.9	6.8				
Girl	6.2	7.4	6.8	11.0	11.0	11.0	4.2
Girl	6.4	7.2	6.8	11.0	11.0	11.0	4.2
Boy	5.8	7.8	6.8	9.5	9.0	9.2	2.4
Girl	6.4	7.2	6.8				
Boy	7.0	6.6	6.8	10.9	11.0	11.0	4.2
Boy	5.8	7.4	6.6	11.0	11.0	11.0	4.4
Boy	6.2	6.6	6.4	10.9	11.0	11.0	4.6
Boy	6.8	5.9	6.3				
Girl	5.5	6.6	6.0	6.4	8.5	7.4	1.4
Boy	6.1	5.9	6.0	8.8	11.0	9.9	3.9
Boy	6.1	5.6	5.8	11.0	11.0	11.0	5.2
Boy	4.9	5.6	5.2	10.3	10.0	10.1	4.9
Boy	4.5	5.5	5.0				
Boy	4.6	5.1	4.8	8.3	7.6	7.9	3.1
Girl	4.5	4.5	4.5	5.1	6.1	5.6	1.1
Girl				9.8	11.0	10.4	
Boy				9.8	7.8	8.8	

* * * *

Another evidence of high achievement is revealed by the seventh grade class record on Iowa Silent Reading Test, New Edition, Form DM - administered May 31, 1951.

(Pupils listed in alphabetical order.)

Table on next page:

IOWA SILENT READING TEST

I.Q.	Chron. Age	Grade Equivalent	Av. Reading Age
94	12-12	7.3	12-7
109	13-7	7.1	12-3
105	12-6	14.1	*
133	13-0	9.8	18-2
96	13-4	8.7	14-4
110	13-0	7.9	13-2
122	12-8	13.1	*
99	12-7	8.3	13-9
93	13-3	9.8	18-2
117	12-4	12.7	*
103	12-9	6.9	12-1
97	14-3	8.5	14-0
103	12-7	8.3	13-9
84	13-11	5.3	10-4
85	14-4	5.4	10-5
127	13-1	12.3	*
112	12-7	7.7	13-0
99	13-9	7.1	12-3
127	12-7	11.3	*
108	12-9	11.9	*
106	12-11	11.0	*
105	13-5	12.3	*
99	13-7	16.3	*
118	12-5	14.1	*
105	12-7	6.9	12-1
85	16-0	5.2	10-3
94	13-0	8.5	14-0
	12-4	11.3	*
89	14-0	7.9	13-2
106	13-3	7.1	12-3
121	12-10	11.0	*
89	14-0	8.3	13-9
119	13-0	16.3	*
115	11-7	10.5	*
107	12-7	7.2	12-5
88	15-4	7.3	12-7
91	14-2	6.4	11-7
125	12-7	12.3	*
85	12-0	6.7	11-10
101	13-8	6.4	11-7

* Above 18-2

ORGANIZATIONAL PLANS

"Unless something entirely unforeseen develops, we anticipate no drastic increase in enrollment at Franklin in September of 1950." This statement is quoted from page 11 of last year's annual report. For the most part this statement could hold true for 1951-52, except that the "eligible" kindergarten enrollment of 80 pupils presents a real problem. In addition there are ten pupils who have early December birthdays. It seems necessary to make some arrangement whereby some assistance be given the kindergarten teacher.

Our tentative organization for 1951-52 shapes up in this manner:

Two and possible three sections of kindergarten - - 80 pupils - Miss Peterson and assistant

	Pupils:	
Two first grades	52,	Miss Walsh; Mrs. Youngquist's successor
Two second grades	54,	Mrs. Purcell, Mrs. Weisblat
Two third grades	50,	Miss Duncan, Miss Schultz
One fourth grade	38,	Mrs. Utter
One fifth grade	30,	Miss Goldman
One fifth and sixth grade	24,	Mrs. Gilbert
One sixth grade	30,	Mr. Ralph
One seventh grade	28,	Miss Reed
One eighth grade	38,	Miss Bartholomew

CUSTODIAL RELATIONS

The work schedule in effect for the second year at Franklin has worked fairly well. There have been times when due to apparent personal problems such as health and domestic difficulties, that the quantity and quality of custodial work showed periods of decline.

Further attention to the matter of how to more effectively use time can result in an improved and in a consistently higher level of accomplishment.

MISCELLANEOUS

The "Penny" Milk Program, the School safety Patrol, Red Cross, Community Chest, Community Center were programs carried on as usual and were adjudged as successful.

A brief comment on Community Center: it attracted as large or larger groups than in former years. Quite a number of young people in the area adjacent to the city also came into the center. The general conduct was of a high order, but there were occasional incidents which need to be guarded against by workers and by youth participants as well. The youth can do a great deal to guide their friends. One of the situation causing trouble for the director and workers was a noticeable increase in smoking on the part of the youth. More serious is the problem presented by those who carried intoxicants to or near the premises and thereby created a disturbance. This was more evident this year than ever before.

A number of pupils were recommended for camperships and for summer reading clinic again this year.

RECOMMENDATIONS

It is gratifying to note that some improvements, long overdue, have been completed, and the superintendent, the board, and the supervisor of buildings and grounds should take due credit for making these things grow into reality.

1. Though extensive repairs were made to the roof, there still are some bad leaks which need to be checked.

2. Some walks are badly in need of repair or replacement.

3. Improve heating facilities in offices.

4. The old ventilating system should be sealed off to prevent undesirable drafts.

5. Some window sashes are rotted out and need attention this summer.

6. Installation of a retractable basketball bounding board is highly desirable in view of the extended use which we want to make of the gym stage.

7. Periodic attention to weed control on lawns and particularly the playground should be definitely inaugurated.

8. A washbowl should be installed in each dressing room.

9. Installation of darkening shades in library - the only place where we can project movies satisfactorily.

10. A four or six foot strip of blacktop surfacing should be placed along the east side of the playground from the center gate to the ramp. The ground is low and after rains or thaws, the mud is ankle deep there. This strip is used constantly as a walk.

11. Several important improvements are needed in the home economics department. These and a few miscellaneous items are separately outlined in a report to Mr. Nelson.

12. Study and remedies should lend to improved lighting in some of the classrooms.

13. Cupboards and bulletin boards should be installed in a number of classrooms.

ACKNOWLEDGMENTS

There are numerous evidences that we have had a successful year at Franklin. It seems apparent that every staff member realizes that each plays an important part in the operation of our school, and that teamwork "pays off".

The sunshine and social committees deserve much credit for their fine work.

The staff should be congratulated for a 100% membership in local, sectional, state, and national professional organizations for the fourth consecutive year! May this fine record be continued.

To the Madison Board of Education, to Superintendent Falk, to the various supervisors and department personnel who in many ways have given advice, service, and encouragement, we acknowledge gratitude and appreciation.

May this report guide and further stimulate our efforts in the year and years ahead.

Respectfully submitted,

Armand F. Ketterer

A. F. Ketterer, Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education

by the Principal

Maurine Bredeson

June 1951

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1950-51
LAPHAM SCHOOL

Enrollment Data

Though for a number of years enrollment at Lapham School has been relatively stable, two factors are currently affecting it: the increase in child population and the need for providing schooling for Truax children in other areas of the city. Following is a comparison of September, 1950 enrollment figures with those anticipated for September, 1951.

	September 1950 Total	Truax	Anticipated 1951 Total	Truax
Kdg.	125	45	160	80
1	92 (106 before transfers to Lincoln)	25 39	108	40
2	62		56	
3	57		91	35
4	49		62	
5	52		60	13
6	44		53	6
Totals	481	70	590	174

In addition, of course, there are several special rooms which also show increased enrollments.

	September 1950	Anticipated September 1951
Deaf	37	43
Remedial	16	16
Sight Saving	10	17

The chief problem confronting the school as a result of this increased enrollment is that of finding classroom space. We plan to provide one extra classroom for a regular grade by using the Science Room. A small room for a group of nine hard of hearing children can be obtained by using the Art Exhibit Room. Some flexibility is possible in the kindergarten by providing storage room elsewhere and using the fairly large storage room in that unit for some types of class activities. We hope that Lincoln School may again be able to relieve the heavy load at first grade level. Increased enrollments in the upper grades can be absorbed in already existing sections.

Achievements

In the Classroom As has so often been said before, the main achievement of the school is the growth shown in each individual child---growth in his knowledge and skills, and growth in the development of his character, personality and his manner of meeting life's problems. Such growth results from the day by day teaching in each classroom and does not lend itself to spectacular display; but it is the foundation upon which these children will build all through their lives, and it must be well laid if the children are to succeed. Fall test results are evidence of the fact that reading skills are being well established.

	Lapham Medians	Madison Medians
Grade 2	2.3	2.1
3	3.5	3.4
4	4.5	4.5
5	5.5	5.4
6	6.0	6.5

Study skills have had consistent guidance through the grades, from the kindergarten where the teacher may be heard saying, "Who could tell us about what firemen do?" and Lynn may excitedly answer, "My daddy is a fireman!"--- to the sixth grade where teachers' summaries of their year's work include under each subject heading such things as estimating reasonable answers in arithmetic, thinking out what a problem involves rather than memorizing a process, applying phonics in studying spelling, learning how to outline a selection read, how to use and interpret many different sources for information, and the like.

Coordinate with academic achievement and closely interwoven with it, is growth in the development of the child as an individual in his manner of acting and reacting, alone or in a group. Excellent achievement in the area of general school citizenship is evident throughout the school in the conduct of the children in corridors, on the playground, in assemblies, in the milk room and in other situations involving large groups of children in somewhat more loosely organized activities than regular classroom projects. This is quite directly an outgrowth of classroom situations led by the kind of teacher who says, "Everyone has something to contribute, no matter how small. If a child is given a chance and feels success within him, he will develop a feeling of security. Where there is a feeling of security there are marked signs of growth." The truly artistic teacher is the one who realizes the interrelation of personal factors with academic success and can put into effect a program which allows for the all-round development of children as individuals and as contibuting members of the school groups to which they belong.

A number of events have served as motivations, teaching devices or culminations of curriculum activities. As always extensive use has been made of WHA School of the Air programs and other radio broadcasts related to subjects being studied. A great many visual aids have continued to be used, though there have been some scheduling problems this year. Our Visual Aids room has needed to be made into a classroom. Several trips have been taken by most of the groups in the building and people who have contributions to make to the studies under way have been brought in to share their knowledge or skills with the children. Science experiences have been given at all grade levels, many of them resulting in beautiful displays in the science room windows, an opportunity we will need to forego next year as the Science Room, too, becomes a classroom.

This has been the year for the elementary music festival and we have enjoyed our part in that, as well as contributing to the Child Salon of Art. Many school programs have been given, most of them shared with parents. Among them were: Johnny Appleseed; From Danger Valley to Safety Hill, a Hobby Show, and two original puppet plays by fifth grade pupils; a Book Week presentation under the direction of the librarian; several musical get-togethers; a play based on a study of Swiss life given by fourth graders; an original dramatization of cowboy life by third graders; a television show, a song and poetry hour, and a circus--- all given by first graders; and numerous Christmas celebrations throughout the school.

The third grades worked together as they studied Mexico. Quite early in that study one group invited the other to trade rooms for an afternoon so that each might enjoy the other's exhibits and original stories about Mexico. The host group had left a treat of pepitas for each guest. The afternoon was so successful that in return the ones who had been guests planned a party to reciprocate. Nothing but a truly Mexican party would do, and much research went into the planning of refreshments and entertainment. The breaking of the pinata was a high point, caught very well by a photographer and published in a Madison paper. To the children's delight a Lodi reader wrote asking them what to buy for her Mexican party. Seldom was writing done with more purpose, greater care or more real joy and satisfaction than the letters which were mailed to Lodi in response.

The deaf department has been unusually active this year. As always, students enrolled there have participated in classroom activities in the regular grades. This year they were in first, third, fourth and sixth grades. One student attended Vocational School part time and won an award for his outstanding achievement. Several boys and girls had

Shop and Home Economics at Lapham. For the first time a series of Saturday morning classes for preschool deaf children and their parents was conducted. Faculty, parents and children all participated in many activities in connection with the local observance of National Hearing Week. The Summer Workshop, established experimentally last summer, will continue this summer, under Board of Education sponsorship. This venture is planned for the youngest deaf children in the school and for some about to start school.

Physical Plant We are very pleased to be able to report that many needs which could not be taken care of over the war time period either have been cared for or are about to be. A riser on the stage has made the auditorium much better suited to use by young children. The small blacktop area on the playground has been a great help, and the addition of another area this summer is anticipated. Bulletin boards have been added in show cases and several rooms where they were badly needed. Kitchen cupboards are about to be built in the kitchen off the Activity Room. This will greatly facilitate the use of that kitchen by both the school group and the P.T.A. New equipment has been purchased for the additional kindergarten which was recently established, and a program of replacement of radios and typewriters has a good start. We will be glad when our turn comes for indoor painting. That is our chief need at this time.

Cooperation With Other Groups The Parent Teacher Association has had a busy and profitable year. Perhaps its most outstanding innovation this year was a family party on Halloween evening which drew hundreds of parents and children and provided great fun for all. The P.T.A. has again sponsored Girl and Boy Scouts, many groups of which have used the school as a meeting place.

As in previous years we have worked with Junior Red Cross in the filling of gift boxes for Christmas, with Community Chest to select children for campers hips, and with the University to select children for the Reading Clinic and Laboratory School. University students have visited singly and in groups---students from the Medical School, Hospital Nursing School and Education departments chiefly. Student teachers have also worked in the school in Art, Music and Speech Correction. Lapham School teachers and the librarian have together written a description of their collaboration in developing a unit of work at a specific grade level. It is to be published by the All-State Library Committee of the Curriculum Guiding Committee and circulated throughout the state with other material intended to provide suggestions to librarians.

Problems

Once again I presume Lapham's problems are those which are common to all elementary schools---the high enrollments, which have necessitated making regular classrooms of rooms formerly used for special activities, the need for more surfaced area on the playground, acoustical treatment of the small Activity Room and indoor painting. Steady progress is being made in working toward the solution of all of them.

Conclusion

Lapham School has had a good year. That this is true is due to the fine spirit of service of the staff members, the active contributions of the Parent Teacher Association and the excellent cooperation of all departments of the Board of Education. May I express to the Superintendent of Schools and to the members of the Board of Education my personal appreciation and that of our staff members for all that they have done to make the Madison school system a place where one can work so effectively in the best interests of children.

Respectfully submitted,

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Helen Simon
June 1951

Annual Report

For the School Year 1950-51

LINCOLN SCHOOL

The school year 1950-51 was again, as in the immediately preceding one, a year of many changes in pupil personnal at Lincoln. The enrollment at the opening of school in September was 352. Because of uneven distribution in classes we needed to send 10 second graders to Lapham and took 14 first graders.

The changes in enrollment during the year were as follows:

Grade	New Entrants	Transfers from Madison schools	Transfers to Madison schools	With-drawals
Kng.	6	2	3	8
1st Gr.	4	5	7	6
2nd Gr.	1	1	2	0
3rd Gr.	3	0	3	7
4th Gr.	4	3	4	1
5th Gr.	4	3	3	8
6th Gr.	4	4	6	11
Total	26	18	28	41

Children were again transported by school bus from four areas outside the limits of our district. 48 were transported from Sherman Terrace; 27 Truax Field; 57 fifth and sixth graders from Sherman School area and 41 from the Superior Street area. 173 pupils to be loaded and unloaded on four buses four times a day present many problems, especially as there is no satisfactory loading zone and Gorham S t has unusually heavy traffic. Fortunately no accidents occurred and the pupils in general are to be commended for their carefulness which prevented them.

A note of deep sadness was struck when in October the sudden and unexpected death of our kindergarten teacher, Ruth Ann Danielson, shocked pupils, teachers and parents. Proof that little children do not forget so easily as some think was shown by the many times her pupils asked about her, and even as late as in May one of them asked the principal, "Did Miss Danielson die? Why did she have to?". Questions as these require careful consideration in answering.

The kindergarten position was filled by a teacher from England, Mrs. Sylvia Gilmour whose husband was doing research work at the University. When she had to return to England at the Christmas recess, her place was taken by Mrs. Doris Knezevich who remained until the close of the year.

Serious illness made it necessary for the second grade teacher Miss Helen Youngclause to ask for a year's leave of absence,

and the last quarter the 6th grade teacher, Mrs. Ruth Kroncke had to leave due to illness.

The appearance of the building was greatly improved by the interior painting done during the Christmas holidays. On entering school visitors now usually remark on the beauty of the building, and its lovely site. The bright, gay colors were chosen by a committee of teachers, with the advice of Miss Buck, art supervisor.

With the new lighting program beginning this summer, lockers on second floor, bulletin boards in several rooms, and several new pieces of equipment, the building is taking on the appearance of a modern school.

Three classrooms still need new pupils' desks and we hope for acoustical properties and rubberized tile flooring in the halls, sometime in the future.

The fine spirit of cooperation which exists between parents and teachers is exemplified in a most interesting activity carried on in the second grade. While studying a unit on The Bakery, one of the mothers invited the entire group to her home to assist her in baking rolls. She had prepared for the class by arranging her room so all pupils could participate and having arranged all equipment so the children could do the actual measuring and mixing of materials. Every child fashioned his individual roll, which after baking, was brought to school for consumption.

Many excursions were taken by other groups to various industries and places of interest in the city in connection with Science and Social study units. The third grade especially made many worth-while trips in their study of Madison. One particularly interesting one was to a Health Clinic, after which the physician who had explained it to the children remarked, it was more difficult to answer the questions of third graders than those of his peers.

As in other years, the PTA has been of great help to the school. Always ready to assist in any activity carried on, they gave especially valuable assistance to the school nurse and did an excellent job promoting the school bond referendum. The programs for the year centered on "The Maturing Child" and were of excellent quality.

Academic achievement, as judged by standard tests given at the beginning of the year; by informal teachers' tests; and subjective teachers judgment was in almost all cases satisfactory. The growth of a child however cannot be measured only by physical and mental growth and much attention needs be given social and emotional development. Several interesting cases were presented during the year, some of which needed the help of the schools' Child Study and Service Department and some referrals to the Dane County Child Guidance Center.

In kindergarten Jerry needs special consideration because in addition to having a cleft palate he has been a victim of a traffic accident which resulted in a skull fracture and brain concussion. This year was to be a trial as to how he would get along with a normal group of children. His development has been great but at the close of the year it was decided by all who worked with him that it will be best for him to go to the Primary Remedial Room at Longfellow School next year.

Peter, a hydrocephalic is a very happy, pleasant child who endears himself to all he meets. In his case too, this year was to be an experiment in how he would adjust to living with normal children of his own age and ability. His acceptance by the group and fine adjustment makes it seem the proper procedure for him to continue with them in first grade next year.

Gladys is a little girl born in Budapest, Hungary who came to kindergarten unable to speak or understand English. At first her mother remained the entire session to act as an interpreter for her. Gradually, the time she remained was shortened until Gladys was independent enough to come to school on the bus with the other children. Still she didn't speak, but from her participation in group activities it was known she understood. English was first used by her to other children, never to adults and it was nearly Christmas before she spoke to her teacher. It was such a thrilling event her teacher ran up to the principal's room saying, "Gladys talked!" By the close of the year she was chattering constantly, making up for her long period of muteness.

Interesting cases in other classes are: Gertrude who has been adopted into a family with grown sons and from a family who were not able to give the child any care. Aggressive, inattentive, pugilistic yet loveable, full of animation she has been a real challenge. Her speech needed the attention of the speech correctionist and under this skillful guidance improved from an immature babyish prattle to mature speech.

John came to first grade as a transfer with pages written about him. A victim of too many doting grandparents, eye difficulty with a possible operation in view, a quick temper accompanied by flying fists, and a yen for showing off to attract attention, made him a case for special guidance. In the words of his teacher, "When I told him the children didn't think he was funny when he rolled on the floor or shouted out in a raucous voice anytime he chose he said perplexedly, 'Don't they?'."

Other cases present behavior problems of another nature as: Mary in second grade who took money from other pupils and once from her teacher's purse which was considered safely hidden. A few weeks after, to make amends, she presented

her teacher with a beautiful pin which, upon investigation, was found to have been taken from a store on the Square - and not to have her sister's teacher neglected she took one for her too!

Donald in third presents a similar problem but of greater seriousness because of its frequent occurrence. Due to our inability to find the root of his difficulty his case is being referred to the Dane County Child Guidance Center at the request of his mother.

Tom, in third showed no respect for authority, was defiant, quarrelsome, used vile language whenever aroused in or out of the classroom, and had such an ungovernable temper that concern was felt over the safety of any pupil who crossed him. After psychiatric treatment by Dr. Barnes, a great deal of improvement was noted, and Tom is on his way to becoming a good citizen.

Darrell, a nine year old, presented a different type of problem by his attention to sex which goes beyond the bounds of the natural curiosity of a child of his age. His parents have also asked the advice of Dr. Barnes who is helping them at present to find the cause of his insecurity which leads to his a-typical behavior.

Cases such as the above, in addition to the daily minor misdemeanors take a great deal of time for guidance by the teacher, principal, and personnal of the Child Study and Service Department of the Public Schools. Being very sure that guidance in personality development is a basic need in the elementary school, where defects may be remedied before they become too deep-seated I wish it were possible to have more time to give to this need. Without the help of the special department not much could have been accomplished.

Again, in retrospect, the year 1950-51 appears to have been good. That this is so, is due to the fine loyal corp of teachers, understanding and helpful parents, the special departments of the public schools, and the fine leadership of our school board and superintendent.

Respectfully submitted,

Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

For the School Year 1950 - 1951

LONGFELLOW SCHOOL

ENROLLMENT

Our enrollment this year was very nearly the same as last year. This year's gross enrollment (including the remedial classes) of 509 differed by one pupil from that of last year.

Information from the 1951 school census indicates relative stability in the numbers of children of elementary school age; that is, 742 in the district as of June 1950 as compared to 734 in June 1951 from 4½ to 11½ years old (taking one half of the number of 4 and 12 year olds). Mrs. F. C. Rogers, clerk of Joint District No. 4, (the Waunona Way area) reports that there will be little change in the number of children they will be sending us. This year there were 58 from that area attending Longfellow.

It would therefore seem that our enrollment next year will be approximately the same as last year.

ACHIEVEMENTS

Improvement in the learning of boys and girls has been sought in many ways this year. In the curricular field several noteworthy examples may be cited.

1. Book purchases in the primary grades have been centered around supplementation of the recent primary reading text adoption. This was aimed at affording additional material for wide reading at and below the instructional level for slow learning groups. Also it gives a wider variety of advanced material for superior groups whose ability enables them to read ahead of their grade level.

2. No intermediate grade does its reading as a single group. Rather the group plan of the primary grades is continued to better meet the individual needs of the children. Teachers evaluating this plan conclude it is obviously effective, though not always simple to carry out.

3. Units of work in both social studies and science were apt vehicles for the development of problem solving technique wherein research, straight thinking, and respect for fact were brought out. Curiosity in the fields of natural,

physical, and social sciences was nurtured and basic knowledge acquired in these areas through discussion, field trip, demonstration, and visual aids. Most teachers in the building now make effective use of the ever increasing number of excellent films available.

4. The expanded use of diagnostic test procedures in the upper grades and check lists of skills in the lower grades has helped to improve the effectiveness of arithmetic instruction. Motivation is increased by individual progress charts where a child is competing with his own record.

5. The Badger Spelling Bee again gave students an added impetus. However, its effect as a learning stimulus was greatest in the fifth and sixth grade.

   The Buckingham-Ayers Scale has continued to give us our best estimate of achievement. A close parallel was noted between reading and spelling scores (on above mentioned list) for individual intermediate students.

6. Miss Lilly Andrews, music teacher at Longfellow for some 26 years, passed away suddenly March 7th of this spring. Her work was appreciated to the extent that boys and girls, the P.T.A., private individuals, and the faculty provided money toward the purchase of a piano for the music room in her memory. Children learned much about wholesome living in addition to music from Miss Andrews.

   Special note should be made of the fine work done by Mrs. Winifred Brown in filling this vacancy.

7. The art department has gradually increased its offering until at present boys and girls are challenged by an unusual scope of activities. Ceramics, weaving, block printing, sign making, and chip carving are included. Varied techniques with familiar media help develop latent child ability as well as some understanding of "everyday art" all around us.

There are few educational problems that cannot be solved through consistant sincere effort by home and school. To this end a number of the year's activities were planned to draw parents and school closer together in their common job.

1. One of the first such efforts last fall was a get acquainted tea for sixth grade parents given by Miss Carrie Rasmussen and Miss Beulah Waugh, who were home room teachers for this grade. Many contacts made on this occasion served in good stead later on.

2. Also in the fall a weekly news bulletin was started. The Longfellow News carried information of many types ranging from fees and items lost and found through Cub Scout and Brownie news to statements of school and city educational policies.

   We hope next year boys and girls can make some direct contributions to this paper.

3. American Education Week activities were calculated to give parents a natural picture of their child's work by classroom observation, auditorium programs and individual conference. The elementary report cards coming home to parents at about this time make the individual parent conference particularly timely. I believe it is correct to state that more teachers arranged for parent conferences in the child's home than ever before. With very few exceptions this has lead to better understanding of the teacher on the part of the parent and increased appreciation of the parent's viewpoint and the child's home environment by the teacher.

4. Movies taken by Mrs. Josephine King of her kindergarten at work were shown to parents. This offered a truly graphic means of pointing out the educational value of reading readiness activities, field trips, socialization and coordination building activities. Seeing their own and neighbor's children added to the interest.

5. The boys and girls of the school with their parents and teachers enjoyed a potluck supper on Halloween last fall. Movies, games and square dancing provided fun for all until bedtime, reducing chances for neighborhood vandalism.

6. This spring the art, music, physical education and speech departments of the school presented an evening summary of their work for the parents. Intermediate grade children participated exhibiting some of the skills learned in gym class, the goals of speech work were explained through choral speaking, and the accomplishments of the fifth and sixth grade choristers were demonstrated.

   The art department turned one of the gyms into an exhibit hall. Work of nearly every child in the fourth, fifth and sixth grades was on display. Several demonstrations by teams of pupils showed parents how different kinds of art media were handled.

7. Each of the four remedial rooms had programs and activities during the year to which parents were invited. Through these programs, home and school conferences, and letters to the parents a closer than average contact is maintained with the mothers and fathers of these children.

6. The new interior decorating job this year has done much for the spirits of children, staff and visitors.

SPECIAL PROBLEMS

1. Two years ago, with the leveling off of incomes in a peace time economy, it became necessary for some mothers to go to work to "make both ends meet". Now with employment relatively easy to get in a wartime situation, many families are availing themselves of the opportunity to augment family incomes for many reasons. In either case when both parents are working, jobs of meal getting and supervising younger children as well as themselves are taken on by unbelievably young children. Sleep, diet and school work suffer. While few of the children concerned become delinquent, many feel insecure and take anti-social ways to restore that feeling of security at home, at school, and in the neighborhood.

RECOMMENDATIONS

1. It is hoped that serious thought will be given our future heating needs. The old boilers leak despite repairs. They have heated a variety of buildings here, past and present, and now seem to be failing.

2. Continued improvement of the muddy area between the sidewalk and street on Brooks and Mound Streets is needed.

3. Continuation of the blacktopping program and program for improvement of lighting is recommended.

4. Acoustical treatment in three of our intermediate grade classrooms (211, 212, 214) would greatly reduce nerve fatigue where hard smooth finish plaster reflects most of the sound.

Sincere appreciation is felt by the entire staff to the Board of Education, the Superintendent and the staffs at the Central Office for their work in our behalf.

Respectfully Submitted,

Walter H. Argraves, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LOWELL SCHOOL

Presented to the Board of Education
by the Principal
A. Kermit Frater

June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1950-1951

LOWELL SCHOOL

I SIGNIFICANT DATA

Enrollment Trends (End of Year)

	1947	1948	1949	1950	1951	No. of Sections	1951 Sept. Estimate	No. of Sections
Kdg.	103	126	143	148	135	5	200	7
1	84	85	114	121	100	4	100	4
2	90	87	87	105	115	4	100	4
3	89	85	83	95	103	3	115	4
4	78	94	80	91	86	3	103	3
5	62	77	91	82	85	3	86	3
6	83	75	82	87	88	3	85	3
	589	629	680	729	712		789	

The total enrollment has dropped about 20 in the last few weeks. It is doubtful if this means that there is a general movement away from the district. With the unsettled times there is probably considerable moving because of defense jobs and military service, and people will be moving in as well as out. It is expected that losses will be more than made up by fall. The kindergarten estimate of 200 for fall is based on the June, 1951 census. It is probably fairly accurate because the "Round-Up" chairman now has names of 187 who have indicated that they will start kindergarten in the fall.

An extra section will be needed in the 3rd grade next year and two more half-day sections in kindergarten. This will require two more rooms. All regular classrooms are now in use. The basement activity room can be used for one section and the other will have to be transported to some other building or housed in Lowell by partitioning the nutrition room or lunch room to make temporary classrooms. The logical solution seems to be to transport one section of kindergarten to Marquette where it appears there will be room in the fall. In this way it would not be necessary to prepare the classrooms as mentioned above.

The children were given rest, mid-morning milk, noon lunch, and vitamins as prescribed by their doctors. Eighteen of these are improved to the point where they probably will not have to have this service in the fall.

II SPECIAL ACHIEVEMENTS

Interior Decorating

It would be difficult to adequately express the appreciation of the people in the Lowell district for the interior painting done at Lowell in January. It gave the teachers a real "lift" and has resulted in a greater effort to make and keep the building attractive. The teaching of health, neatness, and cleanliness is much easier and more effective in a building that is itself clean and attractive.

Painting of the classrooms was nearly completed when school started after the Christmas recess. Colors selected had been largely shades of green, gray-green, yellow-green, and yellow. The children were very happy with the paint, but asked "Where are the blue and red?" As a result the paint committee replanned the auditorium and corridors using blue in the new color scheme and red in the archways to classrooms. The children were pleased with the results and it was of considerable satisfaction to me and to the paint committee to use the children's ideas in the plans.

Community Resources

Madison and vicinity are rich in resources that are of potential value in enriching the experiences of children. Wide distribution of part of the curriculum bulletin - "Interesting Places and Tours in Madison" - has increased interest in family excursions, but the fact that six children in one 1st grade section had never been to Vilas Park indicates that some parents are not taking advantage of local opportunities. All 1st grades were taken to the zoo.

The longest trip was to New Glarus where the eighty-six 4th graders saw Swiss lace being made and visited the museum and chalet. This was an extension of their study of Switzerland, and undoubtedly made the unit more interesting and meaningful.

Other excursions have been to a dairy, truck farm, railroad station, post office, capitol building, Union Theater, newspaper offices and printing press, in addition to neighborhood excursions for sketching and nature study.

Several local people, including students at the University, have been invited to speak to class groups. Some have lived or traveled in foreign countries and others had occupations or experiences of particular interest to certain groups. Two talked about animals.

Remedial Reading

The remedial reading classes were held during the afternoon, the first semester on Mondays, Wednesdays, and Fridays, and the last semester on Tuesdays and Thursdays. Fourteen boys and girls were included. Two were 6th graders, ten were 5th graders, one was from the 4th and one from the 3rd. Three of the group were girls and the rest boys.

The range of I.Q. extended from 80 to 103, the larger number, ten, being within the normal range of mental ability. Gains in reading ability ranged from one month, to two years five months, as recorded by standardized tests with an average gain of one year three months.

A follow-up check on five children who were enrolled last year but not included in the present year's work showed an average gain of two years four months in the twenty months since starting the remedial class.

Walter Berger

Violin

There has been a revival of interest in violin this year with a larger than usual number of 5th graders starting in the class, meeting for one hour each week. In order to continue to build up this interest for next year all the violin children put on a program for the 4th grades and any of their parents who wished to attend. Considerable interest was shown and a good group is expected to start violin again next year.

Practice Teachers

Because of the increasingly critical shortage of elementary teachers, it has been a pleasure to cooperate with the ____ University in its teacher-training program. Nine different students came to Lowell this year, each getting in a semester of the practice teaching requirement. In starting their work here, each one understood that Lowell is not a teacher-training institution and that their opportunity here would last only if they contributed to our program - resulting in a better school for our children. The students all were good candidates. Some were especially enthusiastic and helpful. All of them made worth while contributions to our offering. In fact, over the past five years that student teachers have been coming to Lowell, it has been necessary to ask the University to recall only one.

Activities Related to School

The PTA has had an active and worthwhile year. There was a good response to invitations to visit school during American Education Week. Attendance hit the peak at the February "Go

to School Night". A panel of Lowell Teachers started the program with a discussion of "Phonics in Teaching Reading" and the subject was carried further in the home rooms as the people attended their "classes".

Parents were invited to three afternoon meetings to see movies, slides, and film strips that were being used in the school. Children introduced the pictures explaining what they had been studying and how the pictures had contributed to that study. Comments by parents indicated that these sessions had contributed considerably to their understanding of modern teaching methods.

The PTA-sponsored Cub Scout organization has enjoyed a most successful year with a pack of nineteen dens. Credit should go to the alert, hard-working committee of dads and an exceptionally good den mothers' supervisor. While not outstanding in numbers, the Brownies and Girl Scouts have had a busy year packed with well-organized activities.

The kindergarten round-up chairman together with the Mothers' Club held a tea for mothers of next year's kindergarteners. At this time physical examination blanks were given to those present and children were enrolled for the fall. The round-up chairman continued the work from here and contacted every child located by the census-takers. The thoroughness and promptness with which this job was done are greatly appreciated in making plans for next year.

III SPECIAL PROBLEMS

1. Enrollment - starting this fall, Lowell will no longer be able to house all the children in the district without giving up some lunchroom or nutrition services for classrooms. The overflow can probably be cared for by transporting to other schools. The results of the referendum and the speed with which plans for a new building are progressing are most gratifying.

2. Problems inherent in the building:

   A. Sound transmission from gym to classrooms.

   B. Excessive hall traffic necessitated by a gym in the opposite end of the building from its dressing room and by hand-washing facilities in the opposite wing of the building from the art room.

3. Temperature control - even after discounting the difficult heating season just past, it is quite clear that over the years the temperature control in the different rooms is deteriorating. Temperatures in some rooms run consistently in the 80's while others almost as consistently run below 70 degrees. Some rooms very seldom get to 70 degrees before 9:00

or 10:00 in the morning in normal winter weather. The condition is not conducive to good health or a good learning atmosphere.

4. The playground is too small for a school this size.

IV RECOMMENDATIONS

A. Serious consideration of ways to eliminate the old gym for physical education purposes and of enlarging the playground.

B. Continuation of the splendid work being done in reconditioning and improving the building with installation of acoustical tile in the big gym and corridors having high priority.

C. Reconditioning the heating and temperature control system.

D. Installation of handwashing facilities in the art room.

Respectfully submitted,

A. Kermit Frater, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MARQUETTE SCHOOL

Presented to the Board of Education
by the Principal
Lillian Simonson
June 1951

Annual Report

For the School Year 1950-51

MARQUETTE SCHOOL

I. STATISTICAL DATA

The gross enrollment of Marquette School was 709 as compared to 731 of last year. The number remaining at the end of the year in 1950 was 698 and in 1951 was 669. There were sixty-two transfers and withdrawals this year which is three more than there were last year. We are anticipating a substantial increase in school enrollment next year.

II. ACHIEVEMENTS

MEETING CHILDREN'S NEEDS. The staff appreciates that understanding children is basic to meeting children's needs. A great effort has been made to gain this understanding by giving teachers an opportunity to know who their incoming fall groups will be earlier in the spring so they can observe them at work and get the present teachers' evaluations directly; by passing of annotated class lists and progress reports to the succeeding teachers, by using cumulative records effectively, by utilizing the services of the nurse and guidance department to get pertinent information, and by administering a complete testing program. Teachers are spending more time observing the behavior of their home room children in the music, art, library, gym, at recess and in after-school sports. We feel that we must know the child's behavior away from school in order to know how effective the school guidance is and to better understand individual problems. Considerable time has been spent by the principal in checking with parents, neighbors, and custodians on their impressions of children's behavior in the stores, theaters and on the streets as well as by direct observation. A greater consideration should be given to community evaluation of pupil behavior.

PROGRESS REPORTS on academic achievement made by the staff in June presented a good account of the major emphases of the year. It is interesting to note certain trends, strengths, and weaknesses at grade levels even though the individual teachers are responsible for the developmental plans for the section.

Kindergarten children learned about home, pets, the grocery store, community helpers, transportation, safety, and health. They went on neighborhood walks to learn about their community and to observe

seasonal changes in plant and animal life. Many of the rhythms, songs and games were learned in connection with festivals. Group experiences involved a rhythm band and dramatizations of many favorite stories. A kindergarten child has many needs: to know that his family, friends and teachers who love him will help him to listen, feel, talk, and create; to experience success in his developmental tasks; to organize his experiences; to feel that he belongs; to learn how to relieve his tensions; to have activities of all kinds, especially those involving the use of large muscles; to be in a stimulating environment; and to have encouragement, praise, warmth, affection and great patience. All these needs must be considered in a kindergarten program.

The first grade reports reveal that the reading and social studies program are developed as suggested by curriculum guides; and that there is a great variation in the science interests as well as in the intensity and duration of study along any one interest. There seems to be a need for more social studies activities motivated by the weekly reader and by pupils' immediate experiences as well as a need for greater integration of social studies with experience reading, language and art experiences; there is also a need for more science activities and field trips. First graders need opportunity for "social-centered" play, dramatization and for rhythmic expression. Since reading success depends on a well integrated personality it is necessary to give attention to all activities favorable to the child's development; attention to the reading process by itself does not insure success in reading.

Second grade teachers reported a close adherence to the curriculum plan in reading with considerable attention given to the superior readers. There was good evidence of experience reading with social studies and science foci. Social studies areas were similar in all grades; but there was a great range of science activities which showed motivation by current interests. Second grade children went on many field trips; and the teachers were alert to stimulating reading, language, art, and spelling through these trips.

More emphasis is needed on group presentations in small audience situations at this level. The developmental pattern of science should be considered to some extent. Current happenings and problems might be given more attention to bring about an awareness of the larger community.

The combination second and third grade room was interesting to observe. Children were grouped according to ability in skill subjects although close attention was given to third grade arithmetic requirements. Second grade reading tests given in March showed a range from 2.1 to 4.7; and third grade tests ranged from 3.0 to 7.4. The arithmetic median in the third grade was 4.1, and the

range was 3.3 to 4.9. Science activities were based on current interests as were social studies. Third graders did not have many of the units suggested in the curriculum guide.

Third grades showed excellent growth in reading as evidenced by the California Reading Test given in May. Only 4% of the children scored below the norm, the median was 4.6 and the top score 8.3. A fine integrated program was carried on in social studies where the curriculum plan was carefully followed. Culmination programs given to parents throughout the year showed pupil growth very effectively. A wide range of interests was shown in science, and there seemed to be a fine emphasis of the science aspects of social studies units. Provisions for the bright pupil must continue to be effective. There should be increased opportunities for creative expression in language. Attention should be given to pupil development of a world concept (use of slated maps and globes) using local areas and weekly readers as a point of departure as well as social studies units.

Fourth grades have shown good results in arithmetic with a median score of 5.5, a low of 4.0 and a high of 6.2. Reading scores showed a median of 5.3 with a range from 4.0 to 7.8. California tests were given in May. Social studies centered around geographic areas of the least complexity; there was a great variety in the units which developed through immediate problems.

Our fourth graders have varying backgrounds and interests in science since there was a marked difference in emphasis in the three sections. Fourth grade teachers seem to have unique problems - - children have to use many books that are not well graded in the fieled of social studies and science; there seems to be much attention placed on skills in arithmatic, reading and writing in the curriculum plans. The social and emotional problems of the child are accentuated by the demands of what often becomes a traditional program. It seems that fourth grade teachers have to increase the number of reading groups and should handle them in a very flexible fashion determined by immediate needs. It is necessary to be alert to finding materials on all levels of difficulty to take care of the range in abilities. Skills should be motivated by the recognition of the need for them in some current vital activity and they should not be approached as remote needs. It is necessary that the day's activities be gauged to the pupils' physical and mental development so there is no undue stimulation nor exhaustion, as well as no inhibition of energy.

Fifth grades had unusual reading scores; the median was 7.0, the low 4.2 and the high 14.1 (California). The arithmetic median was 6.3 with a range of 5.1 to 7.3. Reading skills were developed largely through reading in content subjects which was motivated by a real problem in science, social studies or health. The social studies interests in the fifth grades were similar in that they

centered on the growth and development of the Americas. Children had extensive experiences in science in such fields as the study of animals, plants and conservation, magnets and electricity, simple machines and sound. The language expression resulting from these studies was at a high level; skills and mechanics assumed their rightful place as tools for clear expression. Many field trips were made to enrich learning experiences; children went to the Horticultural building, the Geological Museum, the State Capitol, the State Fur Farm, the East High School Science Department, Scanlan Hall, the City Library, and to Vilas Park. There is need to continue and enlarge what was done quite regularly in making class contributions to other grade groups after working on a major problem. There was tremendous inter-group stimulation as a result of this; and growth in language expression was remarkable. Plays interpreting other cultures, as the Mexican Fiesta given this year, result in unusual pupil growth and should have an important place in the year's plan.

Sixth grade reading tests (Stanford) showed a median score of 7.7 with a range from 4.2 to 11.1. Arithmetic scores had a narrower range from 6.5 to 9.0 with a median of 7.5. The social studies problems centered on Asia and Europe with a different focus in each section. One section studied the culture and way of life of peoples of Asia and the causes for Asia's present position as a center of the world conflict. Another section had the focus on "how the U.N. meets a crisis". Two sections spent some time on the present housing problem using an historical approach. Science interests included raising plants and animals and making and maintaining an acquarium, simple machines, electricity, light, sound, air, water, heat, and airplanes. There was group interaction when sections presented their discoveries and work to one another. Some presentations involved science work, a Brotherhood Week program, a library play, a series of puppet plays: "Pinocchio", "Wizard of Oz" and "One Eye, Two Eyes, Three Eyes, and sports biographies. A school newspaper published regularly was a very worth while project. Perhaps the greatest challenge in the sixth grade is to make provisions for individual differences in children and to be alert to the problems of the gifted child.

Special Fields

The teachers of art, music, physical education and the librarian have worked to maintain a two fold program; 1, to work with the home room teachers and children in planning and executing integrated activities; and 2, to teach the special skills, the attitudes, the appreciations and the knowledge inherent to their particular fields. The special teachers have done a very fine piece of work.

The librarian submits the following statistics: (1) number of volumes - 7,131; (2) volumes added in 1950 - 508; (3) amount spent for books - $514.28; (4) amount spent for periodicals - $58.49; (5) Circulation of books - 38,525; (6) gain in circulation over last year - 3,998.

The speech teacher submits the following report: The speech survey in the fall of the first grade pupils, new pupils, and a re-check of those previously enrolled resulted in speech therapy being offered to forty-five children with articulatory defects, to three voice cases, and one delayed speech case. The children receive help twice a week for periods of thirty minutes. The average group numbers about five pupils. Speech therapy assistance has resulted in twenty-one cases corrected, twelve cases greatly improved, ten moderately improved, and six showing slight improvement. The total number of group audiometric tests administered was two hundred fifty-seven: one hundred fifty-two to third grade and one hundred five to sixth grade. Individual diagnostic hearing tests were given to thirty-four third graders, eighteen sixth graders, and to nine children from other grades on basis of request. Special otological service was extended to five pupils on the basis of loss noted. The adjustment service extended to the classroom teachers reached approximately seventy-six pupils, the majority of whom were new enrollees who were given achievement tests and mental capacity measures to assist in determining proper grade placement. The adjustment workers give the yearly kindergarten mental tests and assist the third and sixth grade teachers in administering the group mental ability measures, if necessary.

WORKING WITH PARENTS

The Marquette staff has utilized the P. T. A. to work with the parents to promote the welfare of children, and to raise standards of school and home. Each meeting has made a unique contribution. A talk "This Business of Growing Up" given by our superintendent set the tempo for the year and identified practical problems of teacher and parents in raising children. National Education Week was observed by informal visitation by parents; an "All School Visiting Day" when parents attended classes with the children; and by an "Open House" in the evening which permitted parents to tour the school, to see exhibits at all grade levels, to confer with teachers informally, and to listen to teachers who spoke in their home rooms on the teaching of reading in the first grade, guidance problems, social studies, and on any other area which they chose. The following invitation was sent to parents: MARQUETTE TOUR GUIDE - November 8th 7:00 - 8:45 P.M. We think you'll enjoy a tour of Marquette School after you've visited in your children's class rooms. It's a quick way to get an idea of work done at all levels.

In the kindergartens 105 - 104 you'll be interested in the fine physical set up, the equipment as well as pupil drawings and paintings.

The first grades have displays of experience reading and language charts, and paintings and drawings. In 101 you'll see a weather calendar, and a toy mural; in 103 you see photographs of a recent fair

project; 106 shows work on the home and the neighborhood; and 107 has a table project and picture on the Farm Unit.

The second grades have reading and language charts, many of which build up number concepts. Parents can see folders containing their children's work. In 102 you'll see a cut paper mural about firemen, a display of firemen's equipment collected on an excursion to a fire station, science experiments, showing the reasons for rules on fire prevention, nature study collections and illustrated poems. 203 has an unusually fine painted mural showing firemen in action, a series of reading charts telling the story of Marquette school, and the beginning work on a dairy unit. 206 shows emphasis on a health unit on teeth. The combination grade (2&3) 205 has pupil made Indian murals, a wigwam, and a map showing Indian tribes. "Blue Betty" and"Gay May" help motivate health habits in this room.

The third grades have pupil folders which reveal to parents the quality of work done in reading, writing, arithmetic and spelling. Room 201 has a three dimensional representation of a cacao grove, in answer to "Where does cocoa come from?" In their reading children also got information on copra which led to experiments in dehydration of food. The interest in trees led to making an exhibit of products of trees. Room 202 shows interest centered on the cotton industry in social studies. One can see the pupil plan as well as the finished murals on the cotton industry from the field to manufacturing. There are spelling charts, a motivation chart for library reading, and graphs showing individual progress in skill subjects. A table displays equipment used in experiments on air. 207 has been studying truck farms, the science of food production, and the importance of proper selection of food. A miniature truck farm with the four "health" crops, a hot box and a cold frame, health charts showing properties of food, (vitamins, minerals), and compositions by children with a letter of welcome to parents are on display, also a "menu for the week".

The fourth grades will have folders of pupil work in the fundamental subjects. 303 has a chart of musical instruments developed in a science unit on "Sound", a display of work on the "Solar System", and pupil autobiographies. 308 has been studying "Hot, Wet Lands", and a mural on the jungle animals of Africa is displayed. 306 has developed a bulletin board on "I'm Glad I'm an American".

The fifth grades show an emphasis on social studies. 301 has made a trade map of New England, and has shown early methods of teaching reading by constructing a Hornbook, a Battledore, a Reading Board, and a New England Primer. John Eliot's work as an Indian and Colonial educator is presented graphically on a bulletin board. Test results are pictured in bar graphs. 305 has a table project and b bulletin board on colonial New England and has an exhibit of

pioneer articles. The "Pen Pal" exhibit tells the story of correspondence with friends all over the U. S. Fifth grade work in skill subjects is also shown.

The combination 5 & 6 grade room depicts life in the colonies as a historical interest and the way of life in China as a current interest. Equipment used in experiments on light is shown. The steps shown in assembling and publishing the Marquette School newspaper will be of interest to all who have read the first issue.

Sixth graders in 20h are making a U. N. organization chart; they've also made a Korean map, and various types of motivation charts. An observation bee hive and an ant colony stimulated much research. Experiments in science units in light and electricity are in evidence. 302 has exhibits on the cradles of civilization. The children in this room are presenting a play "The Book Worm" on Thursday.

The Christmas Program was presented by children in the intermediate grades and evolved from planning of the home room teachers, the special teachers and the children. Each grade gave its own production which was part of the over all presentation of "Christmas in Other Lands." The program had the fine qualities of being an outgrowth of the regular curriculum activities, of being strictly original, and of showing an understanding and respect for all peoples. The music, speech and art as well as the content and the mood of the operetta showed a very high level of work.

Mental Health of Children was discussed by Dr. H. Kent Tenney and was a good background for these programs which followed, "The School's Role in Civilian Defense", "Parent and Pupil Gym Night", and the panel discussion by parents and educators on, "Education, Then and Now."

A study on growth patterns culminated in an outstanding P. T. A. program, "This is Your Child". Three committees planned and participated in the program, which was designed to emphasize individual and group patterns of physical, mental, social and emotional growth, to point up individual differences which exist in all age groups, and to consider what the school and home can do to help children mature.

Physical growth patterns of children of various age levels were shown by games and rhythmic activities which demonstrated development of skills under the direction of Miss Violette Stewart. Mrs. Barbara Cooklock spoke on how the school and home can work together to develop good health. Miss Clara Boyle, Miss Clara Steinhoff, Miss Frieda Ferber, Miss Hilda Schultz, Mrs. Florence Montie, and Miss Josephine Bolton were on the planning committee.

The need for education to be socially oriented and pupil-centered was shown when growth in reading, language, spelling, and arithmetic was

discussed by Miss Aileen Manogue, Mrs. Priscilla Winter and Mrs. Myra Heyl. They spoke of developmental processes and showed Marquette pupils' work and standard test results (with an opaque projector) to vitalize their discussions. The planning consultants were Miss Margaret Youngclause, Mr. Ansgar Svanoe, and Miss Rhea Rivard.

Miss Alice Hanson discussed the music program and demonstrated with groups of children the steps in the development of music from the first through the sixth grade.

How social and emotional growth are evidenced in school and what may be expected in general of grade groups was told in an informal and anecdotal style by Mrs. Beverley Young, Miss Elvira Alexon, Miss Anne Madsen, Mrs. Mary Walt, and Miss Betty Suliver. Planning with the discussion group were Miss Wanda Hawley, Miss Nancylee Chatfield, Mrs. Cecilia Vrabec, and Miss Evelyn Frish. The following emphases were made:

1. Give each child the security that comes from knowing that he is accepted as a person.
2. Remember that he has his own characteristics and his own rate of development; avoid making comparisons among boys and girls.
3. Encourage independence and actively help him master new skills - not just academic, but social and recreational skills as well.
4. Do everything possible to see that he has satisfying friendships with others in his own group.
5. Provide opportunities for children to talk out their fears, their uncertainties, and their anxieties; help them discover safe and harmless outlets for their pent-up feelings.
6. Place less emphasis on competitive activities and more on cooperative ones.
7. Take time to discover the real motives and emotions underlying behavior, and deal with these rather than with the outward behavior alone. Remember that all behavior is caused, and try to seek out the causes.

The faculty felt the hours of work spent on the program were worth while because its nature was significant as a study for teachers as well as a contribution to parents. We all spoke of the truly inspiring way in which the staff members worked together. Parents made comments such as: "I wish I could have attended the program when my children were small"; "These demonstrations certainly showed me I made a good decision in not entering my child in kindergarten when he was too young;" "I think the teachers seem to understand children very well;" "Teachers really have to work hard and they have good training, too;" and "I learned a great deal from this program".

III. SPECIAL PROBLEMS

Our class organization continues to change. Next year we anticipate six kindergartens, four first grades, three second grades, three

third grades, three fourth grades, two fifth grades, two sixth grades, and one fifth and sixth combination. Our predicted enrollments per section will run between twenty-seven and thirty-three. It will be necessary to use a first floor class room to take care of the new kindergarten.

Our major problems of buildings and grounds will be taken care of this summer. This will involve enlarging the black top area, repairing the shower in the boys' gym, and replastering the lower hall.

I am indeed grateful for the wonderful cooperation of the staff, the superintendent and the administrators, and the school board.

Respectfully submitted,

Lillian Simonson
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
Nakoma School

Presented to the Board of Education

by the Principal
Walter W. Engelke
June, 1951

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1950-51
Nakoma School

PUPILS: Enrolment statistics

Grade	Boys	Girls	Totals
K	37	41	78
1	31	32	63
2	34	30	64
3	27	26	53
4	20	28	48
5	25	23	48
6	29	21	50
7	15	22	37
8	21	17	38
	239	240	479

The total number of pupils shows an increase again this year amounting to 28 pupils. The greatest increase took place in the kindergarten, where there were 13 more pupils than last year. There was a decrease of 21 pupils in the 7th and 8th grades due to the graduation of a large class of 51, and the transfer of all 7th grade tuition pupils to West Junior High. All other grades gained in enrollment so that the number of pupils in each room ranged from 24 - 38. It is interesting to note that the total number of pupils in school is divided equally between boys and girls, although there is considerable variation at each grade level. Next September the enrollment will exceed 500 pupils, since the 38 who graduated in June from 8th grade will be replaced by more than 60 who are registered for kindergarten. However, there will be need to transfer some of the present kindergarten pupils for whom we will not have room in first grade. Preliminary reports on the school census and a survey of the new homes being built in the Nakoma school district indicate that we can expect a sharp increase in enrollment all along the line.

With the larger enrollment have come more changes in address by pupils, so that we had 27 pupils enrolling during the year and 18 leaving. In general there were fewer cases of prolonged illness or widespread absence so that more consistent group progress was experienced in the classrooms. Medical and dental excuses are still fairly frequent and with more understanding might be reduced. We also have what seems to be a relatively large number of requests for pupils to be absent for periods of a week or more in order to accompany parents on an extended trip. It is usual for the parent to confer with the principal and teachers in advance of the trip concerning the school work that will be missed and the possible educational values of the trip.

The kindergarten and second grade enrolled 30 of the 54 tuition pupils we had this year. Transportation and noon lunch present problems for this group which we work to find the best solution.

CURRICULUM

The curriculum philosophy of our school is based on the belief that the experiences which the school contributes to the development of each child should help him now as well as later to be a useful and happy member of society. Inherent in this philosophy is the continuous evaluation of the activities which teachers and pupils plan together in terms of the desirable changes which have taken place as a result of these activities. Realizing that the school is but one of many influences on the growth and development of boys and girls during the twenty-four hours of the day, many activities reach out beyond the walls of the school or the hours of the school day. Complementary to this is the bringing of outside experiences and persons into the schoolroom. Thus, the idea of the school as a community in itself and as a part of larger communities becomes the evolving concept which pupils and teachers seek to use as the cohesive force which binds together and gives direction to the great variety of experiences they have as individuals and as groups during the year.

The evaluation of the basic skills in reading, writing, arithmetic, spelling and grammar is carried on throughout Madison schools by the use of standardized achievement tests. On the basis of results for groups as a whole, Nakoma school ranks consistently above the standard for the city as well as the country. Of more concern to the individual teacher, pupil, and parent, however, is the diagnosis of particular weaknesses which the tests reveal as a basis for the program of learning which the child needs. Through conference, report cards, and the child's observable reactions the progress in each area is measured in terms of his particular capabilities and needs. It is here in the recognition and provision for individual differences that parents, teachers and pupils realize the basic purposes of education.

Examples of what is inherent in the foregoing statements are numerous. The problem of how much emphasis to place on spelling is controversial among parents and educators. It is clear that society considers written spelling more important than oral, yet the much publicized city spelling contest was oral and with adult authorities confused on words which 8th grade pupils spelled with ease. The Nakoma school representative matched the city and state champion word for word for thirty minutes before bowing out. Part of this success was due to the calibre of competition from schoolmates plus the progressive development of many years in school. Other individual successes could be noted in winners in the safety poster contest, paintings, and athletics. Many parents take pride in the achievement of former pupils, such as having six elected to the National Honor Society as juniors. In presenting a copy of the "Badger" to the school, the donor writes "To Nakoma School goes at least half the credit for having been chosen editor." At West High too the newspaper staff has included many former Nakoma students whose early experiences contributed to developing those special talents.

Undoubtedly the biggest satisfaction to primary teachers and the parents is the development of good reading skill on the part of the young pupil. That Madison has worked hard on its program of reading instruction is illustrated by a recent letter from a former resident. "....We wonder if you could furnish us with some information about the manner in which reading is taught in the Madison Public Schools? They are having quite a controversy here between parents and the school as to the proper teaching method. Kay, now a second grader, is an excellent reader and her teacher called to ask if I knew by what method she was taught to read. She seemed so anxious to know that I volunteered to find out. All of the girls are doing very well in school and we feel sure that the good background they got at Randall and Nakoma stands them in good stead. Miss - - - might be interested to know that some of her patient teaching has finally borne fruit." Such comments are indicative of the warm personal relations between home and school which exert great influence on child development.

STAFF

Our building staff to carry on the program with 480 pupils has required a total of 29 persons, of whom 9 were only part time at Nakoma School. In addition, several university seniors assisted the teachers in art, speech correction, and music. One of the 5th grade teachers also had a student assistant during the second semester who was a former Nakoma pupil.

To care for the kindergarten enrollment of 78 pupils it was necessary to have about one-third of the group come in the morning with one teacher in charge. Two teachers were in charge of the large afternoon group, although since there is only one kindergarten room things got rather crowded at times. It is doubtful if the enrollment next year will require this arrangement.

In grades 1 - 6 there were two teachers and two rooms per grade, while in grades 7 and 8 only one teacher and home room was needed per grade and the work was departmentalized.

Art and physical education teachers were assigned full time, although when their time was apportioned among sixteen groups it meant contact only 2 or 3 times per week. The joint use of the art room with manual arts, and the existence of only one gym are limiting factors also.

Vocal music has been handicapped by having the teacher only two days a week when three would be desirable. It was also necessary this year to shift the piano to the home ec room, making it available for class use on only two mornings of the week. A small piano was mounted on rollers for use in eight of the classrooms on the main floor.

Instrumental music has had to be fitted in on very much of a jigsaw schedule with complete disregard of the teacher's luncheon and transportation arrangements. There is also objection to interruption of the

regular class schedule to provide time for the instrumental music classes, particularly in grades 5 and 6. The solution will not be easy and may involve curtailing the program.

The pressure for room has affected the home ec program by limiting the teaching units on foods and substituting others which can be more properly taught in the space available. Certain other annoyances incidental to the multiple use of the room and the adjoining kitchen have made for a less satisfactory year than in the past.

For the past ten years the manual arts program for the junior high boys has been carried on by men who have not been formally prepared for the teaching of this subject but whose experience and willingness have been a satisfactory substitute. Next year a properly qualified manual arts teacher will be assigned to handle this work.

The program of gym activities is adequately cared for by having a man teacher on three afternoons for the boys in grades 5 - 8, and a woman teacher to handle all the other classes the rest of the time. The use of the gym for auditorium programs and for many dinners has meant that 10% of the time gym classes must meet elsewhere, a definite problem when the weather is too cold or wet to go outdoors. The intramural program for boys and girls in grades 5 - 8 has been very popular, and depends for its continued success on being supervised by the regular gym teachers.

The speech correction work has been outstanding this year, and in general the assistance of the child study department has been used more frequently than in the past.

Neither the librarian nor the nurse are employed by the board of education but both are valuable members of the staff in our school. In spite of being reduced to less than half its normal space (the rest being partitioned as a classroom) the library has continued to improve its services to the pupils, teachers, and parents. Both the quality and quantity of library materials has been increased, and the smaller space has helped make for smaller groups and more of a working atmosphere. It would be helpful if the librarian could spend full time instead of the traditional three days we have had ever since the school population was half what it is now. The concept of the public health nurse as somewhat more than the "school nurse" is beginning to prove its worth. We are happy to have the nurse at school the first thing each morning to help with puzzling cases of individual health, but we are glad to see the professional contribution she is making to health as a family and community problem essentially.

The services of the two janitors or custodians deserves comment. The multitudinous demands on their time by the staff and pupils and involving the maintenance of a large physical plant does not make for an easy life. On a citywide basis an attempt has been made to clarify the responsibilities of custodians, a very difficult job since the work varies with each school. At Nakoma we experience special difficulty in

getting enough heat from the old boiler to keep rooms in the old portion of the building comfortable in really cold weather. One custodian has spent a good share of Sundays during the winter firing the boiler to have the rooms warm on Monday--often without success. The removal of ashes is a back breaking job. Each week on the average some activity in or out of school calls for moving or setting up dozens of tables and hundreds of folding chairs. Nor should the daily distribution of milk to rooms be forgotten. When all these things are added to the regular cleaning schedule it is small wonder that some things are left undone. During the regular school year one custodian is on duty every evening to take care of the many permits for use of the building.

The work of the school secretary is strategically important. In the absence of the principal she must determine what things can wait for his return and what is best handled immediately in the light of general school policy. This ability to determine the twilight zone of responsibility in the absence of the administrator is the mark of a valuable school secretary. Fortunately this is what we have and hope to keep indefinitely in spite of her having added a husband to her responsibilities during the past year. A good sense of humor, a vast amount of patience, and careful attention to detail are also evident in the school office.

COMMUNITY

Despite cartoons and jokes, the parent-teacher association is developing rapidly into the organizational expression of the finest type of community-school cooperation. Essential in the program is genuine participation by fathers as well as mothers, by teachers as well as school administration. Further, the local school organization should have the privilege and accept the responsibility of developing a program adapted to its own situation while at the same time supporting and initiating programs requiring broad support for their effective execution.

There is constant danger that the intrinsic strength of the PTA will be drained off by schemes for raising money to embellish the school plant, instead of providing opportunities for parents and the school to work on problems which meet the deeper needs of children. None of the activities sponsored by the Nakoma PTA have as a primary or even major aim the production of revenue, and in general the funds are used to make a more effective organization.

I would place first as the outstanding contribution of parents and teachers to community welfare their share in distributing information on the school bond issue. Indicative of the confidence in the board of education was the preponderent affirmative vote of 4-1 for the city as a whole and of 6-1 for the Nakoma district. The fifty or more parents in Nakoma who distributed bond leaflets and discussed the issue with their neighbors gave many hours of time as tangible evidence of their faith in public education and the Madison school system.

A rather new activity which appears to be meeting a community need is the semi-annual clothing bazaar. In the fall and spring a day is set when parents can offer for sale clothing and miscellaneous items which their own children have outgrown but not outworn. These same parents plus a lot of others buy the items for which they have need. The activity is made more worthwhile as a result of the very efficient manner in which the large committee of parents has it organized.

Enlargement of the PTA health committee under the chairmanship of a professor of health education points the way for a revolutionary change in the concept and effectiveness of PTA committees which traditionally have consisted of one person who was the chairman. The chairman carefully selected a dentist, pediatrician, public health officer, district health nurse, health education teacher, child psychologist, a mother, two classroom teachers, and the principal to work on the committee. All were PTA members. The committee met regularly each month for a full evening, with agenda and minutes printed and distributed. In April the committee members presented a program on sex education for parents with the pediatrician as speaker, and using visual aids, a self inventory test, small group discussions, general question and answer period, and written evaluation of the meeting by the audience. The history of this committee and its activities will appear in a national magazine. It points the way for other committees to organize for more widespread participation and effectiveness.

Many opportunities for contact between the school and the larger community have been afforded by regularly scheduled programs such as "Go-to-School" night, Christmas programs, pupil-teacher-parent banquets, and PTA supper meetings. The variety of types has enabled most parents to find one that they could arrange to attend.

Two innovations that proved worthwhile and will undoubtedly be continued were the pre-registration meeting and the eighth grade parent conferences. Significantly, the first mentioned meeting was an attempt to improve the first contact between home and school, while the second involved the school's last opportunity for contact. The registration of pupils entering school for the first time was done over a period of several months this spring, assisted by the distribution of entrance questionnaires by the school census taker in May. This was a great help to the principal in making plans for next year. On June 6th an evening meeting of fathers and mothers of entering pupils was held at which the principal discussed many matters that experience has shown can best be done officially and prior to the pupil's first day at school. It also leaves the principal free on the opening days of school for other matters which cannot be anticipated. The second innovation resulted from the feeling that parents were entitled to a diagnosis of the progress their child had made in the first nine years of his school experience and recommendations affecting his high school and college course of study. In most cases both the father and mother were present for the half hour conference

with the principal and proved mutually beneficial, plus the advantage of general agreement of what subject the pupil should elect in ninth grade based upon an intelligent understanding of his abilities and ambitions.

The Christmas program was given in two parts for the first time because the auditorium could not hold the crowd. The kindergarten and primary grades put on an afternoon program and the other grades had an evening program. Both programs were attended by capacity crowds, an indication of the quality of the performances.

The community is also tied to the school through the meetings held in the building by the woman's organization called the Nakoma Welfare League, particularly the communtiy Christmas party. The activities of the recreation department, boy scouts and girl scouts, and many others bring people in contact with the school. All are, in fact, quasi-school functions which involve many of the same adults and pupils as strictly school affairs.

One of the more encouraging aspects of parent education is the action by the PTA in circulating in systematic fashion through the teachers copies of the Parent Teacher Magazine with its splendid articles on child development. Next year it is planned to add a circulating library of good books on subjects of value in the parent education field.

BUILDING, GROUNDS EQUIPMENT

This has been a banner year for us in improvements to the physical plant and classroom equipment. The ornamental brick wall at the front entrance which constituted a fire exit hazard was replaced with a low concrete cap. The ground immediately adjoining the two doors at the rear of the school was terraced with retaining walls and crushed rock. Considerable shrubbery was added, including a few trees. The basketball board was relocated on the playground.

The inside of the school received new paint for the first time in twelve years. Colors were selected by a committee of teachers who visited other schools. Each teacher was given freedom of choice from several colors, so that each room presents a different combination. Teachers and pupils are outspoken in their appreciation of the improvement in their surroundings.

The library was once more partitioned to provide an extra classroom needed. This provided a classroom with a capacity of twenty-five desks, and reduced the library to about 40% of its previous space. It may be possible another year to partition the art room to permit holding of manual arts and art classes simultaneously.

Just prior to the Christmas programs the stage received a complete new set of curtains, replacing those bought twenty years ago. The rich maroon of the velour front curtain and the soft grey of the cyclorama and valances has added greatly to the appearance of the stage.

Largest purchase of equipment was the lightweight Ampro sound movie projector which has greatly increased the use of films for class instruction because of the ease of setting up the machine. Three very fine combination record players (3-speed) and radios were purchased for the primary grades, and additional radios for the other rooms. All rooms are now equipped with an individual radio which eliminates one more annoyance of borrowing constantly.

New tables and card file were purchased for the library, new drapes and tables for the kindergarten, three electric sewing machines for home ec, and several teachers desks and filing cabinets for some of the classrooms. Three portable typewriters were added for pupil use. Several pieces of furniture were added to the teachers room, and special equipment for the nurse's room. Two electric fans were placed in the balcony to circulate the warm air which has long made audiences uncomfortable.

MISCELLANEOUS

The daily bulletin has been a useful administrative device for the staff and likewise the weekly "TOMAHAWK" carrying news and notices to parents. Together they contain an annual report that has been logged from day to day, as well as read.

Respectfully submitted,

Walter W. Engelke

Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
By the Principal
H. RALPH ALLEN
June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-51
RANDALL SCHOOL

I STATISTICAL DATA

The total number of pupils enrolled during the school year was nine hundred twenty-seven. This number is an increase of ninety pupils over the total enrollment for last school year. Whereas a year ago we ended the school year with eight hundred fourteen, this year the enrollment at the end of the year was eight hundred eighty-six. Of the total enrollment this year, twelve pupils were non-resident pupils.

Annual total enrollment figures for Randall School as of June of each of the past six years are shown here:

Grade	1945-1946	1946-1947	1947-1948	1948-1949	1949-1950	1950-1951
Kgn.	151	126	164	211	183	185
1	116	110	109	126	151	159
2	91	98	115	107	122	152
3	97	89	89	98	109	129
4	86	89	82	90	93	109
5	95	79	97	93	88	99
6	94	87	82	100	91	94
Totals	730	678	738	825	837	927

Class size ranged from eighteen to thirty-six pupils. The average number of pupils in June, 1951, for the twenty-nine class sections was 30.5.

The pupils from Findlay Park, University Park, Sunset Village (north of Hillcrest Drive), Indian Hills, and Blackhawk Park were transported to Randall School by school buses. As of January, 1951, one hundred eighty-seven pupils were transported by three school buses. The numbers of pupils by grades from the various areas are shown here:

Area	Kgn.	Grades 1	2	3	4	5	6	Total by areas
Findlay Park	8	11	3	5	9	1	6	43
University Park	8	4	6	4	5	4	1	32
Sunset Village (North of Hillcrest Drive)	29	25	11	15	8	1	10	99
Indian Hills	1	3	2	1	0	2	0	9
Blackhawk Park	0	1	0	2	1	0	0	4
Totals by Grades	46	44	22	27	23	8	17	187

Since some of the pupils who have been attending Randall School will attend the new Midvale School in September, 1951, a survey was made to learn of the feelings and plans of each family by responses to such questions as:

Do you plan to live at your present address next September?

Do you plan to move from Madison before next September?

Do you plan to move to another school district in Madison before next September? Which one?

Will your child enroll in a parochial school next September?

Is your child now transported by school bus?
If so, would you prefer to send your child to Randall School next September if a school bus is provided?

If no school bus is provided would you prefer to enroll your child at Randall School next September?

If no school bus is provided would you prefer to enroll your child at Midvale School next September?

The replies were tabulated by areas and grades.
The areas were outlined as follows:

1. Obvious Randall Area (that part of the present Randall School district which is east of Shepard Terrace).

2. Findlay Park, Blackhawk Park, Indian Hills.

3. Arlington Heights

4. University Park

5. Sunset Village (between University Avenue and Regent Street)

6. Sunset Village (between Regent Street and Hillcrest Drive).

7. Sunset Village (between Hillcrest Drive and Mineral Point Road).

8. Obvious Midvale area (Pilgrim Village, South Sunset Village, Westmorland, Oak Park Heights).

These data have been provided to the Superintendent and their uses are necessary in planning administratively both at Randall and Midvale Schools for next school year.

All children, from the total area served by Randall School this year, who were reported by the school census takers in June, 1951 as being prospective enrollees in kindergarten next September have been tabulated according to the eight areas mentioned above.

The following table shows the number of pupils, by grades, who were attending Randall School in April, 1951 and the areas in which they lived. Also shown in this table are the prospective kindergarten enrollees for September, 1951 from the same areas.

Area	Kg.	Grades (April, 1951) 1	2	3	4	5	6	Total	Prospective Kindergarteners.
Obviously Randall (East of Shepard Ter.)	96	88	97	78	66	81	75	581	132
Findlay Park, Blackhawk Park, Indian Hills)	9	14	6	10	12	4	5	60	7
Arlington Heights	9	6	6	4	4	0	2	31	14
University Park	5	4	4	2	3	3	1	22	4
Sunset Village (Between Univ. Ave. and Regent St.)	12	12	6	8	7	1	4	50	32
Sunset Village (Between Regent St. and Hillcrest Drive)	18	9	8	10	3	1	5	54	16
Sunset Village (Between Hillcrest Dr. and Mineral Point Road)	13	8	15	5	6	3	1	51	17
Obviously Midvale (Oak Park Heights, Westmorland, Pilgrim Village, South Sunset Village)	5	6	2	5	2	4	1	25	76*
Totals	167	147	147	122	103	97	94	877	298

*Includes some prospective kindergarten pupils who would attend Dudgeon School if the Midvale School were not completed by September, 1951.

II. ACHIEVEMENTS

As we review the year's work, we note that in addition to the usual fine work done in our regular instructional program, many special services were provided which we think worthy of mention.

1. The Randall School P.T.A., with a membership of 820, was very active. Attendance at the monthly meetings ranged from 150 to 320. All meetings were tied to the general theme - "The Child - His Distiny In A Free World."

2. The Randall School Pre-School and Kindergarten Mothers Group held seven meetings during the school year. Children's needs, physical, social, emotional, and aesthetic were studied at these meetings. Real interest and concern is expressed by these parents. About seventy-five of these mothers were especially active in promoting the school bond referendum this spring.

3. The Parent Education meetings were attended regularly by about twenty to twenty-five parents who were interested in discussing the common problems of parenthood. Matters related to bed time, allowances, family planning, family fun, etc. were given attention.

4. Speech Correction Services were provided for forty-eight pupils. In some cases pupils were taken in small groups (two and three pupils) if the same therapy could be used. The more pronounced cases were treated individually. Some pupils met twice during the week for this help while others met three times during the week.

5. The Hearing Testing program has again proved most effective in identifying pupils with significant hearing losses. Group testing at the third and sixth grade levels was followed by individual tests, if needed, and in four cases examination was made by the otologist.

6. The Dental Health Surveys continue to reveal that parents are providing children with regular and prompt dental treatment and also reveals that the matter of regular oral hygiene in dental care requires continuous teaching and encouragement.

7. The Randall School Library is used quite extensively. Each class group above the kindergarten is scheduled for Library each week and pupil committee groups and individual pupils find it to be a valuable resource in their search for information at unscheduled times.

   During the time from September 15, 1950 to June 1, 1951, a total of 34,483 books were circulated to pupils. Of this number 60% were fiction. Of the total number 2380 books were Literature, 2247 were Science, 1906 were Useful Arts and Fine Arts, and 1837 were Biography. Some 1564 pictures were checked out for use in classroom learning.

8. Twenty-six accidents were reported to W.I.A.A. during the school year. Eighteen claims were filed, of which fourteen have been allowed and two are pending. The total amount of claims allowed was $102.00. The cost of the W.I.A.A. pupil coverage was $418.50.

9. The After-School Sports Program was popular this year. Miss Meyer's contact with the girls in gym class and her knowledge of their personalities and abilities were factors in the success of the program with the girls.

10. The boys were not so fortunate. Three men who were physical education majors at the University were used this year. It would be desirable to have one man stay throughout the year.

10. The Randall School Student Council was active as usual this year. Each Fourth, Fifth, and Sixth Grade class elected two representatives. All First, Second, and Third Grade classes were invited to send visitors to the council meetings. Officers were elected each semester. Meetings were held every two weeks and sometimes more frequently for emergency meetings. Some of the problems which the student council handled this year were: arranging play areas on the playground, arranging for a place to store gym shoes, planning efficient corridor traffic, care of a bulletin board, and a campaign to keep the school grounds neat and clean. The Student Council also helped with such matters as: limiting the throwing of snowballs, and conduct while waiting for school and city buses.

11. This year about 185 Fifth and Sixth Grade pupils received instruction in bicycle safety and took the tests which were a part of the bicycle safety program.

12. For the first time, parents were encouraged to enroll children for kindergarten this spring. Many details relative to enrolling these children were discussed at the Summer Round-Up meeting. About two hundred children were enrolled - some of whom will attend the Midvale School.

III. SPECIAL PROBLEMS AND RECOMMENDATIONS

1. The house telephone system is in need of repair. Some rooms cannot be contacted and voices cannot be understood from certain other rooms.

2. The clock system needs some repair. Frequently it is ne necessary to synchronize the room clocks and to adjust the master clock. These adjustments have had to be made about ten times this past school year.

3. It is hoped that more rooms will receive the improved lighting fixtures and acoustic treatment of ceilings.

4. It would be advisable to correct a condition which causes water to seep down the inside of the walls in the auditorium in the spring of the year when snow and ice melt from the roof.

5. The need for bicycle racks is still felt.

To the Madison Board of Education, to Superintendent Falk, to the various supervisors and department personnel who in many ways have given advice, service, and encouragement, we acknowledge gratitude and appreciation.

Respectfully submitted,
H. RALPH ALLEN, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Sherman School

Presented to the Board of Education
by the Principal
Anthony A. Farina

June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-51
SHERMAN SCHOOL

Enrollment

Sherman School saw the largest registration in its history this year, a total of 344 children, enrolled in kindergarten thru fourth grade. At the close of the school year the enrollment in school was 293. The average enrollment was rather static, varying between 289 and 295 pupils.

Because of overcrowded conditions, the fifth and sixth grades were again transported to Lincoln School. To make room for a second fourth grade section, the old kindergarten room on the first floor was converted to a regular classroom. The kindergarten was moved to the former lunchroom on the basement floor, an arrangement which proved to be highly satisfactory.

One of the factors contributing to the increasing number of pupils in Sherman School was the large number of children enrolled from the Oak Park Trailer Camp. A total of fifty-seven boys and girls were transported during the school year. Of these fifty-seven, thirty-three were in school at the close of the year. The number of children brought to Sherman from the Oak Park site can be expected to increase, with the closing of the Truax Field Trailer Camp.

Number of children attending Sherman from Oak Park Trailer Camp:

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
16	7	17	10	7

The school census, taken in May 1951, indicates that our kindergarten enrollment, already high, will climb still higher. Seventy-three children were enrolled in the kindergarten at the close of school, including four tuition pupils. The census worker for Sherman Park counted ninety children in the area who will be ready for kindergarten in the fall. This number, plus the fact that numerous new homes are being built in our school district, indicates that we may have to have three kindergarten sections next year, probably necessitating an additional part time teacher.

The second grade teachers felt that unusually large classes were a real difficulty. Because of the large groups, both the first and second grades reduced field trips to a minimum. Another factor in cutting down the number of field trips was that chartered school busses were available only during certain morning hours, causing difficulty in scheduling trips.

The fourth grade sections were rather small, averaging about 22 pupils during the year. It is to be expected that the enrollment in this grade will increase next year, to provide at least 25 pupils per section.

Enrollment Statistics (June)

Grade	Boys	Girls	Total
Kindergarten	42	30	72
First	37	26	63
Second	40	30	70
Third	22	23	45
Fourth	23	20	43
Total	164	129	293

Teachers

With the return of all of last year's teachers, Sherman School had a sound nucleus for its staff. One new teacher, Mrs. Virginia Rook, was added to teach the second fourth grade section.

Personal illness and illness in the family struck rather hard in several cases. The fact that substitute teachers were generally unsatisfactory made these absences felt even more acutely. In March Mrs. Jeanne Rickey, first grade, resigned to accompany her husband, recalled to active duty with the Air Force. In this case we were able to hire a capable substitute, Mrs. Elona Kwapil. The children made the adjustment to a new teacher very well, and made satisfactory growth during the remainder of the school year.

Close cooperation among all the school personnel was marked, and teacher morale continued high. Staff meetings were devoted to discussion of techniques and materials which would improve the teaching of the basic skills. To work with us we invited discussion leaders representing the Curriculum Office, the City Board of Health, and the University. The exchange of ideas proved profitable both to us and to the children.

Special Classes

Teachers of special classes were severely handicapped by lack of space. In the fall and spring gym classes were held outdoors. Even then, the fact that most of the playground area was being used by the construction company made play rather difficult. The only useable part of the playground was the front lawn. In inclement weather, gym classes were held either in the classrooms or in the corridors.

The small room adjacent to the kindergarten was used for library classes again. A poor heating system, noise from the kindergarten, and poor acoustics made the room generally unfavorable for library use.

Art and music teachers struggled against the same handicap, lack of space. In spite of it, however, music and art appreciation and skills showed steady growth. All of our regular teachers felt, however, that only 30 minutes of instruction per week by special teachers was not sufficient to lay good foundations in these areas.

Administration

A teaching principal must place strongest emphasis on the most important of his functions: teaching his class. Not to be neglected, however, are the additional duties of routine office work, supervising of teachers, and public relations. Of these latter duties probably the least amount of time was spent in teacher supervision, because of the press of teaching duties. Routine office duties were cut to a minimum by the efficient, capable work of the school secretary.

A foremost function of a principal must be public relations. Working thru the PTA and the children themselves, he must constantly provide leadership in bettering school-community feeling. Two physical factors provided a natural magnet which drew community interest and participation in school activities. The first was the construction of the new addition to Sherman School, with its attendant problems and questions. Several teachers initiated social studies units centering around the new school. Most notable of these units was that carried on by the children in Mrs. Ann Ness' third grade. Parents of the children came to school to talk about carpentry, to help the children lay bricks, to explain the blue prints. The class visited a brick-yard and a concrete mixing company in the neighborhood, and brought all these new experiences back to the school for the rest of the children to share. All of Sherman Park was aware that the new school was a vital part of the lives of its children, and of its adults.

Meanwhile, the hard-working executive board of the PTA headed by the president, Mrs. Paul Nordendale, did its share to promote school community harmony. The work of the PTA in promoting the new school bond referendum in the April election resulted in the highest ratio of "Yes" to "No" votes in the city. The series of monthly programs attracted an average of more than 120 persons at each meeting. One meeting, on "Sex Education in the Public Schools," aroused so much discussion and interest that parents requested an additional special meeting on "Sex Education for Parents." School visitation was regular and frequent. The PTA activities for the year were climaxed by a record turnout of 450 parents and children for the traditional pot-luck supper in June.

The second of the physical factors involving school-community relationships involved the playground site across Spohn Avenue. The Department of Buildings and Grounds felt that before any definite plans for the new playground could be undertaken the one block of Spohn Avenue between Sherman Avenue and Ruskin Street should be closed, so that traffic would not endanger children going from the school to the playground. The PTA voted unanimously to sponsor a petition to close this street.

A storm of protest arose from residents of Spohn Avenue. A committee circulated a counter-petition to keep the street open. The first attempt of

the PTA to have its petition signed resulted in failure.

After several weeks, the PTA made a second attempt to have the petition signed by a sufficient number of property owners. A letter from the school office, explaining the reasons for wanting the street closed, preceded personal visits, and finally enough signatures were obtained to file the petition with the City Council.

The fact that the playground site has been filled in with dirt to make it level and useable has made the support of Spohn Avenue residents even more likely.

The Shermanite, a weekly one-page publication sent to all parents, was of considerable value in announcing various meetings, telling what was going on at school, giving recognition to individual pupils, and in general taking the school into the home.

Special Problems

Construction of the new addition caused several problems. First was the hazard involved in having present on the playground materials and equipment on which children might get hurt. Constant supervision during the day by the entire staff resulted in a record of not a single injury to any child due to the school project.

Probably a more irritating and disturbing result of the work on the new school was the noise. Cement mixers, diggers, bull-dozers, hammers, and saws made teaching and study extremely difficult at times. It is to the credit of the staff that it often siezed upon the disturbances outside their windows for new learning experiences.

Early in April, the Valley Construction Company complained that vandalism on the project after school was slowing down the work and costing them a considerable amount of time and money. This seemed to be a job for the PTA. At its meeting the following week a resolution was passed that the PTA urge all parents to cooperate in keeping their children from playing on or committing any damage to the new school. A letter from the school office, under PTA sponsorship, was sent to every home in the area where there were children.

> Dear Parents,
>
> In a report to the Board of Education on April 16, the Valley Construction Company, builders of Sherman School's new addition, stated that part of the delay in building the structure was due to vandalism on the project by children in the neighborhood. Electrical conduits have been broken, hundreds of bricks broken, or scattered around, and debris thrown into the construction.
>
> We are sure that the damage done by our children has been thoughtless, done while the children are playing on the grounds after school. Yet if this thoughtless play continues, opening of the addition in September may be impossible.

If every child and parent remembers these things, we are sure this unintentional vandalism can be completely prevented:

1) When it is finished, our new school will be one of the most beautiful and well equipped schools in the city.

2) The sooner the school is completed, the sooner we will be able to use it for classrooms, gym activities, community programs, and recreation.

3) The progress of our new building is constantly in the public eye. We want to be proud of Sherman Park's part in prevention of any action that will slow the opening of the new school.

4) While the addition is being built, the school grounds should not be used for after-school play.

We hope every family in Sherman Park will discuss these things among themselves, and do all they can to prevent any damage, unintentional or otherwise, to the addition.

Sincerely yours,

The Sherman School Parent Teacher Association

Almost immediately vandalism stopped. Up until the close of school, the contractors reported no damage to any part of the new construction or materials. Again, group action was successful.

Physical Plant

The present school structure has been deteriorating steadily. The most serious problem has been that of poor roof drainage, causing leaks in about half the rooms and in numerous places in the corridors. As a result, plaster has been cracking and falling, in one case causing severe damage to several books in a cupboard.

The double heating system continued to be troublesome. The manually controlled radiators in two rooms had to be repaired, and the univent in Miss Larson's room did not operate in cold weather, causing discomfort to the extent that the children had to be sent to other rooms for a morning or a day. Despite hours of labor, this univent is still faulty.

A section of the floor in the library apparently needs to be replaced. During warm weather a considerable warping takes place, gradually subsiding during the winter. The tiling in the basement corridor is also unsightly. As sections of the tile are broken, they are replaced with other pieces, dissimilar in pattern. The entire old tiling is gradually breaking up, and it is recommended that the entire length of the corridor be relaid.

Respectfully submitted,

Anthony A. Farina, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-1951
WASHINGTON SCHOOL

SCHOOL STATISTICS

	1948	1949	1950	1951
Total Enrollment	557	570	602	541
Orthopedic Enrollment	66	56	58	52
Out-patients (pupils who come for treatment only)	41	54	71	65
After September Enrollments				
Withdrawls	33	30	46	45
Transfers to Washington and other new pupils	8	15	25	68
Transfers to other Madison public schools	39	32	21	59

The total school enrollment this year was 541. This was 61 less than last year. There were 45 withdrawls after September, 59 pupils were transferred to other Madison schools and 68 entered our school during the year. This year 28% of our mothers worked, excluding kindergarten mothers, and 20% came from broken homes.

We have continued to acquaint parents with what our school is doing.

The kindergarten mothers were invited to school the first week in September to a tea and to discuss the kindergarten handbook and daily program. We always feel that after this meeting people have a much better understanding of why children should go to kindergarten.

The kindergarten parents and teachers had four meetings during the year. One program was given to art, another to health services, a third to library books, and a fourth to child guidance. Before each meeting, parents were asked to visit the children in a particular phase of work for about twenty minutes. The teachers had an art lesson with the children before Miss Buck's talk on art, a lesson in the use of kindergarten books before Miss Moss's talk on books, a health lesson, milk and cookies, before the nurse's talk to parents. The teachers talked about the necessity of free play and the types

of leadership given to individuals while at play before Mr. Waller's talk on child guidance. The meetings were very well attended and we felt, very profitable.

In September, the first grade teachers invited the mothers to a meeting to explain the reading program and demonstrate reading procedures. They also explained types of charts and textbooks used and how children are selected for each group. We had a fine attendance and I am sure that parents had a definite understanding of the first grade work. Parents were invited occasionally during the year to hear their children read.

Helen Beck summed up her reading program for the year with parents in this way: "For Mothers Day the children sent invitations home inviting parents to visit their class. They wrote and read a welcome to their mothers at the meeting. One group had a reading class in which I showed them how I developed a lesson. The children then drew pictures illustrating the lesson they had read. The mothers were amused and I'm sure they did not know this was a slow group. The second group showed how stories lend themselves to dramatization and help readers to read with understanding and fluency. Then a group read for good expression. We talked about titles and numbers on pages. I had questions printed on a large chart. The children read the questions out loud and then read silently until they found the answers. We all read a tribute to mother and presented the mothers with carnations we had made. Last of all we dramatized Mr. Vinegar in which all the costumes and scenery were made by the children. The children then served their mothers lemonade and cookies. While they ate, I talked about how parents could help children in their reading during the summer. I felt the meeting was a great satisfaction to mothers and to myself."

For Visiting Night, Education Week, children took their parents through the building and then spent some time in the classroom with their teachers. The second part of the evening was spent in various kinds of entertainment planned by parents and teachers. It was a very successful night. Our attendance was well over 1000 people. We were pleased with the way children took responsibility and conducted themselves and the fine responses from parents.

For the January PTA meeting there was a round table discussion of art, music, and speech. Parents, pupils and teachers all participated.

The gym teachers gave a program in the spring consisting of a cross section of all the work done in the physical education classes. Parents participated in some of the activities.

The speech classes, grades 4, 5, and 6, each gave an auditorium program. Parents were invited. The Glee Club gave a concert for the PTA and a broadcast over WHA. Some of the children also participated in the poetry festival in May.

The remedial program was continued this year. Twenty children from the fourth and fifth grades were in the group. The I.Q.'s ranged from 85 to 92. The greatest gain made by an individual pupil during the year was 3.1 years; the lowest gain .3 years. The average gain for the 9 fourth graders was 1.1 years. For the 7 fifth graders the average gain was 1.4 years. Besides gains made in reading, there were noted gains by some children in a feeling of greater security, happiness and confidence in themselves.

Corrective Speech

43 children received speech help at some time this year. All first graders and students new to Madison public schools were checked for possible speech problems.

A hearing survey was held in November at which time 78 third graders and 56 sixth graders were given group tests. 13 third graders, 3 sixth graders and 2 first graders were given individual tests.

The otological clinic for the Madison schools was held at Washington School May 9. 31 children were scheduled to be seen by the otologist.

We are starting a small speech correction reference library. The speech therapist will be in charge of the books which may be borrowed by any member of our staff.

Insurance

We reported 13 accidents to the insurance company during the year. Two accident reports are still not completed. The claims for the 11 accidents ranged from $2.00 to $64.00, a total of $197.00. The total amount collected was $143. We had fewer and less serious accidents this year. With the exception of 3 cases, the claims made were also small.

Library

The collection of books in the Washington School Library has increased in number to 5,442 through the addition of 389 books this year. A large number of out-dated books have been discarded. The present collection is equivalent to 12.7 books per pupil enrolled, exclusive of the kindergarten. The PTA again has furnished funds for nine annual subscriptions to magazines.

The total amount of money allotted the school library for the fiscal year 1950 was $550.06. Of this amount $30.52 was spent for periodicals; $44.66 for re-binding; and $457.97 for the purchase of new books.

The circulation for the year was increased to 29,356, a net gain of 205 over that of last year. This circulation is equivalent to 62.3 books per pupil.

The participation of pupils in the care and lending of books, especially by the members of the Library Service Club, has been gratifying, and the addition of the services of a secretary for one day each week has increased the services the library has rendered.

Health

The children in the third and sixth grades were again urged to have a check-up by their family doctor; also children in the first grade who hadn't been examined before starting kindergarten. There were 174 children in all requiring examinations. Of these, 86 were examined by their own doctor and 64 by the doctor at school. Of the 64 examined at school, 13 were found to have some physical condition requiring further care and attention. The parents of these children were visited by the nurse who explained the findings and recommendations.

Tuberculin testing was done in the first grade. Of the 56 that received the test, none were found to be positive.

The iodine tablets were given each week to 522 children or 95% of the total enrollment.

All children in the first, third, and sixth grades had their teeth examined by a dentist in school during October. Notice was sent to the parents of all children found to be in need of repair. The majority of the children whose teeth needed attention went to the family dentist and brought back pink slips indicating that care had been given. About 30 of the children were referred to the Health Department clinic for care.

Mrs. Haas, the dental educator, conducted classroom instruction in the care of teeth in the third and sixth grades.

Nutrition

The total enrollment in the Nutrition program was 41. The average cared for in the rest room per day was 66 (some of the children must rest more than once a day).

Food was prepared for an average of 142 per day and served as follows:

Longfellow School	50 pupils	11 adults
Washington School - Nutrition	36 pupils	11 adults (on duty)
Orthopedic	38 pupils	7 adults (paid)

A new filmstrip machine and a new recorder were purchased this year. The money for the recorder was given to us by the PTA. Next year the faculty will make a study of the best ways in which the recorder may be used in our school.

We had several new people on our staff this year. Six new full time teachers, two itinerant teachers and a secretary. It took time to work out a smooth working program but with fine cooperation and the willing assistance of the older members of the staff and the conscientious effort of the new members, we had a busy but satisfactory and profitable year.

Respectfully submitted,

Pearl Leroux, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

Art Department

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-51
ART DEPARTMENT

In June, 1951, we reported increasing satisfactory results due to a more stable and capable staff of art teachers. This year we are happy to report that although work in most schools has progressed over last year's level these teachers felt that if they were to bring the same opportunities to children in all schools there must be a better understanding of the part art should take in the life of the child. We, as a group, must decide upon the art experiences we feel are essential to normal growth. Therefore, a study of our curriculum was begun and revision started. Mrs. Alice Kendall, elected group chairman for the year, asked that each select the grade level he or she would like to work on. The study group divided itself into primary, intermediate, junior high and senior high. Special mention should be made of the work done by Parnell Bach as chairman for the whole, Harriet Hellwig as leader of the primary study group, Mrs. Caroline Storck leader of the intermediate, Mrs. Esther Carswell as leader of the junior high, and Mrs. Delores Macdonald as leader of the senior high group. All members of the staff gave full cooperation in this effort and came through with ideas which Mrs. Adele Ortmayer and Donald Reppen will put into tentative form this summer. Next year it is to be tried out, criticised and revised into a comprehensive guide for the teaching of art in the Madison schools. Copies will be available to interested parents and members of the school staff.

++++++++++++

With the interior painting of Emerson, Lincoln, Longfellow, Lowell, Dudgeon, and Nakoma schools we feel that our buildings at last furnish a clean, colorful environment for happier school living. The teachers who willingly spent time planning the color harmonies in each of these schools are to be commended. Since the painting was done during Christmas vacation all this work of planning had to be done during the extra busy time of preparation for parties, programs, gift-making, and other activities which accompany the period prior to Christmas. They surely felt repaid when school was resumed in January to see the happy faces of both teachers and children at the transformation which color had brought about.

Achievements and Awards

We as art teachers are concerned with the complete development of the child as a person. The finished product of his creative expression is less important than this development. However, it is found that many are stimulated to greater effort when work is to be entered for competition. We have, therefore, made optional this year entries in the following:

(1) - The International School Art Exhibit promoted by the Junior Red Cross.

East high school sent in several fine entries.

(2) - The annual Helen Farnsworth Mears Contest for eighth grade pupils sponsored by the Wisconsin Federated Woman's Clubs.

Two pupils from West junior and three from East junior won City competition. The two from West won in the District and one of these, Arlyn Jones, received first award in the state. He was given ten dollars and five was sent to his school to purchase a book on art.

(3) - In the Wisconsin Regional Scholastic Art Contest many of our junior and senior high school pupils received honors.

Five pupils from West had their work chosen for exhibit in the Carnegie Institute in Pittsburgh. Of these, Susan Beveridge and Bill Bunce received awards of $25.00 each and Carveth Miller a scholarship for three years in the Institute of Commercial Art at Westport, Connecticut.

(4) - The Annual Safety Poster Contest, sponsored by the Madison Lions Club for the thirteenth year in the 7th, 8th, and 9th grades.

Some very effective results in thinking as well as poster making were produced. Eighty of the 800 posters made were placed on display for a luncheon meeting of the club where five pupils and five principals were guests along with the supervisors of art and safety. For two weeks following this event these posters were on display in store and office windows throughout the city. Art materials which can be used to further interest in leisure hobbies made up the many awards furnished by the club. Pupils took part in the judging.

(5) - The Salon of School Art was held in Scanlon Hall of the Vocational School this year. Here it was found that the display was easy to view and that the young exhibitors and their parents could be more comfortable at the reception rendered them by the Madison Art Association which sponsors this annual event. For the fifth year Mrs. Joseph Ford furnished the cash awards amounting to $110.00. There were many honorable mentions given, in addition to the three prizes awarded in grade groups; kindergarten through third - fourth through sixth - seventh through ninth - tenth through twelfth, and the two craft groups of metal and clay. The two purchase prizes which became part of the permanent collection of the Madison Art Association were awarded to Dugney Randall, 4th grade, Emerson, and John Forrest, 10th grade, West. These pictures will be framed and loaned to the schools of the young artists.

Another interest the Madison Art Association has taken in the young artists of our schools is manifested through the summer painting class promoted for the third year under its sponsorship. Two eighth grade pupils have been selected from Central, East and West high schools to study for six weeks under Fritz Carpenter, a former art teacher of West high school.

The plans of the art staff for next year include continued work on curriculum in addition to a report of the art work in our schools which will be submitted to Superintendent Falk as a possible annual report to the Board of Education. We are very happy to have the opportunity to work on this report which we hope will bring a better understanding to parents of the art program in the Madison Public Schools.

Respectfully submitted,

Lucy Irene Buck

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-1951
Department of Child Study and Service

The annual report of 1949-1950 attempted to present evidence of a quantitative and qualitative nature relative to the effectiveness of guidance services in the elementary and secondary schools. It was anticipated too that the 1950 Follow-up Study, made possible through special summer research, would probably reveal information pertinent to the evaluation of present and future adjustment services. The final report of the Follow-up Study provides information which appears important for further consideration in the following areas:

Educational Status of Pupils

The typical pupil entering the 9th grade in 1944 was about fourteen years of age, had mental ability near the upper limit of the normal range, was several months ahead of his or her actual grade placement in educational achievement, at least in reading and arithmetic, and two-thirds of the pupils came from one of Madison's public elementary schools. About 50% pursued the college preparatory course of study, earned a grade average of approximately "C", attended school better than 96% of the time and never in high school received extended assistance by a guidance worker. About 25% did receive extensive counseling of a remedial nature.

Conclusions or implications of these facts may be stated as follows:

1. Madison pupils are above the national average in every respect (as measured by potential ability and actual educational status), and the large majority should profit by high school experience and should complete high school work. The fact that average grades earned "lean toward the low side" suggests consideration of philosophy, standards and methods of grading (report cards probably need revision). It is suggested a committee be set up for this purpose.

2. More guidance services of an informative and preventative type should be offered to pupils. Group techniques may be effective in meeting this need.

3. East High School, and possibly West, needs more counseling service. The solution may be in releasing certain teachers part time to act as teacher-counselors.

The Drop-out

About 10% of the pupils entering 9th grade leave school before graduation. Studies in other cities show Madison to compare very favorably--nationally, from 20 to 30% drop out between 9th and 12th grades. Despite this fact it is desirable to retain more of the 10% who leave school, particularly when it is observed that 72% of those who drop out have mental ability at normal or above.

The survey has identified the characteristics of pupils who leave. A study of factors which contribute to quitting before graduation reveals some

factors which the school cannot control but there appear to be other factors over which the school has control. Some recommendations based upon functions under the control of the school which might reduce the number of drop-outs, follow:

1. Encourage each school to identify potential drop-outs early, using criteria of Follow-up Study.

2. Work directly with parents concerned to impress them with need for support and cooperation.

3. Modify curriculum to meet needs of pupils who have specific disabilities and low interest in certain areas.

4. Initiate "how to study" courses in all schools.

5. Provide individual remedial help in basic skill subjects to prevent retention and failure.

6. Find some interest--social service, athletic--for pupils who have feeling of not "belonging". Often one of such connections is sufficient to "hold" the pupil.

7. Orientation plans should be further extended. The need is particularly apparent for pupils coming from schools outside the city system.

The Occupational Adjustment of Former Pupils

Slightly more than 25% of the pupils surveyed indicated that specific vocational training they had received in high school was the most important contribution the school had made. Another 31% desired more specific vocational training for jobs following graduation. 21.5% requested more vocational guidance. Only 18.5% secured specific vocational training following the time they left high school. Nearly all students who had some work experience while in high school rated such experience of great value.

90.8% of the pupils who have secured jobs since graduation are at work in jobs which can be classified in four occupational categories: clerical - 43.9%, sales - 9%, service jobs - 18.5%, manual and crafts - 19.4%. The average salary earned is in the range of $35 to $40 per week. 77.3% of those who secured jobs found the specific job on their own initiative or through the help of friends. The relationship between vocational goals while in school to jobs actually found, presents a nationally typical but discouraging picture. For instance, 49.3% expressed desire and plans for the professions. National statistics show that about 16% will participate in such fields.

Implications for the schools seem to be as follows:

1. The high school might offer more courses in vocational training adapted to specific community needs in areas where opportunities exist.

2. More pupils should participate in work-experience programs.

3. More vocational guidance and more instruction in occupational information, especially facts about the local labor market, might promote fuller use of present facilities for vocational training.

4. The consideration of employment services for youth is in order as a part of the high school guidance service, as few youth utilize other existing services and local employers prefer to contact the school for young workers.

College Adjustment of Former Pupils

An unusually large proportion of Madison students attend college and most of these attend the University of Wisconsin. About the same proportion succeed there (70%) as students who come from other communities. It appears possible to predict while in high school those who will attend college (using criteria indicated in the Follow-up Study). Socio-economic factors of parental occupation, residence area, and number of siblings, apparently account together for an overwhelming proportion of college students. Obviously, these factors should not weigh as heavily as such factors as ability to succeed and desire to attend.

In light of the information at hand it appears desirable to stress the following procedures while students are in our public schools:

1. Inform parents about facts relative to "who fails and who succeeds in college". Parents seem to be responsible for student action in a large number of cases.

2. Develop in students complete understanding of problems related to college experience.

3. Initiate plans with community resources for financial assistance to students who are good college risks but unable to attend. The possibility of working out a cooperative plan (like the Antioch plan) with the University of Wisconsin and local business and industry to enable worthy students to "earn while they learn" should be investigated. The possibility of working with the University of Wisconsin on an accelerated academic program providing college level instruction in the last two years of high school (Chicago plan) for the talented, enabling them to achieve third year college level at age eighteen, would serve a real need for many.

4. Again the data in the Follow-up Study shows the need for students who attend college to know "how to study." Group and individual study provisions are needed while in high school for a large majority.

The chief problems encountered during the high school period were, in order of frequency:

1. Being able to study effectively.
2. Being able to express one's self.
3. Being ill at ease with people.
4. Finding an aim in life.

Financial problems and finding work he or she liked became of equal importance in the period following high school.

The suggestions offered by youth for improvement of the schools reflect these problems. They like instruction which is adapted carefully to their individual abilities and interests. They appreciate teachers who show personal interest and understanding of them. As one pupil stated it so well, "I think more emphasis should be put on developing the person as an individual."

A few pupils, 7%, felt social adjustment was so important that they desired a high school course in Human Relations to teach them "more about how to get along with people." Another 12% felt the same problem might be met by extending more and equal social and extra-curricular advantages to all.

Reactions of Former Pupils to Their School Experience

In view of the traditionally academic stress of high school it is surprising to learn that almost half (46%) of youth believe that high school served them best by contributing to their social-emotional adjustment. They tend to evaluate their school subjects in terms of their utility during the years directly following school. For that reason they feel that English was most helpful to them, while vocational subjects are next most helpful. For those who secure related jobs, mathematics and science are valued. Only a few college students felt social studies to be helpful. Youth suggest that the school should add more vocational training which leads directly to desired employment and would like more placement service and more work-experience programs as a means to that end.

65% of these young people felt that high school guidance services had been helpful to them but 21% requested more guidance than is now offered.

A number of these reactions lend further support to the suggestions already made for extending adjustment services. A program to answer this challenge from former pupils might well include:

1. An extension of the kind and amount of vocational training.
2. A more gradual and improved transition from school to job through work-experience program and placement services.
3. More guidance of those kinds: (a) vocational counseling, (b) occupational information, (c) counseling about personal problems.
4. More individualized instruction and more interest in pupils vs. individuals.
5. Instruction in "how to study".
6. Extended programs of social, extra-curricular nature which make a place for all students.
7. Instruction in "Human Relations".
8. Extension of instruction in English composition.
9. A more personal and utilitarian approach to social studies.

Guidance Services on the Secondary Level

High School Credit for Returning Veterans: This is the seventh year the department has been designated by USAFI and the American Council on Education as a certified testing center to administer General Educational Development tests. The amount of testing and counseling done is directly related to the number of veterans being separated from various branches of the Armed Forces. From a high of 765 tests administered in 1946-1947 the total dropped to 126 this past year. Increase in the number of youth now being inducted into the services will probably increase the demand for the use of the USAFI General Educational Development tests in the near future.

Work-Credit Experience: The American Council on Education in a pamphlet, "What the High School Ought to Teach" declares that "There is no factor in general education which is more important to consider than work. This statement should not be thought of as applying merely to a few marginal cases but should be accepted as a principle of the widest possible application."

With a speed-up of production for the defense program has come a renewed emphasis for everyone to contribute his share in the all-out effort to promote the cause of freedom in the world. Elmo Roper in a recent survey of public opinion found that subjects are only the third most important thing to learn in school, according to the American people. How to get along with people rates higher, and getting ready for a specific job tops the list.

Many Madison school youth, for a variety of reasons, are working, but the type of work they are doing may bear little relationship to the type of course they may be pursuing in the high school.

Since large numbers of youth of school age now work either full time or part time and many more will be tempted to work full time, and with the number dropping out of school in Madison on the increase, one method of helping them remain in school for longer periods of time is through a well coordinated work-experience program.

In order that pupils may be encouraged to remain in school while contributing their best efforts in a time of crisis, it is necessary for teachers and counselors to understand the meaning of work-experience and to know the controls and standards which need to be adopted for safeguarding the health and welfare of pupils while making work-experience valuable both to the pupil and the employer.

The term "work-experience" is generally applied to a planned combination of school instruction and work on a practical or competitive basis. It should be recognized that such programs, to be most effective, require coordination of on-the-job-learning with school instruction.

Education through work-experience may be described as being of two major types. One type of work-experience is for the purpose of developing skills, abilities, understandings, attitudes, appreciations, and work habits in a chosen occupation. Another type of work-experience is largely exploratory in nature. Programs of this sort have as a central objective job orientation

and the development of guidance values, attitudes, and work habits applicable in several occupations. These programs should be conducted simultaneously with in-service training and should be used for exploration for supplementing general education.

With these problems before us we should continue to seek additional means of integrating the school program more closely with that of work.

Cumulative Record of Work Experience 1945 - 1951

School Year Semesters	Applications for Credit	Accepted Into Program	Number of Places Employment	New Employers	Cumulative Places of Employment
1945-1946					
2d semester		121	89	89	89
1946-1947					
1st semester		117	80	50	139
2d semester		146	88	28	167
1947-1948					
1st semester	186	162	96	52	219
2d semester	211	200	125	56	275
1948-1949					
1st semester	179	162	99	46	321
2d semester	150	138	105	27	348
1949-1950					
1st semester	149	137	93	39	387
2d semester	143	135	99	26	413
1950-1951					
1st semester	140	115	86	34	447
2d semester	116	111	93	27	474

Individual Study: Individual guidance needs of secondary school age youth may be classified under two categories: those who need assistance because they have more than their share of emotional, social, or educational problems and those who need help primarily in planning for future education or work experience.

The past year 210 high school age boys and girls were given individual counsel and batteries of tests. More service in advisement relative to future education and work is being done each year by the full time counselors in each high school. An effort is being made to help teachers (especially homeroom advisors) to give more of such assistance to their advisees.

While the number of older adolescents studied within the department has decreased, the type of problems presented are more involved and require more continuous and intensive consideration.

Psychiatric help was solicited for twenty teen age boys and girls. The election of a psychiatrist one half day per week for a period of the last three months of the school year aided in securing a better understanding of the problems presented. More time is required in order to determine whether or not a psychiatrist should be a part of the staff. Early indications suggest psychiatric assistance to be needed. Services provided through the Dane County Child Guidance Center are not as readily available as they should be in cases of emergency. It is hoped too that the psychiatrist may give consultation service to members of the staff who desire such contacts.

Experiment with Socially Unadjusted

A small group of 8th grade boys met as a group one school period per week during the second semester. They had presented problems of very poor achievement, demoralization and extremely disruptive behavior during the semester preceding. All came from unusually unfavorable home environment, were educationally retarded and over age for their grade in school.

An attempt was made through group therapy techniques to alter the attitudes and behavior of these boys. Free discussion, informal dramatization of social situations, and close personal relationship of the leader to each member of the group were the major techniques employed. One of these boys altered his attitudes and behavior completely before the end of the semester. A few boys improved somewhat. The others have continued to be serious problems to the school. It is concluded that group methods with the socially delinquent, like counseling with them, are not apt to be successful unless home cooperation can be secured and the children are singled out at an early age before behavior patterns become fixed.

Guidance Services at the Elementary Level

Aids to Pupil Placement: Increase in school population continues to create demand for determining the educational status of pupils new to the system. This past year approximately 500 pupils entering the public schools for the first time were tested and counseled in order to help them plan programs in keeping with their capacities and past achievement.

The adjustment teacher who spends certain days each week in specific elementary schools is in a strategic position to work at the request of principals and teachers in providing a comprehensive child study service. Through intimate contact with teachers and pupils, suggestions relative to placement, emotional and social problems, speech therapy, and home visitation can be accomplished effectively. Assistance from psychologists in the central department has been requested to a greater extent this past year than ever before.

Study of Severe Adjustment Problems: Clinical study of 262 elementary pupils was done at the request of teachers, principals and workers of social and legal agencies. This number represents an increase of 45 cases (17.3%) over the past school year. Thirty-four cases were referred to the Dane County Child Guidance Clinic for psychiatric study. In each instance of such referral parental permission is secured. Thefact that each year more children are singled out for intensive study and help indicates an ever increasing awareness on the part of parents and school workers of the importance of good mental health. Providing early assistance is good business. It is to be

noted that fewer cases of later adolescent maladjustment occur in children who have been enrolled in the public elementary schools than among those who come to the secondary schools from "feeder" schools which have no facilities for child study.

There continues to be a real need for preventative plans for children who are socially unadjusted. Classes in "Human Relations" have been successfully pursued in some communities in an effort to meet this need. Madison might well try such procedures at upper elementary and junior high school level on an experimental basis.

Appreciation is expressed to the Dane County Child Guidance Clinic, the Dane County Probation department, and other agencies which have cooperated in study and treatment of cases.

More need to meet personally with small groups of teachers to discuss cases, continues to exist. There is also need to better coordinate community resources concerned with child welfare problems.

Parent-Teacher Meetings: As in the past, members of the department have appeared before Parent-Teacher groups in the elementary and secondary schools. Materials relating to the general developmental problems of children appear to be of great interest to parents. With the completion of printed materials on specific parent-child problems it is anticipated that such meetings will be more worthwhile. Many pamphlets on child development have been loaned to parents following general discussions.

Remedial Reading: Mr. Berger has worked with 55 children retarded in reading. Reports from principals are complimentary and test results indicate that in the majority of cases improvement in comprehension and rate of reading has occurred. It appears that there is a definite place for remedial reading and that more time is needed. Helping the retarded reader not only improves his general ability to succeed scholastically but reduces social and emotional maladjustment due to frustration.

Pre-School Testing: The plan followed the past three years of testing children seeking early admission to kindergarten the week before school commences, seems to be permanently established. Principals are unanimous in the feeling that this plan is desirable. Parents concerned have also expressed their approval.

This past summer 64 were tested and 27 approved for entrance. It is gratifying to note the relatively small number of special requests and also that nearly all parents accept recommendations made in a kindly fashion.

Guidance in Transition Between Elementary and Junior High School: Each year since 1945 the plan to assist pupils to move more easily from elementary to junior high school has been improved. This year a new "Information Blank for Prospective Students" was used. Guidance counselors visited feeder schools and elementary pupils visited the junior high school they planned to attend. In one school two sessions with parents were scheduled relative to planning programs and getting acquainted with policies. Excellent cooperation from teachers and principals of all schools was reported. Schools outside the system have indicated great appreciation for orientation activities. While difficult to evaluate, it is felt such efforts assist materially in helping boys and girls "feel at home" in a new school situation.

Testing Service

Statistics on Tests Administered:

Intelligence tests		3,956
Group Pintner-Cunningham tests to all kindergartners	1,341	
Group California Mental Maturity tests to 3d graders	930	
Group California Mental Maturity tests to 6th graders	708	
Group Pintner-Cunningham tests to 1st, 2d, 3d graders for placement purposes and other reasons	215	
Group California Mental Maturity tests to 1st, 2d, 3d graders for placement purposes and other reasons	134	
Group Henmon-Nelson tests to 4th, 5th, 6th graders for placement purposes and other reasons	51	
Group California Mental Maturity tests to 4th, 5th, 6th graders for placement purposes and other reasons	151	
Individual Otis intelligence tests	9	
Individual Wechsler-Bellevue tests	39	
Individual Binet tests	378	
Rorschach Association tests (individual)		29
Educational achievement tests		211
Specialized aptitude tests		459
USAFI General Educational Development tests to 26 veterans		126

Better selection and use of test results has been the objective over a period of years. All test results are interpreted in relation to the individual, considering the test result in terms of the pupil's status at a given time. The fact that teachers generally examine psychometric data in relation to all other kinds of information available on a pupil, leads to the conclusion that tests present only one aspect of total personality evaluation. It is felt that this idea is defensible. It is felt that the use of some fifty specialized tests provides a sufficient repertoire to measure adequately interests, aptitudes, and social-emotional characteristics of pupils.

Audiometric Testing and Hearing Conservation Program: For several years an outside worker has been employed to take charge of group audiometric testing. This past year the survey was done without that help. Difficulty with equipment developed and delayed the work so that screening was not completed until the Christmas holidays.

The individual testing was completed in good order but the Bureau for Handicapped Children was not able to provide an otologist for the clinic until May 9. By the time reports were sent back to the schools it was too late in the year to be most helpful to teachers and there was too little time left for school nurses to follow through on medical recommendations.

It is proposed for next year that (1) the outside worker be rehired, (2) the screening be started by mid-October and (3) the otological clinic be held in early December before the otologist goes to Florida.

All 3d, 6th, and 9th graders are tested, and any other children whose hearing acuity is questioned will be tested on request. All pupils known to have had previous hearing loss are checked for improvement or further impairment each year. Because of the increase in school population more time must be allowed for this work than was necessary some years ago.

The number of children serviced in the program was as follows:

Total group tests	2,660
Total retests	739
Total individual tests	598
Medical referrals	53

Other Services

Community Union Campership: For the ninth consecutive year the department has worked with the Community Union in making arrangements for deserving children to attend summer camps. This spring 202 children (165 last year) were approved for camp experience of one or two weeks. The large majority of the children certified are of elementary school age. Records of camp experience come back to the schools following the camp sessions.

It is felt this program (as a part of Community Union services) is most worth while. The schools are happy to cooperate in such a program and commend the Campership Committee on their efforts.

Cooperation with Community Resources: City, county, and state agencies dealing with child welfare services frequently come to the department for information and assistance in cases which involve foster home placement, institutional placement, family case work and child adjustment problems. The schools also contact these agencies for information relative to children in school who are known to agencies.

The schools are most grateful for the fine relations which make it possible to work for mutual benefits.

Cooperation with University of Wisconsin Medical School
For the second year the department has made arrangements for senior medical students to observe weekly special services provided in the schools. The staff of the Medical School has indicated that the plan makes for a better understanding on the part of future physicians of the health services rendered by the schools. As cooperation of the practicing physicians and the medical society is so desirable it is felt there is good reason to work with the Medical School.

Pre-School Child Care Center: The cooperative child care center located in the Salvation Army building has continued to operate at capacity (30 children, ages two to five) the past year. Regular monthly meetings of the steering committee composed of parents, board of education, and staff representatives have cared for problems related to operation.

As of July 5, 1951 the cooperative had a bank balance of $2,236.21 as compared to a balance of $940.95 on July 31, 1950, which indicates the service is secure.

Participation in Community Activities: Members of the staff are serving on various committees concerned with different phases of child welfare at the local, county and state levels.

Nutrition Program: A total of 114 children, 46 boys and 68 girls, were served in the three schools with facilities for special care demanded by children having physical disabilities. The types of disabilities represented were as follows:

Convalescing from rheumatic fever	33	TB contact	4
Malnutrition	24	Nervous hyperactivity	4
Anemia	17	Respiratory infections	3
Asthma and allergies	8	Kidney infection	3
Convalescing from virus pneumonia	6	Ear infection	2
		Polio residual	2
		Epilepsy	1
Convalescing from surgery	5	Cerebral atrophy	1
		Glandular fever	1

Parents and local physicians speak with high regard for these services. Nurses and other members of the city health department have cooperated to make the program a worthwhile one in assisting with the selection of cases for admission. There is need anticipated for additional room on the west side of the city as school enrollment increases.

Special Education
(Written by Mrs. Helen Holcombe)

School for the Deaf: Thirty-nine pupils were enrolled in the school for the deaf this year. Forty-four are expected next year. Due to increase in enrollment expected it is hoped that a fifth room can be started in the department. Although space in the elementary schools is at a premium, the principal has agreed to clear a store room (the art exhibit room) for such use.

There seems to be a need for separating the profoundly deaf children from those who are hard of hearing. At the present time the two groups are mixed, the hard of hearing going out to regular classes in some cases.

The Parent Council has continued to be active. Although there was a tendency when the group was first organized for parents to show too narrow and purely personal concern over their own children and their places in the school, it seems that better understanding has been achieved regarding problems of finance, administration, and scope of the problem involving all deaf children. Some of the programs of the Council this year were presented by Mr. E. Rejahl of the state rehabilitation division, Mr. Kenneth Mangan of the state bureau for handicapped children, Mrs. George Guild of the Attic Angels who gave an informative talk on methods used in the John Tracy Clinic, Los Angeles, where very young deaf children are given help.

The Parent Council entertained at a dinner and party in March having as guests the teen age and young adult deaf of the city. The group seemed to enjoy the evening very much, more probably, because their social contacts are limited.

During National Hearing Week the school for the deaf put on a demonstration of teaching methods, open to the public, held at the Public Library, each teacher showing some of the children from the room and the work they are able to do.

A Saturday morning workshop for pre-school children and mothers was approved by the board of education and financed by the Attic Angels to be held during April and May. The purpose of the workshop was to demonstrate the benefit which could come to the young deaf when they are given help during the normal speech and language acquiring age. Techniques which the mother can use at home were stressed. Six children were enrolled in the group.

The board of education approved the summer workshop as an extension of the school year for young deaf children, the cost being assumed, as in the regular session, by the board of education, with reimbursement from the state. Seventeen children are enrolled for the session which extends from June 25 to August 17.

Sight-Saving Class: Fifteen children with a wide range of academic ability made up the sight-saving class. Pupils were distributed from 1st to 8th grades as follows:

Grade 1	- 3
Grade 1 special	- 1
Grade 2	- 2
Grade 3	- 3
Grade 4	- 2
Grade 4 special	- 1
Grade 5	- 1
Grade 5 special	- 1
Grade 8	- 1

The enrollment of six new pupils had a good effect upon the group. The presence of four 1st graders seems to indicate that ophthalmologists are becoming aware of the services available for the young child with low visual acuity.

The room is well equipped for the most part. New earphones are needed to give the Talking Book its greatest usefulness, but the type which must be purchased to accompany the machine is off the market at present.

The education of the older children with limited vision is a problem because there are not enough of them at any one time to warrant a class at the high school level. Books in large type are not available in any variety at the high school level. Vocational guidance is important to this group but vocational training opportunities are limited for the high school age child. Of course, after the age of sixteen, a pupil may be referred to the state rehabilitation division.

Classes for the Mentally Handicapped: For the last few years more children with borderline educability ratings have been presented for enrollment in remedial classes. This condition seems due to the growing tendency on the part of parents to want to keep defective children in their homes. Such a

desire arises, probably, from the efforts of the organized parents' group which has worked to change public opinion regarding the acceptance of the retarded in the community, and to get the state's financial assistance in the training of the very defective outside of institutions. It is the feeling of the parents' group that all children have a right to whatever training is suitable to their capacities.

Parents have a good deal of resistance to placement in the state schools because of extremely crowded conditions and the high fees charged whenever the parents can afford it. Less institutionalization results in more requests for acceptance in public school special classes.

It has seemed to those administering the program in the public schools that children who show little likelihood of acquiring reading and other academic skills should be excluded.

Since factors other than the intelligence quotient are of great importance in determining the degree to which a very mentally handicapped child can adapt himself or profit from a class for slow learners, it seems only fair that a trial period in a learning situation should be given to those about whom there is a doubt.

It is planned to extend the clinical testing program on these children to include more evaluation of perceptual imagery, motor maturity and social development before acceptance.

Roundy's Fun Fund has again provided many toys, games, records and treats for the mentally retarded children which would not have been possible otherwise.

Teachers in this department made a trip to St. Coletta's school at Jefferson so that they might see how a private (Catholic) school for the mentally handicapped is operated. They were very much impressed with the services offered and the lack of crowding which is so apparent at the state schools.

Pre-Primary group: Six of the sixteen children in this group have IQs of 52 and below. The two children who were accepted on a trial basis have adjusted well--a tribute to the calm and sympathetic management by the teacher. Both came to school with very uncontrolled behavior due to poor parental treatment. Many of these parents do not realize the extent of retardation they are dealing with in their children and because of the child's age and size too much is expected of him and severe punishment is often given for lack of achievement.

With the help of two university students many creative activities were possible with the children. Projects centered around Farm, Toy and Circus units.

The entire class showed an unusual interest in reading in spite of the low mentality represented, and all but four were reading at a pre-primer level at the close of the school year.

The new sink installed in the room this year has been a great asset in teaching habits of health and cleanliness.

Intermediate age groups: At this age level good work habits, the accepting of personal and group responsibility, and realizing definite goals of achievement were stressed. Curriculum units worked out during the summer of 1950 on a special project, were followed. Units on the postoffice, weather, transportation, personal hygiene, and bicycles, were used. Field trips, so important in teaching the slow learner because of the concreteness of the experience, were made as previously. The children went to the postoffice, to the museum, to the university boathouse, the airport, the zoo, and there was a train ride to Milwaukee.

The teachers have all urged the inclusion of their children in programs of music and art for the coming year. Some feel the need for more speech correction.

Older groups: As pupils reach the upper age groups the levels of achievement among them become more widely separated and more curriculum adjustments have to be made. It takes careful planning to keep each one motivated to work at capacity and without discouragement from too high expectations being set for him.

The boys' group at Longfellow worked on a United States unit for the entire year, and it proved to be very satisfactory as it could be broken down into many sub-units. A great many visual aids of fine quality are available and are used in these groups.

The general socialization course was carried on as last year with two university women students from the Recreation Leadership course meeting with the boys for two half hour periods each week. Social dancing, etiquette, personal grooming were taught in a painless way. An afternoon party to which other university girls were invited climaxed the unit. Much real benefit has resulted from this program.

The boys at West high school feel really a part of the whole school program. Two boys played football and won letters. One was on the basketball squad, and one won a letter in track. One boy sang in the Glee Club and was soloist in the spring concert. All took gym. Some were enrolled in printing, sheet metal, and woodworking. A unit on safe driving was very profitable. Several of the boys were over sixteen and were interested in getting licenses. The Wisconsin manual for motorists was studied and parts of the text "Sportsmanlike Driving" were used.

Several tests put out by the American Automobile Association and the state motor vehicle departmentwere given to the boys.

According to achievement tests given at the beginning and end of the year, gains of from three months to one and a half years were made in academic work. This group has an I.Q. range from 54 to 86 (12 being 75 or above). The class includes a group transferred to special education when a room for academically retarded pupils was planned but never formed some years ago. They have been misfits in classes designed for the truly mentally retarded, although they do show gratifying gains over a year's time.

Orthopedic Classes: The number and types of physical disabilities represented in the enrollment of the orthopedic school were as follows:

Cerebral palsy	16
Poliomyelitis	9
Cardiac	3
Perthe's hip joint disease	3
Epilepsy	3
Epidermolysis Bullosa	2
Muscular dystrophy	2
Spina Bifida	2
Brachial palsy	1
Amyotonia congenita	1
Arthrogryposis	1
Fractured leg, cast case	1
Bone cyst femur	1
Osgood Schlatter's disease	1
Ollier's disease	1
Aphasia	1
Scoliosis	1
Epiphysial Separation	1
Klippel Feil Syndrome	1
Spinal cord lesion	1

During this past year 52 children were enrolled in the academic classes and 65 children were enrolled on an outpatient basis. The increase in services to outpatients continues to cause problems in scheduling for school as well as for physical therapy treatments. With the increase in demand for treatments came a necessity to make cuts in the services for the cerebral palsied children as the recent polio cases demand first attention.

The regularly enrolled pupils are a most heterogeneous group who present numerous educational problems due to their physical disabilities and emotional and social problems which exist along with physical disabilities. The fact that about one half of the children are non-residents living in boarding homes introduces additional problems of supervision and sometimes adjustment.

The daily educational program is flexible to provide for physical therapy, speech training, rest, transportation and unforseen adjustments resulting from physical disabilities. Teachers regularly make preparations for three and four levels of work because classes are ungraded. Numerous records and reports must be kept on status and progress of children.

Activities planned to help these children to develop proper attitudes and social skills are of primary importance. Parties, dramatics, field trips, entertainments and contact with normal children whenever possible, are planned to help these children gain these social skills and wholesome personal attitudes. Where possible each teacher adheres as closely as possible to the kinds of formal school experiences normal children secure.

The plan of examining children at the school continues to be satisfactory. This plan enables orthopedic physicians to meet with parents, and the staff of the school at the time examinations are given.

Fourth year medical students and nurses in training have been given an opportunity to visit the school in order to get first hand information on problems presented by orthopedic children.

The friendly and generous cooperation of service organizations has been much appreciated. Services particularly welcomed were those offered by Madison Shrine, Roundy's Fun Fund, Knights of Pythias and Pythian Sisters, Revolving Brace Loan Fund, WLS radio station, and the various county polio chapters.

Education 73 at the University of Wisconsin again provided fine groups of students to assist with the noon recreation program.

There appears to be need to consider possible elementary industrial arts and crafts work for older boys capable of working with such media. There is also need to resurface the playground space for inactive and wheelchair cases. Crowding in space now available has caused minor accidents to the more handicapped cases.

Cerebral Palsied Speech Program: The speech program at the orthopedic school served 22 children this year. Fifteen of these were spastically paralyzed, three were aphasic, and four were miscellaneous cases, i.e. delayed speech and palate repair. One child came from the town of Edmund for speech help only upon the recommendation of a physician.

The possibility of getting some experience in the orthopedic school is very attractive to students ready to do practice teaching. More of them have requested assignments there than can be accommodated. Most of those accepted have proved to be helpful in giving extra individual therapy and in preparing new techniques to use.

Through some of the practice teachers various sororities on the university campus became interested in the children and the gifts exchanged at Christmas parties were later given to the orthopedic speech teacher for use in her groups. Money was accepted from the Alpha Chi alumni group and Brace Loan Fund for the purchase of a table to support the tape recorder acquired previously.

General Speech Correction: The addition of a fifth speech therapist made it possible to arrange for each elementary child needing speech help to be seen twice a week. Lincoln and Sherman schools, having smaller case loads, had been reached only once a week last year. All children now, regardless of school area, have equal opportunity regarding this special service. High school age pupils, because of their greater ability to concentrate, are seen only once a week but for half hour periods.

600 pupils were given therapy. The types of defects and the number in each group are as follows:

Articulatory defects	481
Stutterers	46
Voice disorders	20
Spastic speech	17
Delayed speech	26
Aphasics	3
Speech reading	4
Miscellaneous	3

At the close of the year it was felt that 334 had improved with therapy, 233 were dismissed as corrected, and 33 were improved. As is always true, the greatest number of cases concern the articulatory defects, and include children who substitute one sound for another, omit certain sounds, or distort sounds. Difficulties in articulation have two chief causes. The more important cause is faulty learning, the other is organic defect, such as mouth deformity or faulty hearing. Children with non-organic articulatory defects usually make up from 70 to 85 per cent of all public school speech correction cases, as it does this year in the Madison schools (78 per cent).

The therapy for these children includes auditory training so that they can discriminate by ear when a sound is faulty and mirror work, position drills and games for correct production and carry-over into conversation. Many cases of this type are dismissed as corrected by the end of the year. Usually the cases listed as unimproved are those of organic origin or the severe stutterer.

In order to have objective data on the amount of improvement shown in the school year, it is proposed to do an experiment during 1951-1952. Fifty 1st grade pupils with speech defects will have records made of their speech in the early fall before any speech training is given. Ten cases from each of the five therapists will be used. Children from different schools, representing different socio-economic groups will be used in the experiment and various types of speech problems will be represented. After a school year of therapy the recording will be repeated to show improvement.

All of the speech workers attended the Central States Speech Conference held in March. It proved to be a very practical series of meetings offering really workable suggestions for materials and techniques.

The resignation of two therapists this spring and one in the mid-year made more turn-over in staff than is usual.

Attendance, Home Visitation, and Census
(Written by August Vander Meulen)

Attendance and Home Visitation: This division of the Department of Child Study and Service is staffed by three workers and involves the following responsibilities:

1. Checking school attendance and enrollment
2. Home visitation and family child welfare services
3. Special studies requested by the department head, superintendent and school board
4. Contact with community agencies
5. Bus transportation problems
6. School census

Obviously enrolling and keeping all the children in school during the complete school period is the first requisite in assisting them to avail themselves of the opportunities the school offers. Experience has shown that compulsory attendance laws do not solve the problem of non-attendance. The school's program and the individual child's welfare both suffer when concerted effort to assure regular attendance is not exerted.

The attendance worker helps to locate with the child, teacher, school official, parent and community agencies the factors interfering with the child's efficient use of the school. They also help the parent to share the responsibility for the child with the school. This liaison service between home, school and community agencies aids in interpreting to all persons involved the nature of the problem of the individual child.

An analysis of this year's attendance calls shows an over-all increase of approximately seven per cent. Many of these calls were of a routine nature while others involved more detailed study and investigation.

The tremendous growth of Madison in the past ten years has created many educational problems requiring research and detailed study. Some of these problems have been assigned to this department for further study. This list includes the following:

1. Map study showing number of junior and senior high school students and which schools they attend in the optional area between Ingersoll Street and the Yahara River on the east side and the former optional area between Park and Randall on the west side.

2. Remission of tuition investigations.

3. Spot map showing integrated school district as recommended by the Dane County School Committee.

4. Preparation of maps, census data and construction possibilities for board of education tour of the city to study future possible school sites.

5. Census breakdown of children between birth and eighteen between Brooks Street and Randall Avenue and Park Street and Randall Avenue from University Avenue to Ridgewood Avenue.

6. Spot map of Sunset Village, Pilgrim Village, University Park, and Findlay Park showing number of children of elementary school age.

7. Spot map of area transferred from Franklin to Longfellow district (Ridgewood Avenue to Wingra Drive and Park Street to Wingra Drive).

8. Spot map showing concentration of pre-school and elementary school children in Findlay Park, Arlington Heights, College Park, University Park and Sunset Village (University to Regent Street and Midvale to Franklin Avenue and the Arlington Heights area).

Regular contacts were maintained throughout the school year with many of the community agencies concerned with the welfare of young people. This

close cooperation made it possible to aid in the solution of problems which cross over school lines. The extensive use that this department has made of these agencies cannot be over-estimated. Those groups worked with most frequently are the juvenile probation departments, Family Service, the police department, relief department, pension department, the juvenile court, and various Community Chest committees.

Finally, the attendance and home visitation workers would like to express their appreciation for the fine cooperation they have received from their colleagues in the various schools with whom they worked.

The summary of work carried on by the three attendance and home visitation workers is as follows:

Home calls	3,286
Investigations	57
Calls at schools	1,575
Census home calls	37
Unclaimed programs	104
Total	5,059

The home calls may be further examined by the per cent of use by the following divisions:

Elementary schools	5.8%
Junior high schools	41.2%
Senior high schools	35.3%
Parochial schools	.8%
Vocational school	13.6%
East & West remedials	3.3%
	100.0%

Census: The annual enumeration of the child population of the city of Madison was recently completed by a staff of 28 workers. The work has been checked and the data that is being presented has been prepared from those findings.

The following conclusions are suggested by the school census data ending June 30, 1951:

The total child population, birth through age 20 for 1951, shows an increase of 647 or approximately 2.5% over the 1950 total. The increase over the 1949 total is 1560 or approximately 6.26%. This year's total, compared to the 1941 total, represents a gain of 6383 or approximately 31% for the past ten year period.

The school age population, ages 4 through 19 for 1951, shows an increase of 613 or about 3.5%. Slight decreases were recorded in the Lapham, Longfellow and Marquette areas. The Washington school area showed a sharp reduction of 147 in this age group. The greatest increases were: Nakoma - 76, Lowell - 114, Randall - 126, Sherman - 130, and Westmorland - 152. The ten year period 1941 to 1951 indicated a gain of 2430 or 15.7% in this school age group.

The pre-school population, ages birth through 3 years for 1951, shows an increase of 120 or approximately 1.6% over the 1950 total. The ten year period from 1941 to 1951 shows a gain of 3886 or slightly under 105%.

This past year's 2137 births exceeded the highest previous total of 1979 recorded in 1947. This year's births exceed the 1941 total of 996 by 1171, or more than 117%. In spite of this sharp increase in births, nine of the fifteen areas showed decreases in the birth to three range. Increases in Lowell of 144, Nakoma - 44, Sherman - 51, and Westmorland - 54, for this age group are probably due to the extensive building going on in these areas.

Census data gathered from year to year reveals the population trends but it does not clearly indicate the movement that takes place from one area to another. This information is vital to a city like Madison with its continual expansion. Table VIII has been prepared to demonstrate the holding power and transition that takes place over a period of years with its resultant increases and decreases. Diagonal lines show the fluctuation that occurs for the years 1947 through 1951 in each of the fifteen areas for all age groups. An additional breakdown in the Emerson and Lowell areas is made because of the unusual conditions prevalent there.

To illustrate the implications in this table a detailed analysis of the Lowell area is presented. The 1947 total of 2245 increased to 3015 in 1951, a gain of 770. This increase has been consistent from year to year. Table VIII with its diagonal lines demonstrates clearly that this region has been adding children to each age group from year to year. In 1947 there were 135 births; in 1948 when they were one year old, they had increased to 165; in 1949 they increased to 182; in 1950 to 216, and in 1951 to 219. The net result was a gain of 84 children by the time they had become four years of age. While other increases are not as pronounced, the pattern of increase continues until the 20 year old age group is reached. A more detailed study shows that this is not consistent for the entire area. Table IX is presented to demonstrate the variation that exists within the district.

The Lansing Flat - Olbrich Park area shows an increase of 507 since 1948. The extensive building program has brought an influx of families with children of pre-school age. There were 55 homes under construction in this region as of June 1, 1951. Completion of these homes will undoubtedly affect the same age groups.

The static condition of the remaining Lowell area is best illustrated by listing the total census figure for the past four years:

1948 - 2035
1949 - 2078
1950 - 2070
1951 - 2070

+ 35

This type of analysis can be made of all fifteen districts. The remaining areas are discussed in less detail.

Dudgeon: The birth rate in the Dudgeon area has not fluctuated much in the past five years. The year 1947 showed 41 births and 1951 forty-three. It is very significant, however, that over the five year period there has been a general increase in the number of children in almost all age groups. The

largest increase was in the 1947 birth group which increased from 41 to 80 by 1951. The sizeable increase in 1948 is in part due to the annexation of Briar Hill inApril of that year.

Emerson: This district shows an over-all increase of 342. The two year olds showed a decline of 29 since 1949 and the three year olds a reduction of 47 since 1948. Slight increases and decreases are observed generally with a definite tapering off in the older age groups. To gauge accurately the population movement in this area it was necessary to provide an additional breakdown of census figures. Table X reveals the child movement in the Packers Avenue area as contrasted with the remaining Emerson territory. The Packers Avenue section shows definite additions in almost allage groups with an over-all increase of 504. The remaining Emerson district is either static or shows a definite decline with a five year loss of 162.

Franklin: The census trend in the Franklin district when considered on an over-all basis seems to be more or less static. However, sharp reductions are observed in age groups one through five with slight increases in most of the remaining ages. Families with younger children seem to be moving into other areas. Annexation of the Brams addition in 1948 increased child population by 223. A slight increase was recorded the following year but the last two census returns show small reductions.

Lapham: Lapham census figures showed a decline until the Sherman Terrace apartments were completed in 1950. The table on page two indicates clearly, however, that they do not remain in this area. Minus figures are apparent straight across the board. A five year period produced an increase of two people of school age.

Lincoln: An increase in child census totals was recorded in this area for the first time since 1948. The trend was not sufficient to make up for deficits in other years and final figures indicate a loss of 68 for the five year period. Minus figures in ages one through ten demonstrate clearly the inability of this area to retain children of elementary school age.

Longfellow: The exodus of children out of the Longfellow district is apparent when one analyzes the movement trend in ages one through seventeen. Only the two year olds showed an increase of 13. All other figures were in the minus category. Increase in the 18, 19 and 20 year olds offset heavier losses of children in the younger age groups.

Marquette: The Marquette school population decline is indicated clearly on page 3 of Table VIII. The final totals show a steady reduction for a five year period of 281. The movement of children out of this area is demonstrated by the minus figures which exist for every age group. The 1947 birth group decreased from 291 to 164 in 1951, a loss of 127.

Nakoma: The Nakoma area has shown a steady increase since 1947. This is not only reflected in the yearly totals but also in the increases observed in the year to year analysis. Each age group increased in size until age 20. The greatest change occurred in the 1947 minus-one group which increased from 21 to 81, a gain of 60, by 1951. The Marlborough Heights annexation in

February of 1948 accounted for a portion of the increase in the census of that spring. The increase of 137 in the 1951 census is the largest of the five year period.

Randall: The increase of 326 in the years 1947 to 1951 was a very gradual process in the Randall area. The table indicates that the pattern is not as consistent as we find in other areas. Net losses in the first five years totalled 190 and indicated that families with pre-school children are moving out of this district. Increases are observed in all other groups until we come to the nineteen year olds. The Blackhawk Park project, in operation since March, listed 57 children of school age.

Sherman: The increases in the Sherman area can be attributed to a building program and the addition to the Oak Park Trailer Camp. The latter group represents many transients who move frequently. Their importance in the over-all picture is easily demonstrated by the census breakdown which follows:

Oak Park Trailer Camp

	-1	1	2	3	4	5	6	7	8	9	10		
1950	20	22	22	22	9	6	6	8	2	3	3		
1951	36	17	26	25	26	15	14	6	9	6	5		
	11	12	13	14	15	16	17	18	19	20			
1950	3	1	1	1	0	1	3	2				Total	135
1951	4	7	1	4	1	2	1	3	2	2		Total	212
													+ 77

An increase of 77 in the trailer camp represents almost 43% of the total increase in the Sherman area for 1951. The table indicates the influx of families with an abundance of children of the pre-school and primary ages. There is a possibility of an increase in the Oak Park trailer area if the Truax people are forced to vacate.

Truax: The smallest over-all increase in the Truax district for the past four years was recorded in the 1951 census. However, increases are still most pronounced in the pre-school age group. Positive increases of 53, 62, and 32 were recorded in the two to four year old ages. The government issued an order some time ago that the trailer camp people would have to leave but no noticeable movement has occurred as yet. There are 82 children of school age now residing in the trailer area. If they are forced to vacate a number of them would undoubtedly go to the Oak Park trailer site.

Washington: The tremendous birth rate in the Washington district continues. The inability of the area to retain them is evident in Table VIII. The exodus from this region of children of pre-school and school ages is more pronounced than in any other area in the city. The 1947 birth group dropped from 385 to 171 in 1951 for a loss of 214 children. Losses of 136 in the two year old group and 167 in the three year old group emphasize the movement that takes place on the pre-school age level. The removal of children continues after these early years but it does taper off considerably. It is also apparent that the movement is consistent from year to year.

Westmorland: The increase in population the past four years can be attributed to the extensive building program and annexations that have taken place the past four years. This movement will undoubtedly continue and the bulk of the children will probably be of pre-school and primary grade ages. The above statement is based on the positive trend that is indicated on page 5 of Table VIII. In addition to increases in almost all age groups there were 119 births, the highest total yet attained.

District # 8: A static condition exists in this district and it will probably continue for some time. An increase of two children in five years is indicative of the lack of movement here.

Table XI is a table showing the child population movement from June 1940 through June 1951 - age groups birth to 20 years inclusive. The movement of children in and out of the city of Madison since 1940 is illustrated in this table. The age groups one through seven show a definite loss. The pattern then completely reverses itself and there are increases in all age groups until the age 20 in 1946. Consistently large increases in 1948 in almost all ages are due to the large number of annexations that took place in that year.

The following comparative tables are included:

Table I Summary of Census Returns for the Year Ending June 30, 1951

Table II Age Groups Birth Through 20 Inclusive by School Districts

Table III A Graph Showing Age Totals of Children From Birth Through 20 - 1951

Table IV Comparison of Child Population Tables for June 1939 Through June 1951 - Age Groups Birth to 20 Years Inclusive

Table V Comparison of Age Group Totals by Years from June 1939 Through June 1951

Table VI Percentages of Census Increases and Decreases Since the Year 1916 - Age Group 4 to 19 Inclusive

Table VII Comparison of Child Population by School Districts for the Years 1950 and 1951

Table VIII Child Population Movement 1947 - 1951

Table IX Lowell District Census Comparisons 1948 - 1951

Table X Emerson District Census Comparisons 1947 - 1951

Table XI Child Population Movement from June 1940 Through June 1951 - Age Groups Birth Through 20 Years Inclusive

Table I

Summary of Census Returns for the Year Ending June 30, 1951

School Districts	Age Group Birth to 3 inclusive Boys	Girls	Total	Age Group 4 to 19 inclusive Boys	Girls	Total
Dudgeon	107	99	206	394	349	743
Emerson	364	334	698	887	938	1825
Franklin	202	148	350	478	452	930
Lapham	317	335	652	738	702	1440
Lincoln	52	58	110	111	139	250
Longfellow	264	264	528	691	787	1478
Lowell	463	430	893	1047	997	2044
Marquette	377	363	740	845	907	1752
Nakoma	103	116	219	397	414	811
Randall	463	411	874	1099	1116	2215
Sherman	212	212	424	453	364	817
Truax	187	157	344	216	183	399
Washington	489	449	938	825	958	1783
Westmorland-Sunset	270	253	523	610	543	1153
District #8	57	38	95	140	108	248
Totals	3927	3667	7594	8931	8957	17888

Age Group Birth to 3
1950 - 7474
1951 - 7594 Increase 120

Age Group 4 to 19
1950 - 17275
1951 - 17888 Increase 613

Table II

Madison Census 1951 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	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997
Emerson	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605
Franklin	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326
Lapham	191	151	164	146	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177
Lincoln	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379
Longfellow	153	129	121	125	132	83	90	110	75	97	100	76	90	60	84	89	83	84	100	125	118	2124
Lowell	228	233	213	219	219	149	130	156	138	137	100	109	128	103	110	111	123	113	120	98	78	3015
Marquette	217	175	172	176	164	141	126	117	144	119	102	111	96	94	80	86	103	78	99	92	86	2578
Nakoma	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086
Randall	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	126	134	129	146	3235
Sherman	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	19	1260
Truax	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	743
Washington	332	248	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898
Westmorland-Sunset	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706
District #8	28	21	26	20	29	24	19	16	24	15	14	13	14	10	15	15	9	10	9	12	9	352
Totals	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999	26,481

Age Group Birth to 3 inclusive
Total 1951 - 7594
1950 - 7474
Increase 120

Age Group 4 to 19 inclusive
Total 1951-17888
1950-17275
Increase 613

20 Years
Total 1951 - 999
1950 - 1085
Decrease 86

Table III

A Graph Showing Age Totals of Children From Birth Through Twenty - 1951

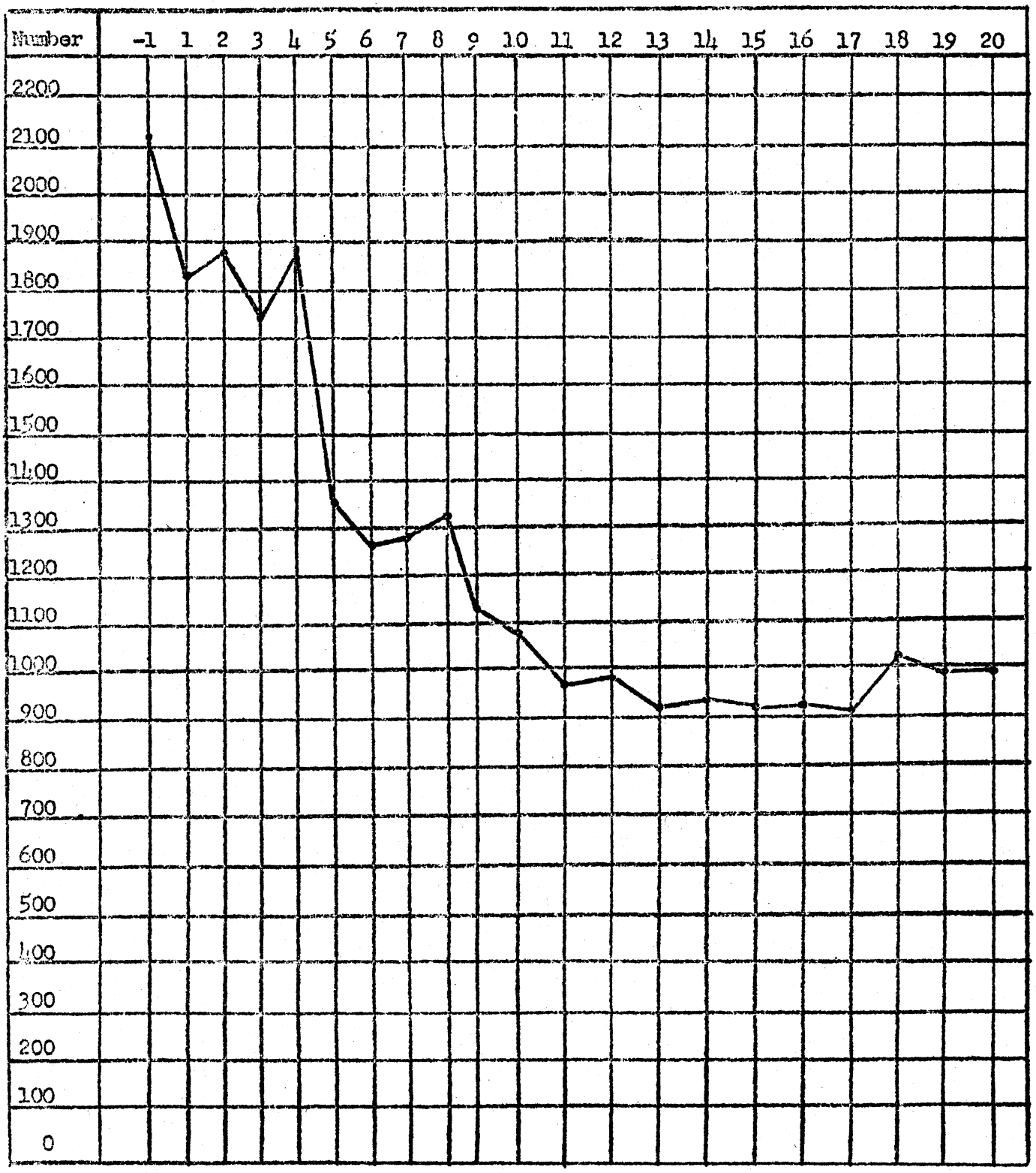


Table IV

Comparison of Child Population Tables for June, 1939 through June, 1951 - Age Groups Birth to 20 Years Inclusive

Year	-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	888	883	863	863	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
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999

Table V

Comparison of Age Group Totals by Years From June, 1939 through June, 1951

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
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
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481

Table VI

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
1946	15,524	Decrease	488	Decrease	3.05
1947	15,264	Decrease	260	Decrease	1.67
1948	16,479		1,215		7.96
1949	16,841		362		2.14
1950	17,275		882		5.24
1951	17,888		613		3.54

Table VII

Comparison of Child Population by School Districts for the Years 1950 and 1951

School Districts	Age Group Birth to 3 Inclusive			Age Group 4 to 19 Inclusive		
	Totals 1950	Totals 1951	Increase or Decrease	Totals 1950	Totals 1951	Increase or Decrease
Dudgeon	220	206	-14	729	743	+14
Emerson	723	698	-25	1,817	1,825	+8
Franklin	403	350	-53	897	930	+33
Lapham	631	652	+21	1,443	1,440	-3
Lincoln	123	110	-13	194	250	+56
Longfellow	568	528	-40	1,493	1,478	-15
Lowell	749	893	+144	1,930	2,044	+114
Marquette	739	740	+1	1,766	1,752	-14
Nakoma	175	219	+44	735	811	+76
Randall	893	874	-19	2,089	2,215	+126
Sherman	373	424	+51	687	817	+130
Truax	352	344	-8	326	399	+73
Washington	951	938	-13	1,930	1,783	-147
Westmorland-Sunset	469	523	+54	1,001	1,153	+152
District #8	105	95	-10	238	248	+10
Totals	7,474	7,594		17,275	17,888	

Table VIII

Showing Child Population Movement 1947 – 1951

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	41	26	33	30	39	31	36	33	39	29	31	49	36	32	32	35	50	48	34	47	37	768
1948	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945
Dudgeon 1949	44	50	75	41	46	45	54	53	0	41	46	38	37	51	37	46	41	30	57	41	36	949
1950	37	56	53	74	47	49	42	49	32	46	42	50	41	40	50	39	50	45	34	53	41	990
1951	43	51	63	49	80	41	53	48	35	49	44	46	43	41	38	54	41	46	41	33	48	997
	+14	+19	-4	+39	+15	+20	+18	+6	+18	+8	+13	+4	+12	+7	+5	+5	+14	+9	-2	-2	+229	

+1 +2 -7

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	185	114	125	123	124	118	117	83	96	91	95	92	86	82	96	106	112	105	102	115	96	2263
1948	205	197	127	138	131	146	127	138	98	103	94	102	102	92	95	98	108	107	105	91	100	2504
Emerson 1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577
1950	169	173	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633
1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605
	-1	-29	-47	+6	-2	+1	-1	+14	0	+11	+17	+1	+4	+6	+6	+3	+28	+10	-12	-30	+342	

-15 -21 -12

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	115	70	63	66	53	48	57	55	53	52	52	51	44	48	46	42	44	54	52	41	58	1152
1948	127	123	77	68	79	67	55	68	61	62	47	53	58	51	54	53	50	51	59	68	44	1375
Frank- lin 1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398
1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	48	1348
1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326
	-23	-18	-52	-30	+4	-8	-9	+1	+3	+10	-6	+2	-1	+3	+11	+9	+8	+5	+15	+2	+174	

+3 +4 -6

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	212	136	114	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2175	
1948	179	161	121	122	111	104	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2138	-4
Lapham 1949	152	143	147	100	118	103	106	90	104	70	89	90	90	72	97	74	80	73	92	88	81	2059	-29
1950	184	147	149	151	102	124	103	103	93	102	76	79	93	89	83	86	75	71	84	80	80	2154	-24
1951	191	151	164	156	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177	
	-33	≠12	-23	-59	-26	-21	-31	-23	-11	-1	-9	-18	-5	-1	-6	-14	-17	≠4	-2	-16	≠2		

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447	
1948	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356	-26
Lincoln 1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338	-15
1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	18	14	13	14	331	-7
1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379	
	-9	-19	-11	-26	-6	-12	-6	-9	-4	≠1	≠2	0	≠1	-1	-1	≠3	≠2	≠2	≠11	-1	-68		

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	184	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2295	
1948	138	170	97	109	119	91	101	111	73	95	73	85	89	91	93	80	92	94	141	125	136	2203	-3
Long- 1949	108	129	165	92	101	115	92	103	108	81	94	66	83	89	96	89	79	105	137	157	116	2205	-12
fellow 1950	141	130	141	156	77	104	115	86	102	99	76	91	62	85	89	86	87	86	117	131	147	2208	≠30
1951	153	129	121	125	132	83	90	110	75	97	100	76	90	60	84	89	83	84	100	125	118	2124	
	-12	≠13	-13	-52	-29	-26	-22	-28	-7	-18	-2	-12	-19	-11	0	-8	-13	≠23	≠32	≠23	-171		

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	135	117	122	114	113	122	91	104	117	94	95	94	113	92	108	87	108	109	118	98	93	2245	
1948	142	165	127	136	121	129	130	110	96	119	111	99	108	126	108	109	117	102	107	108	103	2473	
Lowell 1949	166	165	182	129	137	143	121	133	110	105	124	106	91	117	119	115	122	99	107	98	101	2590	+5
1950	165	175	193	216	139	139	152	131	143	110	109	129	110	98	115	121	113	118	100	103	116	2795	-17
1951	228	233	213	219	219	149	130	156	138	137	100	109	128	103	110	111	123	113	120	98	78	3015	+7
	+68	+47	+77	+84	+32	+8	+42	+25	+15	+9	+5	+11	+9	+15	+17	+10	+21	+12	+11	-30		+770	

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	291	196	153	146	169	156	125	114	119	114	101	114	117	104	111	104	122	141	134	125	103	2859	
1948	224	241	170	140	146	155	146	108	114	109	106	90	97	110	88	111	109	119	132	130	103	2748	
Mar- 1949	242	202	199	159	129	140	161	134	102	103	106	102	96	91	116	79	104	109	109	113	124	2720	-22
quette 1950	189	185	175	190	152	123	122	145	127	101	104	108	101	86	95	111	77	100	102	112	112	2617	-10
1951	217	175	172	176	164	141	126	117	114	119	102	111	96	94	80	86	103	78	99	92	86	2578	-29
	-14	-70	-48	-127	-55	-27	-29	-25	-37	-23	-3	-23	-20	-21	-28	-14	-26	-12	-12	-36		-281	

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730	
1948	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838	-6
Nakoma 1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861	-7
1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	949	+5
1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086	
	+7	+26	+33	+60	+28	+35	+29	+27	+9	+27	+13	+7	+6	+6	+3	+3	+7	+10	+4	+7		+356	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		Total
	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909
	1948	263	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3117
Randall	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	-23 3168
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	-3 3143
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	≠10 3235
		-20	-24	-86	-60	≠5	≠10	-12	≠5	≠6	≠38	≠4	≠14	≠16	≠25	≠2	≠13	≠29	≠30	-7	-8		≠326

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		Total
	1947	34	42	54	40	45	43	41	34	38	36	28	21	23	26	22	30	23	27	18	16	18		689
	1948	76	64	49	57	49	52	54	43	38	42	43	25	26	24	25	28	24	25	27	22	18		811
Sherman	1949	72	75	77	49	62	52	60	54	46	31	46	39	22	27	25	27	30	41	27	27	17	≠2	906
	1950	74	101	100	98	60	70	66	69	54	49	38	50	43	25	28	23	24	34	30	24	20	-1	1080
	1951	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	19	-7	1260
		≠6	≠48	≠36	≠39	≠37	≠24	≠26	≠25	≠14	≠11	≠4	≠17	≠12	≠1	≠8	≠3	≠1	≠9	-1	-4			≠571

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		Total
	1948	36	66	40	39	27	35	19	12	16	6	6	3	7	5	1	0	0	0	0	0	0		318
Truax	1949	45	44	72	48	40	37	39	21	16	18	10	12	9	6	7	4	0	0	2	2	1		433
	1950	71	93	83	105	58	49	41	44	32	15	18	15	9	12	11	13	4	1	3	1	5		689
	1951	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	≠5	743
		≠13	≠53	≠60	≠32	≠15	≠16	≠6	≠9	≠5	≠5	≠1	≠4	≠3	≠9	≠4	≠3	≠2	≠2	≠1	0			≠425

	1947	385	200	191	192	160	132	109	124	105	104	99	93	88	87	99	136	120	122	146	173	154	3029
	1948	327	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	100	3160
ashing-	1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095
ton	1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051
	1951	332	248	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898
		-48	-136	-167	-214	-74	-86	-67	-37	-30	-33	-37	-7	-21	-2	-21	+4	+3	+75	+26	+57		-131

+7
+61
+48

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1023
estmor- 1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	24	32	33	25	1264
land 1950	98	118	125	128	110	119	99	117	75	83	63	56	48	46	34	35	33	24	24	35	31	1501
1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706
	+22	+33	+54	+51	+32	+32	+25	+45	+24	+19	+14	+14	+8	+11	+11	+3	+15	+6	+1	+6		+683

+6
-3

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350
1948	21	33	27	19	25	30	19	18	20	18	15	18	15	15	12	12	19	12	12	15	11	386
is- 1949	29	22	35	20	20	24	27	15	15	15	15	11	15	17	9	10	13	16	11	11	8	358
rict 8 1950	27	24	24	30	19	19	20	26	16	14	16	15	10	12	14	8	11	10	16	12	8	351
1951	28	21	26	20	29	24	19	16	24	15	14	13	14	10	15	15	9	10	9	12	9	352
	-6	-3	-1	0	+5	+6	-6	-7	-9	-6	-2	-3	-2	-1	-4	-5	+1	-3	-3	-3		+2

-2
-9
-5

Lowell District Census Comparisons - 1948-1951

Table A Showing Child Population Movement in Lansing Flat, Walterscheit, Olbrich Park and Lakeview Area

A.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	6	430
1949	35	49	52	33	36	37	26	35	20	18	18	22	19	15	15	17	20	13	15	10	8	513
1950	77	68	69	78	47	38	38	34	40	29	19	24	26	21	14	14	19	23	16	18	13	725
1951	81	113	88	92	98	56	36	47	48	44	30	20	27	25	26	17	19	21	24	16	17	945
	+36	+53	+65	+61	+21	+2	+16	+22	+13	+5	+4	+13	+1	+13	-1	+4	+2	+6	+4	+4	+7	+507

-2

-1

Table B Showing Child Population Movement in Remaining Lowell Area

B.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	115	128	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	98	97	2035
1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078
1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070
1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070
	+32	-7	+12	-7	+1	-8	+19	-13	-6	-15	+9	-4	-9	-2	+4	-7	+3	+5	-23	-28	+35	

-5

+10

Table A

Emerson District Census Comparisons - 1947-1951

Table A Showing Child Population Movement in Area Bounded by 3100 Block on East Johnson Street to North Street and West to Packers Avenue and North to Sewage Disposal Plant. Included Also is Superior Street Area and 2100 to 2500 Blocks on Sherman Avenue

A.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	63	41	48	50	48	38	47	26	32	35	34	34	26	28	27	29	38	27	24	26	18	741
1948	106	100	63	71	64	76	48	67	37	39	43	40	40	31	36	28	32	36	30	25	20	1032
1949	105	112	103	68	65	65	77	52	65	44	49	49	43	41	36	42	29	41	28	34	24	1172
1950	81	105	108	117	58	70	61	76	52	62	45	43	52	42	43	36	44	38	40	38	21	1232
1951	94	85	101	93	113	55	66	58	74	46	63	46	40	47	43	38	38	43	35	34	33	1245
	+4	-4	-13	+50	+14	+18	+8	+26	+8	+16	+20	+8	+12	+9	+4	+10	+15	+8	+5			+504

-6 0 -6 -5

Table B Showing Child Population Movement in Remaining Emerson Area

B.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	122	73	77	73	76	80	70	57	64	56	61	58	58	54	69	77	74	78	78	89	76	1522
1948	99	97	64	67	67	70	79	71	61	64	51	62	62	61	59	70	76	71	75	66	80	1472
1949	91	86	94	59	63	65	71	75	59	59	62	52	59	65	57	63	63	72	67	66	57	1405
1950	88	68	80	76	62	62	71	70	75	63	56	60	47	62	63	60	67	69	65	65	72	1401
1951	111	83	66	65	78	57	60	64	64	72	65	54	57	48	58	60	51	67	71	60	49	1360
	-5	-25	-34	-44	-16	-17	-9	-12	-8	-5	-3	-7	-8	-3	+2	-7	+13	+2	-17			-162

-9 -21 -6 -25

Table XI

Table Showing Child Population Movement From June, 1940 through June, 1951 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		Total
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		19890
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932		20098
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	-159	20743
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	-88	21283
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	-38	21697
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	+61	22167
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	+33	21499
1947	1279	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	-28	21911
1948	1317	1264	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1016	1140	1136	1066	+40	24077
1949	1285	1309	1971	1321	1281	1327	1311	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	+19	24981
1950	1370	1803	1830	1966	1325	1329	1303	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1083	+89	25834
1951	2137	1854	1877	1746	1881	1347	1286	1286	1319	1117	1080	965	987	918	936	915	922	913	1026	999	999	+94	26401
		-36	-48	-171	-98	+87	-84	-40	+93	+9	+114	+81	+37	+83	+82	+17	+52	+33	+134	+135	+40		+4991

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education
by the Head Teacher

Mrs. Kathryn Charlson

June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-51
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year, the twentieth for our hospital school, has differed from the past two years in a number of respects. Instead of the enrollment being the highest at the beginning of the school year, it was the lowest it has ever been except before the holidays or last four weeks in June. The enrollment gradually increased until it was normal at the beginning of the second semester and remained that way until the close. This was not a high polio year for the hospital, but for school enrollment of current year polios it was even lower. The school age children recovered rapidly and were ready for discharge as soon as they were ready for school, while most of those who had to stay a long time were beyond school age.

We were fortunate in having little isolation for children's contagious diseases. In fact, we had no isolation until the last month, when one ward of small children was isolated for measles. Another most welcome change was increased cooperation of all the staff to get the children to school. These differences tended to increase the school hours for each child. I would say that this was the year of our highest academic achievement per pupil since my connection with the school.

I. STATISTICAL DATA

School was in session the same number of days as that for Madison schools. (177)

The following table shows the grade distribution of the enrollment for the year:

Grade	Enrollment
Kdg	10
1	21
2	16
3	11
4	11
5	14
6	13
7	13
8	13
9	12
10	9
11	7
12	12
Specials	13
Total	175

The total number of children enrolled for ten days or more was only ten less than last year, but the total number of days taught was a thousand less. This reduced the average days attendance to thirty days. This gradual reduction of days of hospitalization is the general trend in hospitals due to modern surgery, anesthesia, and use of antibiotics.

The number of boys and girls was about evenly divided as were the number of those above and below the fifth grade. The number of those in kindergarten and first grade continues to be high as does the number enrolled in high school.

We had fewer children returning once or twice during the school year. There were no children here for the entire school year and only a few for an entire semester. Two students completed their eighth grade work here, but since their home school did not give a diploma or have exercises, we had no ceremony.

There was some change in proportion of disabilities of those enrolled in school. We had fewer plastic and polio patients and more orthopedic and cerebral palsy patients.

II. SPECIAL ACHIEVEMENTS

Our problems with the cerebral palsy students were given a definite lift by Miss Hudson, of Rockford College, who came twice a week to give Leiter tests, audiometer tests, and speech correction. Her findings in the tests were extremely helpful to us in knowing what to expect of the child and where to focus our attention. In one instance she discovered that the speech difficulty was a lack of hearing and not due to cerebral palsy. Her explanation to us of speech drills and what she was doing in speech correction helped us have the child carry over the improvement into his speech in school.

The University Education 73 students working with Miss Gordon-Smith in the elementary class room helped to make the year a very successful one for her. They helped to orient new comers in class; tutored individuals; supervised play of kindergarteners. They were busy with one part of the room while Miss Gordon-Smith was busy with another group in the same room. They also helped on occasions in wards when youngsters could not come to school by showing film strips, reading a story, supervising letter writing. The two most successful helpers were those for art and music. The art major planned many surprises for the children, among which was a St. Patrick's party. This was the first time we have had a music major. She did an excellent work with music and rhythms.

A greater number of our children were promoted this year. They were better prepared, we think, but the greater reason was better cooperation of the parents, home teachers, and community. The parents and teachers are doing a better job of finding willing and better qualified people to carry out teachers' directions with aid of work books, so that there is less lost time while the child is home in a cast. I do not know how much of this has been brought

about by our letters to teachers, planning with parents, and how much has been due to social workers and others changing public opinion. I do know that the tide is turning to really helping the handicapped rather than showering them with sympathy and gifts. To be promoted--to graduate with his class--this is one of the important ways to help the child make emotional adjustment. The more ways in which he can be like other children, the less different his handicap makes him.

To illustrate the degree of scholastic achievement, I should like to cite the data for twelfth grade. There were twelve students enrolled from thirteen to eighty-seven days. Nine of these returned to school and graduated--several with honors. One, with us eighty-seven days, earned three credits, and will graduate in February. The other two were hospitalized elsewhere too long without schooling to be able to make up their work.

The most unusual teaching situation occurred in the upper grades because of the number of students taking physics and chemistry. For three years I have been equipping a rolling laboratory. First it was used for General Science and Science Club, but has been added to until we can now do many of the physics experiments and almost all the chemistry ones. I taught five students in physics who stayed 13, 35, 31, 27, and 48 days. One chemistry student completed the entire semester--others were here for three weeks or more. I had the usual number of General Science and Biology students, two for a complete semester. This is the first year I have had students taking each of the four sciences enrolled at one time.

Miss Gordon-Smith did an excellent job of helping children to adjust to splints and braces by making the child aware of the skill of its construction and geographic source of material so that he was proud of it. It also gives him a source of conversation for the curious when he returns home to be able to focus attention on the appliance rather than on him. She also brought about some excellent school-parent relations as well as motivation for writing in supervising the writing of cards to parents once a week.

III. PROBLEMS

Our constant problem of adapting the staff to changes of not only number of enrollment but changes in grade levels was solved more satisfactorily since April than we ever hoped possible.

At the beginning of the year our enrollment was very small but scattered over all twelve grades. No one seemed to have a satisfactory reason for low enrollment or to predict if and when it would increase. For that reason Miss Gordon-Smith and I carried on alone until high school enrollment became too high for me. (No matter how few pupils, one teacher cannot adequately run the gamut of four subjects for each high school pupil.) Mrs. Hof was engaged for three or four afternoons a week to teach Social studies and English of high school level. This worked out fine. She is not only an excellent teacher, but she adapted well to hospital work.

When the intermediate load became heavy, Mrs. DeVries, a former hospital teacher from Illinois, taught grades four and eight three or more mornings a week. This relieved Miss Gordon-Smith of higher grades and me of lower grades. It left me free to teach high school students in wards while Mrs. DeVries took over class room work. It was a joy to have someone completely familiar with hospital teaching.

This arrangement of two part-time experienced teachers coming at different times--each willing to decrease or increase time as enrollment or shifts change--is simply ideal. We were extremely lucky to find teachers who liked our work and were willing to accept such changing arrangement for so little remuneration.

While this arrangement solved our problem of teachers, it did not solve the problem of space and providing a proper study environment for high school students. Wards are not very satisfactory for study and teaching because of poor lighting; distracting influence of patients not attending school; unavoidable necessary hospital treatments and dressings; and visiting of attendants who do not realize that the children are in school although not in a school room. There has been such a rapid turn-over of staff that it requires constant teaching and reminding to get cooperation. I had hoped to partially solve the problem by acquiring a small room next to the class room. This has been allocated for another use and is not available. I must rearrange the schedule so that the large room is available for at least three afternoons for high school students.

We have again been the recipients of many gifts from friends of this community and throughout the state. Among the gifts were subscriptions to magazines from the Elks; record player from the Woman's Club of Madison; maypole, Art Department, Madison; murals, Randall school, and of course the Roundy Fun Fund for records and the like.

Our school year closed with the annual school picnic. It was a gala event because the day was a beautiful one, the food excellent, and the gas balloons colorful and lots of fun!

Respectfully submitted,

MRS. KATHRYN CHARLSON

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
BERNICE E. LEARY

August 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-1951

CURRICULUM DEPARTMENT

I. CURRICULUM IMPROVEMENT

Curriculum improvement through teacher committees continued to dominate the activities of the Curriculum Department during 1950-1951. A total of 16 committees were active during the winter and spring months studying classroom problems of content, methods, and materials. Of these, the Arithmetic Committee was large enough to be divided into a number of subcommittees dealing with specific problems. Membership included 124 teachers and principals from the elementary schools, junior high schools, and senior high schools.

Contributions of committee members were compiled with the help of teachers working through Extended Summer Employment, and will later be edited and printed (or mimeographed) for distribution early in the new school year. Two bulletins promise to be of value in arithmetic. These are A Suggested Vocabulary of Mathematics for Elementary Grades and Junior High School and Fun With Figures, for use with superior pupils.

The work of two committees was concerned with school policies. One, the Committee on the Use of Free Materials, submitted to the Board of Education a revised policy on "Advertising in the Schools" which was accepted and incorporated in the new Handbook for Teachers. (See p. 50). A second committee drew up a tentative policy on handling controversial issues in the schools. This policy will be submitted to teachers, administrators, and Board members early in the school year.

Other committee activity resulted in the adoption of six basic textbooks and the evaluation of 103 new books for supplementary purchase.

II. STUDY OF PUPIL ACHIEVEMENT

Achievement testing was carried on as usual in Grades 2 - 6, 7, and 9, and the results summarized in Bulletins Nos. 23 - 30, and 37-38.

Perennial dissatisfaction with the Stanford Arithmetic Test for Grade 7 led to committee study of the merits and defects of this and other tests, and to the subsequent recommendation for the experimental use of the California Arithmetic Test in 1951-1952.

III. NEW CURRICULUM RESOURCES

Additions to the Curriculum Library made during the past year through purchase or gift, are shown in Table I. More extensive purchases than usual were made of films and film strips in order to replace many old films and to bring the content of the film library up-to-date.

TABLE I

MATERIALS ADDED DURING 1950-1951

Courses of Study	7
Textbooks	170
Workbooks	53
Professional Books and Pamphlets	185
Magazines (the number now totalling 43)	3
Trade books, or "library" books	13
Film strips (replacements - 13)	197
Sound Films	61
Silent Films (replacement)	1
Recordings	2
Charts	1 set

IV. DISTRIBUTION OF CURRICULUM RESOURCES

A. Table II shows the borrowings of books and magazines by the Madison school staff as determined by library cards. No record is kept of materials used in the Curriculum Office. Pamphlets and magazines showed the greatest increase of usage over 1949-1950.

TABLE II

PRINTED MATERIALS BORROWED DURING 1950-1951

Professional Books	247
Textbooks	312
Pamphlets	126
Courses of Study	13
Books-of-the-Month	8
Magazines	85

The areas of interest represented by these borrowings are shown in Table III. Professional books on elementary education, reading, and arithmetic were borrowed most frequently, while social studies led, as usual, in the textbook area.

TABLE III

BOOKS BORROWED 1950-1951, by SUBJECT AREAS

Subject Areas	Professional Books	Courses of Study	Textbooks
Administration	13		
Arithmetic & Mathematics	25		5
Book Lists	6		
Child Development	14		
Curriculum Construction	10		
Education, Elementary	58	5	
Education, Secondary	1		
English	17	2	16
Fine Arts	8		
Handwriting	1		
Health	2	4	30
Literature & Library	7		12
Measurements & Statistics, Educational Research	8		
Psychology	11		
Reading	28		48
Science	18	1	23
Social Studies	8	1	178
Spelling	6		
Teacher Training	3		
Visual Education	3		

B. In spite of the expansion of the Film Library, orders from schools consistently outstripped fulfillment - particularly for sound and silent films, as shown in Table IV. The most popular visual materials this year were film strips, perhaps because of their usefulness in the classroom as well as their increased availability in the Curriculum Office. Although the supply more nearly approximated the demand this year than ever before, some additional funds are still needed to purchase duplicate copies of popular films and film strips.

TABLE IV

ORDERS FOR VISUAL AIDS 1950-1951

Visual Materials	Orders Received	Orders Filled
Sound	900	845
Silent	318	305
Film strips	1131	1084
Slides $3\frac{1}{4}x4$	62	57
Kodachrome Slides	38	38
Flat Pictures	37	36
Models	78	78
Recordings	11	9

A comparison of these data on visual aids with similar data for 1945-1946 shows an interesting shift in emphasis over the five-year period. For example, requests for sound films this past year numbered 900 as against 424 in 1945-1946; and film strips, 1131, as against 635; whereas only 38 requests for kodachrome slides were received this year in comparison to 77 five years ago. A similar decrease also occurred in the use of flat pictures. There seems no doubt that the purchase of better films and more films has led to their wider use, particularly in schools equipped with easily-operable projectors. Credit is also due Mrs. Plowman for her systematic and conscientious handling of school orders in an effort to get visual aids to teachers when needed.

C. Curriculum publications of the Madison Schools continue to be in demand outside the system, as indicated by Table V. The greatest demand this year was for the following materials: Use of Charts in the Primary Grades, 897, of which about 340 went to Detroit alone; Improvement of Spelling, 294; Lots of Things to Make and Do, 231; and Magazines for the Elementary Grades, 178.

Viewed geographically, orders for curriculum materials represented 40 states. The largest orders came from the following states: 71 from New York; 57 from California; 41 from Wisconsin; and 39 each from Illinois and Michigan. Orders from outside the United States were received from Canada and Hawaii.

TABLE V

MATERIALS SOLD BY CURRICULUM DEPARTMENT
School Year 1950-1951

Creative Writing in the Elementary Grades	2
Reading Problems in the Social Studies	1
Developing Word Meaning	95
Place of Oral Reading in the Elementary School	3
Reading Abilities Basic to Effective Study	12
Language Arts Report (1949)	3
The Teaching of Manuscript Writing	1
Word-Games for Developing a Sight Vocabulary	30
Book Lists	
Index to 500 Favorite Poems	51
Around About Us	124
My Country 'Tis of Thee	85
Wings Around the World	100
Together for Freedom	23
For You Who Love Heroic Deeds	60
Fun for All and All for Fun	109
Lots of Things to Make and Do	231

Printed Handbooks and Reports	
Kindergarten Handbook	110
Teachers Handbook	12
Primary Handbook	96
Junior Cook Book	22
Magazines for Elementary Grades	178
Improvement of Spelling	294
Use of Charts in the Primary Grades	897
Learning to Read in the Madison Public Schools	92
Guidance in the Madison Public Schools	68
Addenda to Guidance in the Madison Public Schools	94
Better Bicycling	7
Madison's Tidal Wave of Children	6
Total	2,806

V. PROBLEMS AND RECOMMENDATIONS

One of the most serious problems attending committee work is that of preparing materials for publication. Few, if any, teachers have the time to do this kind of painstaking work, or have been trained to do it. However, they can render a real service by making the first rough compilation of committee contributions before final editing and organization in the Curriculum Office. It is therefore recommended that some teacher time for such work continue to be provided during the summer. It is also suggested that funds continue to be made available for consultant service from members of the University staff as it is needed or requested by teacher committees.

Respectfully submitted,

BERNICE E. LEARY

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
GLENN HOLMES

September 1951

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1950-51

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

Further progress has been made in correlating a program of health in our schools with the City Health Department. The nurses, under Dr. Kincaid and his department, have been most cooperative in working with the teachers and principals in health problems.

In checking with the City Health Department relative to physical examinations for our boys and girls, the following figures are interesting--380 ninth grade boys and girls and 628 elementary boys and girls were examined in schools while 427 ninth grade and 1332 elementary boys and girls were examined by their family physicians. In addition, Dr. Vingom and a staff of physicians and dentists have examined all athletes of the three junior and senior high schools. The total number of boys examined was well over 600. This examination is required for Wisconsin Interscholastic Athletic Association insurance. A physician was assigned by the Dane County Medical Association to be present at all home football games.

Mrs. Huseby, as chairman of the health committee on food handlers in our schools, in conjunction with Dr. Kincaid and this department, has worked out a physician examination for all food handlers that leaves no question as to what is included in the examination. This has made for a better understanding among this group of employees.

We have had a full school year of using boric acid powder instead of a foot bath for the control and prevention of ringworm on the feet of boys and girls using the locker rooms. It has been entirely satisfactory, with fewer incidents of ringworm and at a much less cost than the sulfural formerly used.

Our three high schools have done a good job in teaching health. The work has been quite largely integrated with other subjects, such as biology. At Central and West, classes in health problems have been taught by physical education teachers.

Our department is doing a good piece of work in health education but a better program is planned for the coming year. It is the feeling of this department that health is best taught if integrated with all subjects in the curriculum. A committee of physical education teachers will be working on this project during the current school year.

Safety

The important features of our safety program are as follows:

Again, we have had excellent cooperation between the Police Department, principals, teachers, the Buildings and Grounds Department and this department on all matters pertaining to safety.

The safety committees of the Parent-Teacher Association groups in our schools have been most cooperative and helpful. These groups have pointed out many conditions near our school buildings that have been hazardous to our children. This department has followed up many of the suggestions with good results.

We have continued the "follow-up" of all accidents occurring on school grounds as reported by the principals. There was a total of 997 accidents reported to this office. Very few were of a serious nature. We have tried to indicate to the principals and teachers ways and means of preventing accidents and have worked with the Buildings and Grounds Department on correcting hazards that could cause trouble in school buildings or on school grounds. We also have reported to the principals each month relative to the grade, sex, part of body injured and how the injuries occurred.

The student safety patrols did another fine job of assisting boys and girls across streets and in and out of busses. A party was held for them at the Central high school auditorium in May in recognition of a job well done. Fifty handicapped children were invited guests to this party. Roundy's Fun Fund paid one half the cost of the program.

The bicycle testing program in the elementary schools was carried on as in former years, except that it was moved ahead to the fifth grade. The reasons for this change were:

1. When the testing program is given in the fifth grade, a follow-up program can be administered before the rider goes on to high school.
2. Almost as many fifth graders own and ride bicycles as sixth graders.
3. The sixth grade schedule toward the close of school becomes very heavy with many special events added to the regular school program.

During May and June 1951, fifth and sixth graders were given the knowledge, performance and mechanical tests. Approximately 1400 children were given the tests, about 500 passing all three tests and being given membership cards and decals to put on their bicycles.

The booklet "Better Bicycling" was published and used very successfully in this teaching program.

Physical Education

We have developed and mimeographed a series of children's Rule Books for various athletic activities in cooperation with the curriculum department. These rule books are designed to assist the elementary and junior and senior high school student to learn rules for the games used in the physical education program, and to eliminate the confusion which comes from using an official's rule book. The elementary school classroom teachers were given copies to be used for reading material as well as physical education teachers so that each could help the other in this project. Rule books mimeographed and distributed during the year were as follows:

Soccer for Elementary School Boys and Girls
Basketball for Elementary Boys
Basketball for Elementary Girls
Basketball for High School Girls
Softball for Elementary School Boys and Girls
Soccer Baseball for Elementary School Boys and Girls

A program of physical education for children unable to take the regular program was initiated in 1949-50. During that school year, two schools of the three enrolling children in nutrition rooms, offered a restricted physical education class. The teaching was done by the woman physical education teacher assigned to the school. Class size was limited to ten children and length of periods to thirty minutes, meeting two or three times weekly. Scheduling the children for the class was a difficult problem. Although, almost all of the children in each nutrition room had been given medical clearance to take restricted physical education, not more than ten or twelve came to the classes, and then not regularly. In one school a very good attendance record was achieved and in this school the program was continued in 1950-51. In another school the program was dropped after one year because the principal felt the teaching time assigned was not worth the results obtained.

The physical education teacher was assigned to noon hour duty for 1½ hours per week instead of carrying on the restricted program. In the third school the principal has been reluctant to try the restricted program because of interference with the classroom subjects and rest periods.

We feel very strongly that every child physically capable of activity is entitled to some experience in physical education. When their medical advisors agree to such a program and express enthusiasm for it, it seems reasonable to include physical education for these children as well as for all the others. During the school year 1950-51, approximately 120 children were enrolled in the nutrition room. Of this number only ten or twelve were in a restricted physical education class.

The addition of Mr. Schwengel to our supervisory staff is a valuable asset in working, particularly with the men on the elementary school staff. Mr. Schwengel has a fine knowledge and understanding of the needs of this program. His duty of supervising all physical education supplies and equipment has resulted in a much more efficient manner of handling the sams.

We are looking forward to an excellent program of physical education under ideal conditions in the Midvale and Sherman schools.

Recreation

All aspects of our recreation program has shown a steady and prosperous growth during the past year. The growth of the city made it necessary to expand the program somewhat.

This department is happy to have the excellent cooperation of the Board of Education, the Superintendent of Schools, the Supervisor of Buildings and Grounds and the Park Department. With this fine working relationship the program was smoothly administered.

With the completion of Midvale and Sherman elementary schools, excellent additional facilities will be available for the expanding program. The facilities of the Board of Education and Park Department are adequate for all of our program except baseball. But with Sherman and Midvale schools new diamonds and new park facilities on the far west side, at least three additional diamonds will be available.

Baseball

The Industrial League was composed of six teams. There was a better balance between teams than in former years and the caliber of play was somewhat better. Oscar Mayer won the first round and a play-off game between Oscar Mayer and Badger Sports gave Badgers the second round. A three-game playoff between the two teams gave Oscar Mayer the championship, 2 to 1 games. The total attendance for the season was somewhat less than in 1950 but the admission price of 40 cents compared with 25 cents last year resulted in slightly higher total revenue.

The Capital City League was composed of six teams and made up of young men with somewhat less ability than those in the Industrial League. They played twice a week at Breese Stevens Field and Penn Park. Gardner Cubs were the champions, winning both rounds of play.

The Boys Leagues, under the excellent leadership of Fritz Wegner, enjoyed a very successful season. There was a total of 63 different teams divided into midget and junior age groups. Play started in late June and finished August 20. There was no senior league organized this year because this age boy went into our Capital City League.

Basketball

We had a total of 83 men's basketball teams composing twelve different leagues. Play started in early November and finished with a 64-team city tournament in March. Well over 1000 young men took part in the program. Frankie's Tavern emerged the city champion. All games were played at East and West high schools on Monday, Tuesday, Wednesday and Thursday nights.

There were seven teams in our Women's League representing 100 different women. The games were played in the Marquette school gymnasiums on Wednesday nights. We have not had as much interest in women's basketball as we would like to have.

Softball

There was a total of 89 teams in our softball program during the season. These teams were made up into thirteen men's leagues and one women's league. There was a total of over 1200 games played. The season started in early May and closed with a 64-team tournament in early September. Security State Bank was the city champion. Well over 1000 young men and women took part in the program. The Park Department and our Buildings and Grounds Department did an excellent job of servicing our nineteen softball diamonds. The use of Penn Park with its lights enabled us to expedite the program with two games there each night. Adverse weather delayed the conclusion of our program. There was no State Recreation Tournament this year, but many of the Major League teams entered invitational tournaments in the area of Madison.

Volleyball

There was a total of six men's teams playing during the winter months. Each team played ten games. At the conclusion of league play, a state invitational tournament was held. Ten teams entered the tournament.

We had ten women's teams, each playing 18 games. There was also a state invitational tournament at the close of the league season.

It is gratifying to see the interest in both men's and women's volleyball. It is one of our best recreational sports.

Golf and Tennis

An industrial league, composed of twelve teams, started play in June and finished the season in August. Each team of four men played once a week. The Monona Golf Course was used for this league. A city tournament was held for members of both public and private courses. Play extended over four week-ends and involved approximately 200 men. A city open men's tournament was held as well as a city public links tournament. There was a great deal of interest in golf during the past season. More public courses would be desirable in order to accommodate all wanting to play.

We have expanded our tennis program during the summer to include, not only tournament play, but instruction on most of our school and park tennis courts. We have had a good growth in tennis interest throughout the city. More tennis courts would be desirable to accommodate the increasing numbers wanting to play.

Horseshoes

A league of six men's teams (5 men to a team) started play in June and concluded play in late August. They competed once a week under the lights at Brittingham Park. At the conclusion of league play, two tournaments were held, one for the individual championship of the men in the league and another an open tournament for any individual in the city.

Parochial School Athletics

One of the fine parts of our program is our parochial league. The league is composed of the nine Catholic elementary schools and the Madison Lutheran school.

Teams in touch football were organized and games played during the months of September and October.

Teams in basketball were organized and games played each Saturday afternoon at the Lowell elementary school. Facilities of many of our elementary schools are made available for practice periods during the week. They use the gymnasiums in our elementary schools after the intramural program has finished.

Teams in softball were organized and games played during the month of May.

Play Days were arranged in softball for the parochial school girls. This activity was held on Saturdays and was well attended.

Four Lakes Football and Basketball

The Four Lakes program has been very successful. It affords a chance for competitive activity for those boys who do not have the ability to make the varsity teams.

We had eight football teams, three from East, three from West, and one each from Central and Wisconsin High. These teams played each Saturday morning on the high school fields. Approximately 200 boys took part in this football program.

There were 42 Four Lakes basketball teams organized, representing the four high schools. Games were played Saturday mornings through the basketball season. There were approximately 400 boys who took part in this program.

School Community Centers

Starting in early November and closing the latter part of March, eleven schools were open for recreational activities for elementary and high school boys and girls. The following schools were used for this program:

Friday night - 7:00-10:00 (Junior high boys and girls)
Longfellow, Nakoma, Franklin, Lapham, Marquette

Saturday night - 7:00-10:00 (Junior high boys and girls)
Washington, East, West

Saturday morning and afternoon (Elementary and junior high boys and girls)
Washington, Lapham, Marquette

Saturday morning only (Elementary boys and girls)
Lowell, Randall, Sherman, Nakoma

The facilities in the schools used for this program were gymnasium, activity room, auditorium, shop and corridors with a variety of activities such as basketball, volleyball, tumbling, golf practice, table games, table tennis, crafts, woodworking, story telling, dramatics, movies and dancing.

The attendance was good and the program interesting to many of our boys and girls. Due to the fact that the attendance at Longfellow, Washington and Lapham was not good on Friday and Saturday evenings, we plan to open Central high school this year in place of the above mentioned centers. With the facilities we now have at Central, a good program can be had for the Central high school boys and girls. This program will be similar to that of East and West.

In addition to the centers for our youth, we had four for adults. West high school was open each Tuesday night, Marquette on Thursday night, Franklin on Thursday night and Truax Club on Saturday night. The activities were varied and included basketball, volleyball, golf practice, square dancing, woodworking, art metal work, ceramics, furniture refinishing and upholstering and bait casting. Many adults took part in this program and we are looking forward to another busy season.

There is a great deal of interest in woodworking and furniture refinishing and in the near future we should give consideration to opening the woodworking shops at East high school. This type of program at West high is growing so fast that we can hardly accommodate those who want this type of recreation.

Madison Community Center

The Madison Community Center, under the leadership of Robert Hurd, has had another good year. The attendance for the year is just slightly lower than for the previous year, but it has held up remarkably well.

The membership in the clubs for the past year is as follows (approximately)

Loft - 1500
YAK - 850
OAKS - 450

In addition to these clubs, there are many additional groups using the facilities of the Center.

The entire interior of the ground floor has been re-decorated and the building is in good condition.

Mr. Hurd and his staff are to be complimented for the excellent leadership and supervision of the Center. The auditor's report indicates that the financial status of the Center is in fine condition.

Square Dancing

Square Dancing has shown a very fine growth in our recreation program. Miss Hermine Sauthoff has done a great deal in a promotional way and the city-wide interest has been encouraging. As a social mixer it is excellent. We have had a lot of interest from a wide range in age groups which includes elementary, junior high, senior high, young adults and older adults. During the winter season we had regular square dance meetings as follows:

Wednesday nights - Marquette
Tuesday nights - West
Saturday nights - Truax

In addition, there were many requests from PTA groups as well as church organizations to conduct square dancing.

During the past summer, sessions were held on the State Capitol grounds every Tuesday night. The average attendance was well over 300. Several dances were held on a number of playgrounds during the summer. We have also done some square dancing in our schools through the physical education program.

Summer Playgrounds

Our summer playground program was very successful, operating on 31 different playgrounds throughout the city with a staff of 47 directors and six supervisors. We opened the playgrounds on June 25 with a two-day training clinic for the entire staff and closed the ten-week session on August 31. Most of the playgrounds opened at noon and closed at dusk (Monday through Friday). Some, however, were open from 9:00 A. M. until 5:00 P. M. We had a number of "Tot Lots" on small park areas for the younger children (5-10 years). This program has worked well and furnishes supervised play in areas where it is difficult for the younger children to get to the larger playgrounds.

A good variety of activities was offered including softball, touch football, track, croquet, croquet golf, washers, checkers, chess, horseshoes, loop tennis, paddle tennis, basketball, low organized games, tetherball, volleyball, crafts, music, story telling and dramatics. Many special features were worked into the program such as doll shows, pet parades, on wheels parades, dress up shows, etc.

Stage Coach

Garland Smith, with help from the summer extended employment program, built a stage coach. A traveling theatre built on a farm wagon trailer that can be folded up and moved from place to place was the finished product. We did not have it completed until early in August but the project proved to be very valuable for dramatic and musical purposes. We feel that much can be accomplished along this line in future years. We have substituted this stage coach for our movies, formerly a part of our summer playground program.

Summer Youth Theatre

Approximately 300 high school boys and girls were enrolled in our summer youth theatre. Three practices were held weekly in the Washington school auditorium. Two productions were used as part of the program for our stage coach. We feel that this high school group can do a fine job of dramatics on our playgrounds.

Theatre Guild

Robert Merriman, Director of our Madison Theatre Guild, has done another splendid job with this part of the program. We regret his leaving us, but everything indicates another good year with the employment of Al Barraclough who has a fine background in dramatic production.

During the past year the following productions were presented:

You Can't Take It With You
Little Red Ridinghood
Dinner At Eight
Circus Day
Chocolate Milk Cow
The Corn Is Green

The attendance at the plays showed a marked increase over any previous season. The Guild is slowly, but surely assuming more of its financial obligations as its revenue increases. The Guild maintains its own headquarters and finances its own program with the exception of the salary of the director and the cost charge for school facilities for rehearsals and production of plays, which come from the recreation budget.

Swimming

Our summer swimming program was a good one with a staff of five instructors teaching swimming on the eight public beaches. Although part of the summer was too cold for good swimming, the total attendance showed a marked improvement over 1950. Instruction was given to all age groups--beginners, intermediates and advanced. In addition to the instruction in swimming, Junior Red Cross lifesaving was conducted on some of the beaches. Two inter-beach swimming meets were held for the boys and girls interested in competitive swimming. We opened our program on June 18 and closed on August 10. We have found that running it later than August 10 is not advisable because of Polio scare and dirty water after that time.

We need some instruction in boating and bait casting during the summer and it is our hope that we may add this to our program in the near future.

Winter Sports

We are still not doing all we could with our winter sports program. Variable weather has hampered us. However, during the 1950-51 season we had colder and steadier weather with more snow than the previous seasgn; hence a better program.

We offered skating instruction at two of our public rinks during the winter. We also had skiing instruction at the Olbrich and Hoyt areas. In addition to the instruction, we held a number of ski meets and four skating meets during the season.

We had five midget hockey teams making up one league and seven junior teams composing another league. Games were played on the public hockey rinks.

We experimented with curling at the Madison Curling Club and had only average interest on the part of high school boys. There should be more interest in this program during the coming season.

Summary of Recreation Activities and Attendance, September 1, 1950-August 31, 1951:

Baseball, Adult		30 849
Industrial League,	28,705	
Capital City League,	2,144	
Baseball, Junior		21 000
Basketball, Adult		14 606
Men,	14,036	
Women,	570	
Basketball, Four Lakes League		6 060
Community Centers		250 427
Madison Community Center,	219,942	
School Community Centers,	30,485	
Football, Four Lakes League		3 288
Golf		950
Horseshoes		539
Marbles Tournament		827
Madison Theatre Guild		17 258
Parochial School Program		9 900
Basketball,	3,693	
Intramurals,	1,076	
Softball,	2,150	
Touch Football,	2,981	
Obedience Training Course		386
Picnic Kits		14 240
Rope Jumping		742
Saturday Play Centers		21 202
Softball, Adult		91 253
Square Dancing		3 594
Summer Playgrounds		175 957
Swimming		14 507
Tennis		3 535
Touch Football, Adult		931
Volleyball		1 885
Winter Sports		3 010
Hockey,	792	
Skating,	2,121	
Skiing,	97	
Total		686 946

Submitted by

GLENN HOLMES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

Music Department

Presented to the Board of Education
by the Director
LEROY KLOSE
September 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-51
MUSIC DEPARTMENT

I. Significant statistical data

1. All children of the primary grades receive a minimum of 60 minutes, upper grades 90 minutes, and 7th and 8th grades 100 minutes of music instruction a week.

2. There are select choirs of 5th and 6th graders in each of the 12 elementary schools totaling 686 voices.

3. Each of the five junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these music groups there are 784 voices.

4. Vocal music is elective in grades 9 through 12. There are 1,281 children in these chorus classes and choirs.

5. There are 1,393 pupils playing standard band and orchestral instruments; 95% of whom began their instruction in the Madison Public Schools.

6. As compared with figures of 1947 elective vocal groups have increased in enrollment 22%, and instrumental increase of 17%.

II. Special achievements

1. The teachers and pupils of this department produced 12 one-half hour live and recorded radio programs broadcast by local stations.

2. Over 1,200 elementary and junior high school pupils presented a Spring Music Festival.

3. Musical organizations gave over 250 public and school performances.

4. The Choral Pageant of the Nativity was again presented at the State Capitol.

5. Summer Program

   a. Instrumental summer school had 514 pupils registered.

   b. A summer band of 112 pupils gave three public concerts.

III. Problems and recommendations

1. Junior high school vocal music classes are still too large, for effective teaching (65 to 132) More teaching power and class room facilities are needed.

2. Sixty-five percent of our music rooms have no accoustical treatment. Materials are available and prices not prohibitive.

3. One meeting a week for elementary string classes is inadequate. There should be more time for this instruction and the inclusion of band instruments.

4. Because of increased enrollment five elementary schools had to relinquish their music rooms for regular class rooms. Two of these rooms will again become music rooms in 1951, but we anticipate losing three other rooms in 1951. I suppose the answer to this is our present building program.

5. Rooms 301 and 306 at West high are being used for groups up to 50. There are no outside windows or any type of ventilation. Surely, electric ventilators could be installed in the skylights.

6. Because of excessive prices our budget has been inadequate to continue our planned replacement schedule of worn-out instruments and record players.

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 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1950-51
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

Work in the school public interpretation department has included the same general activities of other years together with a concentrated period of effort in publicizing the school-bond issue previous to the spring election in April.

First, the director assisted in sending out the school bond leaflets and copies of the superintendent's annual report, Madison's Tidal Wave of Children. Then the director worked with PTA representatives and newspaper reporters in preparing materials for news releases and radio programs.

Newspaper cooperation was excellent, both newspapers giving an exceptional amount of space to articles, pictures, and editorials. Besides giving newscasts and spot announcements, radio stations gave time for the following programs. The school bond issue won by a vote of about 4 to 1.

1. WFOW, panel, Mrs. Marshall Browne, Mrs. Norman Opelt, Wed., March 28, 6:15 p.m.

2. WIBA, panel, Mrs. E.J. Samp, Mrs. J.H. Gieselman, Thur., March 29, 9:30 a.m.

3. WIBU, speech, Prof. Erwin A. Gaumnitz, Sat., March 31, 6:15 p.m.

Newspaper Publicity

Although both daily newspapers do very well in publicizing school events and following up leads for feature stories, they do not always follow through with the result that a principal and a teacher are disappointed. Occasionally the newspaper is not interested in a lead. At other times the editor might like to have the story, but does not have a reporter and photographer available.

The director has many times tried to secure a photographer and the information after learning that the newspaper is not going to follow through. But this is not always possible. We hope this will not deter teachers and principals from continuing the policy of notifying this office about possible newspaper stories.

Publications

Work has been started on an annual or biennial report emphasizing the art program in the schools.

Because of depletion of stock, reprints of two publications became necessary during the past school year. These were the Handbook for Teachers and the Kindergarten Handbook. Since reprints were necessary, study of the booklets for revision was important. The Teachers Handbook committee included Lloyd Jorgenson, Marie Cullen, Della Westover, Helen Simon, Lois Ganter, Kathryn Fagan, Thurman Fox, and Barbara Cooklook. Suggestions for changes in the Kindergarten Handbook were made by Miss Leary, the health department, and the public interpretation director.

Pictures

Starting in the fall, we took many more pictures during the past school year than during the previous year. First, we secured a series for possible use for American Education Week publicity and the newspapers used most of them. Then, as stated above, we took pictures and secured background information for a number of stories when newspapers failed to follow-up leads. Finally, in the spring we took many pictures for an annual report emphasizing the art program in the schools.

Radio programs

The back-to-school program in the fall was presented by Lillian Simonson, A.J. Barrett, and Henry Lampman over WIBA Sept. 10, 3 p.m.

American Education Week programs included the following:

1. Supt. Philip H. Falk, "Urgent School Needs," WIBA, Sunday, Nov. 5, 3 p.m.;
2. Mrs. J.H. Gieselman, president, PTA Council, "Opportunity for All," WHA, Monday, Nov. 6, 10 a.m.;
3. Armand F. Ketterer, MEA president, "Citizenship Responsibility," WKOW, Tuesday, Nov. 7, 3:15 p.m.;
4. Earl D. Brown, "Home-School-Community Teamwork," WISC, Wednesday, November 8, 2:30 p.m.;
5. Prof. Erwin A. Gaumnitz, "Opportunity for All," WIBU, Thur. Nov. 9, 7 p.m.;
6. George Watson, state superintendent of public instruction, "Urgent Needs in Education," WHA, Friday, Nov. 10, 10:30 a.m. The radio stations also broadcast the NEA transcription, "Lift a Mountain," and spot news announcements.

Other radio programs included "live" broadcasts when school music groups were ready, such as the choirs for the Christmas pageant, winter concert groups, and groups from the spring music festival.

Another radio program during the school year was the presentation of Jessie Seymour's Nakoma third grade during Brotherhood Week, Feb. 24, over WIBA. Miss Seymour cut for radio use an original play the children had written. The theme of the play was contributions to Wisconsin life by various nationality groups.

The children first presented their play to parents. The idea of broadcasting exceptional classroom projects came from the public relations committee of the previous year.

THE MEA PUBLIC RELATIONS PROGRAM

A high point of the MEA public relations program for the 1950-51 school year was the annual dinner to which Board members, Vocational Board members, City Council members, acting city manager, press representatives, and wives were invited. The dinner was held at the Memorial Union, Tuesday, Feb. 28.

Gordon W. Chapman, secretary-treasurer of the International AFL American Federation of State, County, and Municipal Employees, was the speaker.

Mary Kier and her public relations committee planned the program; Kathryn Brown and her social committee planned the dinner.

American Education Week Program

More newspaper publicity, particularly news pictures, was a factor in the 1950 AEW observance in Madison. With leads from the principals and Miss Leary and with the services of a free-lance photographer, we were able to get articles and pictures for the use of the newspapers during AEW. The previous year we had given the newspapers only the leads.

Some members of the committee again persuaded the Madison Business Association to run an illustrated advertisement in the newspapers showing Madison's child population problem. With the help of Garland Smith, East, a member of the committee, and Orville Evans, West, the committee was able to print and circulate AEW leaflets.

Other features of the program were similar to past years: ordering of NEA materials for the schools, two movie trailers for the theaters; sending of leaflets and letters to the members of the Madison Council of Churches; and organizing radio programs.

The Bulletin

Bulletin editions during the 1950-51 school year included an 8-page issue in September and a 6-page issue in June. A reason for the large September edition was the sending of penny cards to all staff members with assignment cards through the courtesy of the superintendent's office. Many members cooperated by returning news on the cards.

School Movies

Although the senior high school movie is completed, further editing is necessary to make it shorter. Robert Reick, movie chairman, spent part of spring vacation editing the movie. Some further editing is also needed on the script. Sketches for titles were made by Garland Smith's art classes, lettering was done by Alice Stondall, and movie takes were made by the University Visual Education Department.

Respectfully submitted,

Margaret Parham

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

REMEDIAL READING

Presented to the Board of Education
by
WALTER J. BERGER
June 1951

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1950-1951

REMEDIAL READING

THE REMEDIAL PROGRAM

This is the second annual report of the Remedial Reading work carried out in the Franklin, Emerson, Lowell and Washington schools of Madison. Included in the report are a statistical summary of the number of children taught, their progress in reading, comparisons with pupils not in the special program, a check on the progress of children taught last year, a brief history of each child and reactions to the teaching by pupils and teachers.

Remedial Reading work begun in the fall of 1949 was continued during the school year 1950-1951 in the same schools, Franklin, Emerson, Lowell, Washington.

The total number of pupils enrolled in each school was as follows:

Franklin	12
Emerson	13
Lowell	11
Washington	19

Of this total of 55, fourteen were girls and forty-one boys, or a ratio of a little better than three to one. Most of these girls - 9, were in the Washington school, 2 were in Emerson and 3 in Lowell.

Twelve of the children were enrolled in third grade, sixteen in grade four, twenty in grade five, three in grade six and four in grade eight.

The range of intelligence varied from a low of 74 to a high of 130, with a median score of 98.

In three of the schools - Franklin, Emerson and Lowell, an attempt was made to determine, if possible, the effectiveness of the remedial teaching. Fourteen children were selected with IQ's, CA, MA and RA as near as possible to an equal number who were being given the special reading help. Both groups were tested at the beginning of the school year and again at the close of the year to determine their growth in reading in years and months. There were, however, so many factors that could not be controlled that the results may be questioned. The final tabulations are given on the following record sheets but are here summarized.

Emerson school	Average gain of control group	.75 years
	Average gain of remedial group	1.20 years
Lowell school	Average gain of control group	.90 years
	Average gain of remedial group	1.50 years
Franklin school	Average gain of control group	.72 years
	Average gain of remedial group	.91 years

Another measure of the effectiveness of the special help was a record of the growth of those children who had had the remedial help in the year 1949-1950, to determine if the growth in reading had continued.

Five children in the Lowell school who last year were fourth graders and were then included in the remedial class were retested this spring, 1951, after a year without the help. Consistent gains averaging 1.8 years showed that the improvement during the first year continued into the second.

At the Franklin school nine children, four in grade eight were retested after a lapse of one semester. An average increase of 1.05 years was recorded. In the case of five fourth grade children, an increase of 1.15 years was indicated over a period of one year.

Respectfully submitted,

Walter J. Berger