



Annual reports of principals and supervisors, the Madison public schools for the school year 1929-30.

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ANNUAL REPORTS OF
PRINCIPALS AND SUPERVISORS
THE MADISON PUBLIC SCHOOLS
for the
School Year 1929-30

Reports are arranged in the following order:

Central High School - Volney G Barnes
East High School - Foster S Randle
Draper School - Adeline R Marvin
Dudgeon School - Mrs Lucile C Hays
Emerson School - Leo P Schleck
Franklin School - Mrs Clara W Ginty
Harvey School - Emily R Parsons
Hawthorne School - Velmer D Pratt
Lapham School - Shirley D Almy
Lincoln School - Renette Jones
Longfellow School - C Lorena Reichert
Lowell School - Annie D Artell
Marquette School - Mrs Alice E Rood
Randall School - Florence A Dodge
Washington School - Mary L Edgar
Art Department - Lucy Irene Buck
Attendance Department - Cassie B Lewis
Department of Guidance & Special Education -
Pauline B Camp
School for the Deaf - Marcia Heath
Physio-Therapy Department, School for the Crippled -
Laura B Borwell
Health Education Department - Mrs Fannie M Steve
Dental Hygiene - Mrs Esther E Haas
Home Economics Department - Lorette M Reilly
Industrial Arts Department - Thomas A Hippaka
Recreation Department - Harry C Thompson

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1929-1930
CENTRAL HIGH SCHOOL

Last year's report contained a statement of the number of rooms in Central High School and its limitations as a secondary plant. It also contained a statement of the organization of the school and of the number of classes and sizes. Central this year was larger than last. It had no more room; therefore the condition reported in size of classes was worse this year than last. I do not feel it necessary to repeat the statement made in last year's report relative to the number of classes per teacher. Since we had no increase in the teaching force and a larger enrollment, each teacher must have of necessity carried more pupils. I am including in this year's report in addition to the statistics relative to the school attendance, failure, etc., the statements of the various heads of departments in an attempt to give a picture of the hopes and ambitions of the various departments making up this school. I desire to call attention especially to the report of Mrs. Cowles on the Mathematics situation. Read between the lines for a proof of the statement I am about to make. The greatest number of withdrawals comes from those children whose I. Q.'s are between 90 and 105. This is the group of children who are intelligent enough to realize that they are not getting subject matter on a level with their ability and are not making satisfactory progress. It is this group of children we are not reaching in the secondary school, and it is for the purpose of aiding them that we organized Pre-Mathematics, Reading and Correspondence, easier classes in History, General Science, etc. The secondary school must make a much greater effort than it is now making in solving the problem of what to offer to this group of pupils. I believe that the secondary school should be organized on a two-ability instead of a three-ability group system. This would give the children who cannot possibly hope to do the regular work as it now exists in the secondary schools a chance to make progress in the study of subject matter based on their needs and abilities. It would also make it possible to create and keep the natural competition between the people of medium intelligence but great ambition, and high intelligence and low ambition. I believe nature meant these two types to be in competition. With the three level plan at Central, we take these two upper levels out of competition with each other. It is my hope in the next two or three years to plan the work of Central in such a way that these two levels are in competition, and the lower level of ability engaged upon work suitable for its needs. Next year Central will be organized on the 6-6 plan, Central containing the six upper grades. It is our desire in this organization to retain the good qualities of the 6-3-3 plan and still obtain a carry-over effect from the Junior to the Senior high school. The Junior high school will be organized in such a manner as will develop the maximum amount of leadership among the pupils of the Junior high school. We hope to establish such relationship between the Junior and Senior high schools as will cause this leadership to be carried over to the Senior High School.

On the following pages you will find the summary of the report to the Superintendent on enrollment and attendance, of promotions and failures by departments, a report of the accomplishment of the 9b's in the various schools of the city, reports of the heads of departments, and of the guidance department in the order named.

Submitted by

V. G. Barnes,

ANNUAL REPORT - - CENTRAL HIGH MATHEMATICS DEPARTMENT

The Mathematics department has been confronted for some time with the problem of finding subject matter suited to the capacity and the probable future needs of pupils of less than average mental power. This group has found algebra very difficult even when the course has been reduced to minimum essentials. Far too many of them had to repeat the subject to make a passing grade. Those who have found algebra difficult have found geometry, which requires deductive reasoning, even more so.

Two years ago on November 28, 1928, due to the number of failures reported in the Z groups (slow groups) in 9B algebra, an experiment was started, which if successful held promise of a solution for the problem. The purpose of the experiment undertaken by the department was to develop a course for ninth grade pupils of limited power which would be practical and provide an opportunity for success from the start.

After a search for a suitable text and an examination of the limited number available, the department decided to try out "Minimum Essentials of Mathematics" written by Daniel W. Werremeyer, Head of the Department of Mathematics, West Technical High School, Cleveland, Ohio, and Charles Lake, First Assistant Superintendent of Schools, Cleveland. This text was worked out experimentally in the Cleveland schools and was designed by these men for ninth grade pupils of slow mind because they, too, had felt the need of material other than the traditional algebra.

Once the text was chosen the next thing to determine was a name for the new course. The department finally decided that it should be named Pre-mathematics I and II. It was also determined at this time by Mr. Barnes in cooperation with the department that pupils who completed Pre-mathematics I and II the ninth year, Mathematics 9B and 9A the tenth year satisfactorily would not be required to take Plane Geometry in order to graduate from Central High School. However, if any of these pupils wanted to take Geometry the eleventh year, they were to be permitted to do so providing their record in mathematics warranted such an election. One non-academic credit was to be given for satisfactory work in Pre-mathematics I and II.

The new course was so arranged that the pupil would have just as many credits toward graduation from Central High School as were allowed under the old plan, and then he would take Mathematics 9B and 9A (Elementary Algebra) in the tenth year when he would be better prepared for it, and could elect Mathematics 10B and 10A (Plane Geometry) in the eleventh year should he want to fulfill the requirement for entrance to college. So far as the pupil was concerned there seemed to be nothing to lose and much to gain under this plan of organization.

The first class to take Pre-mathematics I was organized November 28, 1928, and was composed of a group of pupils failing in the 9B-g sections in algebra when the first reports of the year came out. These children were given the opportunity of going into the new course providing each secured a statement signed by his parents granting him permission to pursue his mathematics in accordance with the new plan. Fourteen returned blanks properly signed and this little group started in on a new adventure. Table I following will give the chief facts regarding the mathematics taken by these fourteen pupils for the past two years from November 28, 1928, to June 13, 1930.

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ANNUAL REPORT - - CENTRAL HIGH MATHEMATICS DEPARTMENT

TABLE I

Subject	Number en- rolled	Number pro- moted	Number failed	Number with- drawn	1	2	3	4
Pre- math I	14	10	2	2	2	6	3	3
Pre- math II	10	10	0	2				
Math. 9B-y	5	4	1	5				
Math 9A-y	4	2	2	1				

Table I shows that the I. Q.'s of the group, for the most part, range from 77 to 95 with three out of the fourteen having I. Q.'s between 105 and 110. Of the original fourteen, ten passed Pre-mathematics I., two failed and two left school. Of the ten who started Pre-mathematics II, the second semester all passed but the two who had failed Pre-mathematics I. the preceding semester dropped out of school. At the beginning of their sophomore year five more of the original fourteen had dropped out of school so that only five were left to be assigned to Mathematics 9B-y. Four of these five passed and one failed. At the beginning of the second semester of their sophomore year only four of the original fourteen were left, the one who failed the semester before having dropped out of school. Of the four enrolled in 9A-y classes, two passed and two failed. By the end of their sophomore year only four remained in school. The I. Q.'s of the two who passed in 9A-y were 94 and 107 respectively.

Judging from this original group of fourteen, ten of whom passed both Pre-mathematics I. and II., the new course seemed to provide subject matter which the majority of these slow pupils could handle. As a result of the experiment which was only one semester old, the department with the cooperation of Mr. Barnes decided to formulate a plan whereby those whose record indicated that they would probably find algebra difficult could elect Pre-mathematics in its place without first going through the unfortunate experience of trying algebra and failing in it. Mr. Barnes referred the department to Mr. Bardwell who sought the cooperation of the grade school principals in the solution of the problem of placing those pupils, who because of limited capacity or peculiar personality traits, should not attempt algebra in the ninth year of their school life and who should probably not take plane geometry at all. The method decided upon was that the grade school principals should recommend that those pupils who had had difficulty with arithmetic and those who were weak in their grade school work generally should take Pre-mathematics instead of algebra.

Due to the newness of the course and to lack of understanding of it, only seventeen were recommended for it by the grade school principals the second semester of the year 1928-29. To this group were added seven who had failed Mathematics 9B-y (Algebra) the preceding semester, making a beginning class of twenty-four in Pre-mathematics I. It was found when these pupils were tested that the I. Q.'s of those recommended ranged, in the main, from 75 to 95 with

ANNUAL REPORT - CENTRAL HIGH MATHEMATICS DEPARTMENT

one having an I. Q. of 92 and another an I. Q. of 99. Table II below gives the chief facts regarding the mathematics taken by these twenty-four pupils for the past three semesters, from February, 1929, to June, 1930.

TABLE II

Subject	Number en- rolled	Number pro- moted	Number failed	Number with drawn	I. Q.'s			
					75	84	90	98
					89	95	99	
Pre- math I	24	20	2	2	4	9	9	2
Pre- math II	20	15	1	4				
Math 9B-y	15	7	3	5				

Table II shows that the I. Q.'s of this group of twenty-four range from 75 to 99 with only two having I. Q.'s above 95. Of the group of twenty-four twenty passed Pre-mathematics I. and only two failed. Of the twenty who started Pre-mathematics II the first semester of the year 1929-1930 fifteen passed and only one failed. Of the fifteen who started the first semester of their sophomore year seven passed Algebra 9B in a y-section. Only three failed and five dropped out of school before the end of the semester.

The two groups discussed up to this point, and particularly the first one, do not present a true picture of what this course should accomplish because the pupils enrolled in these two groups were undoubtedly the least promising members of their respective classes. However, the course made it possible for the large majority of these pupils to succeed in mathematics during the one, two, three, or four semesters they remained in school. Only five out of thirty-eight failed their ninth year. By far the greatest loss resulted from pupils dropping out of school.

The group recommended for the course by the grade school principals in September, 1929, seventy-one in number, is the kind of group that should be materially benefited by such a course. Table III shows the chief facts regarding the mathematics taken by these seventy-one pupils for the past two semesters from September, 1929, June, 1930.

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TABLE III.

Subject	Number en- rolled	Number pro- moted	Number failed	Number with drawn	72- 83- 88	91- 95- 99	96- 98- 101	101- 104- 109
Pre- math. I	71	63	4	4	15	24	14	15
Pre- math. II	62	55	3	4				

Of the seventy-one who started the course with this group, four failed and four left school before the end of their first semester. Eighty-nine per cent of the group passed, which is surprisingly high when one considers that the I. Q.'s of over half of these pupils are below 90.

The fourth group to take this course and the last one to be considered in this report entered Central in February, 1930. The group, thirty-nine in number, were recommended to take Pre-mathematics by the grade school principals. Table IV below gives the chief facts regarding the mathematics taken by these thirty-nine pupils the past semester, their first one in high school.

TABLE IV

Subject	Number en- rolled	Number pro- moted	Number failed	Number with drawn	71- 84- 88	91- 97- 101	96- 100- 102	101- 104- 109
Pre- math. I	39	31	4	4	13	11	7	3

Of the thirty-nine enrolled in this group only four failed, a trifle under ten per cent, while thirty-one passed, which is about eighty per cent of the enrollment. These results are gratifying when one considers that one-third of these pupils have I. Q.'s between 71 and 82 and that almost two-thirds of them have I. Q.'s of 90 or less.

The course seems to have made it possible to fulfill the purposes for which the experiment was undertaken. First, it provides material which the majority of pupils with limited mental power can handle. Second, it is practical for the type of pupil recommended for the course. The first semester of the course in Pre-mathematics gives the pupil an opportunity to master the principles of arithmetic and to have the drill in the application of these principles to practical situations. The second semester of the course gives further work in arithmetic and a good start in algebra which helps the pupils in their work in algebra the tenth year.

One of the most satisfactory phases of the text chosen is that it has been possible to transfer pupils from Mathematics 9B to Pre-mathematics I at any time during the first quarter of a semester. The book is so organized that important principles of mathematics with drill on each one in decreasing amounts

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ANNUAL REPORT - CENTRAL HIGH MATHEMATICS DEPARTMENT

at increasing intervals is from the psychological standpoint a very good type of organization and should produce results.

The course offered in Pre-mathematics for the past two years has proved to be fairly satisfactory. Of the 145 pupils who have taken Pre-mathematics in the regularly organized groups, seventy-five per cent have passed, ten and eight-tenths per cent have failed, and the remaining fourteen and two-tenths per cent have left school. This report does not include the records of those pupils who have been transferred to the course after the formation of the classes at the beginning of the semester. However, the experiment is too new to draw any definite conclusions regarding the results of the course because the only group which has completed Pre-mathematics I and II and Mathematics 9By and 9Ay was not a fair sample either from the standpoint of numbers or of personnel. In all of the groups studied, however, certain tendencies are very noticeable. The records of these children show an abnormal amount of absence from school as compared to the records of attendance of groups of average children. The tables in this report show a decided tendency for children of this type to drop out of school by the end of the ninth year or earlier.

The department regrets that it will no longer be possible to study the results of the course at close range since, if it is to be continued, it will be administered by the Junior High School Department. However, this department will have a distinct advantage in that all who formerly have been assigned to slow groups in algebra and were not because in the Junior High School there were too few to make a separate class possible, can be assigned to Pre-mathematics I and II in the ninth year. If all with an I. Q. of 95 or under, except the few whose good study habits and fine personality traits make it possible for them to carry the work of a normal child, were assigned to Pre-mathematics the ninth year then the problem now confronting the department with regard to tenth grade mathematics would be greatly reduced. Such an arrangement would mean that slow groups in algebra could be provided for those pupils who had taken Pre-mathematics in the ninth year and that there would no longer be any need for Z-groups in geometry.

The effect of the course in Pre-mathematics should not be considered in connection with the ninth year only; its effect upon the work of the tenth year is even greater. If the slow pupils have had Pre-mathematics they are freed from taking plane geometry in order to graduate from high school. Those few in the group who can and want to take Plane Geometry in the eleventh year, even though they have had this special course, should be permitted to do so.

The department feels that, while this course is far from perfect, it has improved the situation greatly. The number of failures in 9B Mathematics has been greatly reduced. This means that some of the discouragement formerly experienced by incoming freshmen has been eliminated. The members of the department who have had these mentally slow pupils in Y-groups in algebra recommend that Z groups be organized for them in the future. Those who survive have little chance for anything but a bare passing grade in a Y-group. If these pupils were in groups where the pace was slower, there would be a better opportunity for success.

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ANNUAL REPORT -- CENTRAL HIGH MATHEMATICS DEPARTMENT

In looking forward to the work with tenth grade pupils next fall, the department plans to organize slow groups in algebra for the tenth grade pupils who have had Pre-mathematics in the ninth grade. This year for the sake of this experiment no slow groups in algebra have been included in the program. It will be necessary to organize slow groups in Plane Geometry next fall to take care of the pupils coming in from Junior High Schools where Pre-mathematics has not been offered. This department is looking forward to the time when none of the pupils who are mentally slow will be required to take Plane Geometry. When this time comes there will no longer be the need for X, Y, and Z classification in tenth grade mathematics.

Submitted by

Jean Cowles

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ANNUAL REPORT -- CENTRAL HIGH ENGLISH DEPARTMENT

ACCOMPLISEMENT

1. Have revised the home reading list, casting out books which lacked interest and adding about fifty new titles. Many of these new books were chosen upon the recommendation of the pupils themselves.
2. Have made a special list for the slow people and have found that they like to read when the books are within their comprehension.
3. In all literature classes have emphasized extensive rather than intensive reading.
4. In English 12A have worked out a four week unit of work on modern poetry.
5. Through the use of the "Magazine World", the "Scholastic" and our own school paper have emphasized creative work.
6. Have worked out the following course in "Reading and Correspondence."
Reading (using $\frac{1}{2}$ of the time)
10a - Biography - Modern Great Americans - Modern Biography
11b - Short Stories - Merchant of Venice
11a - Fiction
 Travel sketches
 Newspaper reading
 "Magazine World"
12b - Essays on scientific subjects - "Scholastic"
12a - History and spirit of the United States as it is found in American Literature - Parkman's Oregon Trail - Stories by Hamlin Garland - American Short Stories. (We have not found all the material we need.)

Composition (using $\frac{1}{2}$ of the time)

- Oral - Conversations and expressions of opinions on subjects of present interest to themselves
 Short talks before the class
 Elementary rules of parliamentary practice
- Written - All kinds of letters, checks, receipts, orders, etc.
- Method - Follow lines of pupil interests
 Have pupils cooperate in selecting materials
 Make clear the relation between class room work and life outside of school

PLANS FOR 1930-1931

1. To revise the course of study and get it into printed form
2. To continue the course in Reading and Correspondence (Not all the books tried have been satisfactory)
3. To revise the memory passage pamphlet so that pupils will have a wider choice in memory work
4. To organize a Literary Society in Central and West High
5. To organize a Dramatic Club in Central and in West High

Submitted by

Mary Hargrave

ANNUAL REPORT -- CENTRAL HIGH HISTORY DEPARTMENT

ACCOMPLISHMENT

The social studies in high school meet with two difficulties not generally appreciated. There is the difficulty of subject matter, - political, social, and economic problems whose solving tax the understanding of experts are to be made comprehensible - to a degree - to young people whose experiences do not as yet bring comprehension. There is, secondly, the difficulty of text books and reference material. Much material is for adult study, while the easier material lays emphasis on the story merely. To understand history is more than the so-called reading of the page.

In our attempt to get something more out of the meaning of history for the lower group pupils, we have introduced for them the use of a simpler book, McKinley, Howland and Dann, The World in the Making. Greater simplification in the choice of material and language, and greater concreteness in explanation and illustration generally make it a more suitable book. Teachers of the lower group classes heartily endorse the continued use of the book. The problem is not solved however.

Another new plan is the use of the supplementary books, - enough to supply every member of the class with the same book. Three such sets of about 27 books each have been supplied for the 10b and 10a work where the need seemed greatest. For the 12b and 12a classes some 50 copies have been supplied for supplementary purposes.

The use of these sets approximate an ideal, - open shelves, and tables with books and other materials and supervised work periods - study or recitation. Duplicate copies immediately at hand to supply a whole class are of greater value than any other tool. We hope to increase that list. It seems desirable to extend the plan generously to lower and upper class fields alike.

In Vocational Civics 9a the making of career books has been an outstanding feature.

Submitted by

Martha E. Sell

ANNUAL REPORT -- CENTRAL HIGH SCIENCE DEPARTMENT

ACCOMPLISHMENT

I think that our greatest accomplishment for the year has been the elimination of pupils of low I. Q. from the eleventh and twelfth grade science courses. Where this has been most completely done, I believe that the standard of scholarship has been raised, and at the same time we have given these people a subject which they can master by putting them into "General Science."

For next year we are hoping to accomplish a more complete elimination of pupils of low I. Q. and to place them in General Science.

We also hope to do more in the way of advising pupils in the choice of the science best suited to their individual needs and future plans as well as to their abilities.

We shall try to keep identical courses in West and Central excepting for the differences due to the individualities of the teacher.

Submitted by

John A. Riner

ANNUAL REPORT - - CENTRAL HIGH SCHOOL MODERN LANGUAGE

ACCOMPLISHMENT

We have worked steadily toward our aims and hope we have more nearly reached them. We have used some new and modern material in reading texts, but feel well satisfied with our grammar and foundation books.

We have tried a new experiment in the first half of the third year in French and shall continue it next year. It has worked well. We used Monday as report day for outside reading. One boy read eleven books; one girl nine, another seven; and no one less than five in the one semester. If they were not interested in what they chose, we advised them to stop and read something else, and we were surprised at the interest. Some read scientific books, some detective stories, some plays, some romances, and we had made reports for all of them in advance.

In our Fourth year the pupils were unusually interested in *Cyrano de Bergerac* as that play was given at the University.

Submitted by

Caroline M. Young

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ANNUAL REPORT -- CENTRAL HIGH LATIN DEPARTMENT

ACCOMPLISHMENT

The Latin Department has tried out two new first year texts this past year. Henry and Ullman's Elementary Latin and Smith Thompson's Latin Lessons. These books were used by Miss Grover, Miss Baldwin, Miss Yeager, and Miss Wilson of Central and Miss Owen of Randall Junior High. It is the unanimous opinion of these teachers that these texts are not as satisfactory for our purposes as is the Smith Elementary Latin which we have used in years past and which we shall use in all classes next year.

Aside from this experiment in texts and an increased effort toward better teaching, the Latin Department has nothing unusual to report.

Our report on per cent of failures, etc., is submitted, and we feel sure that the record we have made is due not to a lessening of standards, but to an increased effort on the part of the teachers to offer individual help and guidance to all students.

Submitted by

Leta M. Wilson

ANNUAL REPORT - - CENTRAL HIGH CAFETERIA

ACCOMPLISHMENT

I have not accomplished as much as usual in food education, since work for the West High Cafeteria has taken all spare time. Next year I am planning to do considerable work to help the pupils make better selection of meals.

We have served as an average 300 meals daily. The average cost per meal, including students and faculty is 23¢. I have employed twenty-two high school student helpers and two university boys. The high school students are paid with a 25¢ dinner and 10¢ in cash. The meals given students averages \$94.00 per month. Money paid high school students averages \$11.00 per month. One girl, who works double time, has been able to stay in school through the money earned for books.

Submitted by

Alice Earlie

**ANNUAL REPORT -- CENTRAL HIGH HOMEMAKING
ACCOMPLISHMENT**

The Homemaking course is a two semester course consisting of four units. A pupil may register at the beginning of the first or the second semester because the subject matter of one is not dependent upon the subject matter of the other.

- I. The Family and Family Relationships
- II. Economic Study of Family Expenditures
 1. Shelter (House Architecture and Interior Decoration)
 2. Clothing
 3. Operating
 4. Savings
 5. Food (to be studied in next unit)
- III. Health for the Family
 1. Food and Nutrition
 2. Hygiene (Personal, Mental, Home, Community)
 3. Home Nursing and First Aid
- IV. Child Care and Training

I feel that some of the girls who take Homemaking are really interested in the subject matter while others take it merely as a "filler in." It is therefore my business to make the course helpful to the girls in spite of their previous motives. I recommend that the text book "Home Living" by Justin and Bist be used (on trial) for 1930-31.

CLOTHING

ACCOMPLISHMENT

The course in Clothing 10a and b is organized to help the girl to be intelligent in the selection of her own wardrobe and that of children. The course includes a study of textiles, clothing design and clothing instruction.

Since there are no pre-requisites for Clothing 10a and b except that the pupil is beyond the ninth grade, the class is composed of extremely varied abilities and previous training. Therefore one of the most important considerations is to provide ample opportunity for these differences by contract work and individual supervision. It is my intention to see that each girl works to the best of her ability; yet no girl will find it impossible to meet the requirements if she shows the proper attitude and cooperation. The purpose of the course is to serve the girl.

I have used every possible means to inform the girls about the vocational possibilities in each of the fields that are represented in the subject matter of the course I teach. In some individual instances I have encouraged the girls to choose vocations for which they feel themselves suited in temperament and interest. I have written several letters of recommendation for certain positions such as dressmaking, nurse's training, child-care.

It is my intention to cooperate with other school interests as much as possible. This year I have helped with an Auditorium Style Show, making costumes for the Christmas Cantata, curtains, and have arranged refreshments for the February All-school party and Senior picnic. I feel that I have maintained a reasonably high standard of academic and practical work throughout both courses.

Submitted by

Marie Metz

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ANNUAL REPORT -- CENTRAL HIGH FOOD CLASSES

ACCOMPLISHMENT

The course of study for the 10b and 10a Food classes is worked out on the meal planning basis. In this manner the students receive a knowledge of food selection, marketing, food preparation and correct meal service. At the end of each unit the class is divided into "family groups" and plan, prepare and serve a meal.

Along with this, work in nutrition and health is given. The experiment on animal feeding, which is carried on by all foods classes, has proved a most satisfactory project in teaching nutrition.

I am very willing and anxious to have the food classes cooperate with any department or club in the school, in the way of preparing food for teas, dinners and parties.

Next year I would like to introduce the contract method in teaching foods, so as to take care of the different levels of ability in the classes.

Submitted by

Vera Tyler

ANNUAL REPORT -- CENTRAL HIGH GUIDANCE AND SPECIAL EDUCATION

The department of Guidance and Special Education was conducted during the school year of 1929 and 1930 largely as was described in the detailed report of 1928 and 1929. The aims have been toward the same end, but the emphasis this year has been chiefly on individual guidance reaching a greater number of pupils. Due to the help of an assistant this was made possible, since time which formerly went to work of a clerical nature was given to pupil contact.

The organization of the department has also remained the same, and the work of the year is presented in this report under the four divisions, (1) testing and research, (2) adjustment of individual pupils, (3) speech correction, (4) guidance.

Testing and Research

This year about two thirds of the school was retested so that now almost every pupil above 10B rank has two fully recorded Terman Group Test Scores. The incoming pupils were tested as usual and the test results tend to indicate that the per cent of z ability pupils coming in to high school is increasing. The numbers are low and for that reason may not be significant. No record was made of incoming pupils for September, 1930, because of the change in organization to West High School. The tabulation is as follows:

Classification of New Pupils

9B

Year	Year
1928-1929	1929-1930
%	%

x	.22	.15
y	.51	.52
z	.27	.34
	10B	
	%	%
x	.10	.12
y	.59	.55
z	.31	.33

The results of the tests have been made in triplicate copies, one being sent to Miss Camp's office, one to the principal of the school tested and one filed in this office.

From running a tabulation of I. Q.'s of graduates, it has formerly appeared that the median I. Q. of graduates was being lowered. This year the trend is upward again, and the median for January to June is closer than formerly, for the January median I. Q. was noticeably higher than the June. For the past two years it appeared that we had graduated a larger per cent of people of z ability. According to the classification it would seem that the trend is downward. When we consider, however, that among the graduates of June, 1930, there were 12% z ability pupils, the downward trend does not appear too discouraging.

ANNUAL REPORT -- CENTRAL HIGH GUIDANCE (con't)

	Classification of Graduates				
	1926	1927	1928	1929	1930
January	.24	.17	.23	.24	.20
June	.12	.21	.12	.15	.18
January	.64	.78	.67	.67	.74
June	.78	.75	.80	.67	.70
January	.12	.05	.10	.09	.06
June	.10	.04	.08	.13	.12

This year we ran the following tabulation for the whole school with the result that 20% of the school are x pupils, 59% y, and 21% z, and the median I. Q. was found to be 105. This is of interest compared with the medians and classifications of graduates and new pupils.

Distribution of I. Q.'s of Central

June 1930

M = 105

No. %

145-149	3		
140-144	5		
135-139	10		
130-134	25	x	305 .20
125-129	44		
120-124	86		
115-119	132		
110-114	199		
105-109	249		
100-104	201	y	891 .59
95-99	242		
90-94	146		
85-89	90		
80-84	45	z	304 .21
75-79	21		
70-74	2		

A study of pupils who withdraw from Central is interesting. Comparing figures of two years, we notice that fewer pupils withdrew because they were above school age or to go to work, and we find a larger number in 1929 and 1930 who went to Vocational School. It is a conjecture that perhaps the employment situation during the year has affected these figures.

A glance at the following tabulation of pupils on the Con list will show that the median I. Q. for these pupils is considerably lower than the median for the school and that a large per cent of failures are among z people again. This is regrettable, since during 1928 and 1929 this per cent had been materially lowered, and it was hoped that with differentiated classes, pupil needs could be more closely met and that the burden of failure would not fall upon pupils not "book minded."

ANNUAL REPORT -- CENTRAL HIGH GUIDANCE (con't)

		Classification of Pupils who Received Two or More Failures					
		1925-26		1926-29		1929-30	
		No.	%	No.	%	No.	%
	I. Q.						
	135-139			1			
	130-134			1		2	
x	125-129	2	.07	1	.09	1	.08
	120-124	1		3		10	
	115-119	9		6		7	
	110-114	8		16		25	
y	105-109	27		23		49	
	100-104	24	.51	30	.67	49	.60
	95-99	29		21		36	
	90-94	28		16		33	
	85-89	21		9		24	
z	80-84	23	.42	6	.24	18	.32
	75-79	1		2		9	
	Median I. Q.	97		103		101	

A report of the 9B grades was sent to Principals of Elementary and Parochial Schools.

This year as a special problem for the Class Room Teachers Organization a Survey of pupil study habits was made through this department. In order to get a complete picture of study habits, all teachers were asked to submit questions which they thought could bring any light on the relationship of study to success in school work. From the questions submitted a questionnaire was drawn up by this department and the results were tabulated. With the findings as a basis, it is the intention of the organization to build up a better set of study habits. As an initial step, Mr. Merriman and Mr. Doudna spoke to assembly groups. It is the purpose of the organization to continue this emphasis on study habits. It is of interest to notice that according to the questionnaire responses 78% say that they study regularly at home and that of the larger per cent, 34% study only one hour. In reply to question five, we find that only 63% study alone. A larger per cent study in a room which is quiet, warm and well lighted, but 55% say they can hear the radio. The answer to question 14, 62% of the pupils say that they study their lessons just before class, is perhaps the most significant and re-education on this point should have immediate emphasis.

RECOMMENDATION

1. That more provision be made for adequate physical clinical diagnoses and for a nurse who can handle the follow up which is so necessary, because in many cases the achievement and behavior of the pupil is conditioned by his physical defects.
2. That a closer tie up be made between attendance and guidance.
3. That, since withdrawals are guidance problems, all withdrawals be handled through this department.
4. That session rooms be organized on a counseling plan--each session room teacher to act as counselor to her group for their entire high school period.

ANNUAL REPORT -- CENTRAL HIGH GUIDANCE (con't)

and that time be devoted in the session room to counseling activities, and that counseling be done on the basis of objective data and not be based upon the opinion of the teacher.

5. That the Junior and Senior High organize a close tie up of guidance.
6. That placement for full time and part time work be organized.
7. That follow up studies be made of withdrawals and graduates.
8. That provision be made for the making of occupational studies of Madison.

Submitted by

Lillian A. Reinking

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
EAST SIDE HIGH

The East High School has since September 1922 enjoyed continuous growth. However, during the school year of 1929-30 the increase in the enrollment exceeded that of any other one year. The total enrollment for the year was eleven hundred ninety-three (1193) as compared with ten hundred thirty-six (1036) last year. The total increase was one hundred fifty-seven (157) pupils or fifteen percent (15%) of the total enrollment for the year. Previously nine percent (9%) was the greatest increase that the school had experienced in any one year. The unexpected large increase in pupils membership necessitated the employing of an additional teacher in the fall of the year and also caused a serious problem in an already over-crowded building.

Enrollment - East High School
Reported at the end of the first month of each school year:

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

Over the entire period the average percent of increase has been 7.5.

It seems rather clear that during the school year of 1930-31 over thirteen hundred (1300) pupils will be enrolled, and that by the end of the first month of the school year a membership of at least twelve hundred (1200) will probably be reported. The class room portion of the high school was originally planned to accommodate a school of six hundred (600), and only through using various means and types of organization will it be possible to house the total enrollment.

A number of our classes have been increased in size beyond the number which is ordinarily considered to be the maximum size class in which proper instruction can be carried on. Our class rooms and special rooms have been equipped with additional seats so as to be able to accommodate more pupils than they were planned to take care of. The privileges which have been extended to several hundred pupils doing a good grade of work have permitted dropping them from study room membership and using their seats for the pupils who were in most need of supervision. Double period classes have been organized on the sixty minute basis which has permitted us to make greater use of some of the special rooms and meet four classes during the time when ordinarily the room

ANNUAL REPORT -- EAST SIDE HIGH

or shop would accommodate but three. Considerable use has been made of basement rooms for study purposes. The only opportunity that teachers have had to hold conferences with pupils has been to meet them in the corridors or in the basement rooms.

During the first semester of the past year it was found necessary to schedule classes for an additional period, making the school day nine periods long. Besides the regular nine periods an additional forty minutes was added four days a week for extra curricular work.

The extended day plan had a number of outstanding disadvantages. Pupils arrived at school at different times and completed their schedule at the end of different periods. The faculty was also put on the shift basis, and it was exceedingly difficult for the teachers, outside of the regular class time, to meet with pupils for special help and conference. The confusion of coming and going made conferences in the corridors very impractical and there was often no other place in which to hold them. When discipline was the cause of the conference the setting for it often made the result very unsatisfactory. The confusion in the corridor many times made it difficult to do satisfactory work in the class room. The inadequate provisions for conferences or place to work at periods free from class was at best hard on the teacher's enthusiasm and morale.

During the Christmas vacation two additional class rooms were made from two locker rooms on the second floor. The additional rooms increased our capacity by sixteen classes and enabled the organization of the school for second semester on the original single session eight period plan. It is entirely possible that the second semester of the coming year the school will have to go back to the double shift plan of organization. Four additional rooms have been added by placing barracks on our lawn, but if we should have a fifteen percent (15%) increase again this fall, it would mean that we would have to provide accommodations for twelve hundred twenty-nine (1229) pupils, and if we should receive over a hundred pupils at the beginning of the second semester, it seems rather clear that we would not be able to take care of the increased number with our present plan of organization.

When school opened in September 1929, we had already set some specific objectives with the thought of improving the organization and work of the school along lines in which improvement was most felt to be needed. One of the objectives was the extension of the supervisory program through all of the departments of the school. This aim was kept in mind throughout the year. The plan was discussed with the department heads, and they held regular meetings with the teachers in their department. The department heads have assisted in supervising the work of their departments by class visitation, holding of conferences with the department teachers, the appointing of committees for specific studies, and the giving of departmental tests, and evaluating the results.

Another of our objectives was the developing of the work of the Guidance Department. Mr. Grant Haas was assigned part time to the East High School faculty, and he was placed in charge of the Guidance Department. The work of

ANNUAL REPORT -- EAST SIDE HIGH

the department was carried on in an experimental way during the entire year. A considerable portion of the time was spent in Educational Guidance and in personnel work. The accomplishments of the department headed by Mr. Haas are best explained in his report.

The Character objective has had considerable emphasis, but with the crowded conditions in the building, the corridors, and the class rooms it has been very difficult to do the type of work which is most needed. We have endeavored to develop in the faculty a consciousness of the importance of using class room situations and school social contacts to develop and teach proper character traits.

The need for the developing of plans to increase the pupil capacity of our building seems to be quite apparent to the Board of Education, and a start has been made towards the solving of our housing problem. The main difficulty which stands in the way of our making progress is our lack of proper building facilities to carry on the work necessary in operating and administering a high school of twelve hundred (1200) pupils.

Most of the things which we started out to do during the past school year are still unfinished. And during the year 1930-31 we expect to attempt to continue to develop our guidance work and include in the department the work done by all teachers who have advisory duties, and who are responsible for directing the activities of the pupils. A large part of the guidance work will have to be done by the home room teachers, but their work will be co-ordinated and directed by the head of the department. During the coming year we also hope to make some curriculum changes, which will fall in line with some of the recommendations made by the guidance department, to provide work which is suitable for the pupils of below average ability. We intend also to further develop our work in tests and measurements and attempt to keep our testing activities based on the objectives of each course. One of the most important things which the school has to do, and yet, one of the things which it does most poorly is to assist in the developing of character traits and give proper training in citizenship. We expect to do more and more along this line from year to year. But although we hope that our work will improve, we believe that we will have to make this a continuing objective.

We believe that we have made some real progress during the school year of 1929-30, but also much is still to be done. We hope to be able to develop a better method in administering the school so that it may more nearly meet the needs of the young people of the community. The Board of Education has been most generous in supplying equipment and funds for instruction, and the members of the faculty have co-operated in a splendid way in attempting to advance the work of the school. We appreciate very much the help and counsel which you have given from time to time, and we will attempt to have more measurable results to report at the end of the coming school year.

Submitted by

Foster S Randle

THE MARISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE DRAPER SCHOOL

There was no decided change in the organization of the work of the Draper School for 1929-1930 from that of the previous year.

Owing to home conditions, Miss Cass, the sixth grade teacher, resigned before the close of the first week of school. Mrs. Florence Jones was appointed to fill the vacancy.

In grades six, seven and eight part of the work was departmental. In arranging the program the plan was to equalize, as nearly as possible, the work among three teachers. As the pupils in each grade had one period a week out of the building for domestic science or manual training, we tried to plan the program so as to give each teacher about the same amount of time for a Free Period. In order to do this and not omit the same subject every week, it was necessary to change our weekly program to some extent.

Miss McIlquham taught history and geography in the three grades, also 8B reading as her major subjects. Miss Bartholomew had arithmetic and music in the three grades. Mrs. Jones's major subjects were reading and English.

This program left the remaining subjects in each grade to be handled by the class room teacher, except in physical education, Miss McIlquham had the girls of the seventh and eighth grade; Miss Bartholomew had the boys. In grades five and six Mrs. Jones took the boys for physical education and Miss Neal the girls.

Owing to the above distribution of work among the three teachers I do not think there was as close a correlation in the subjects as there might have been had each teacher taught all of the branches of her own grade. This, I think, was very evident in the group of social studies. I taught 8A English throughout the year.

After three years of part departmental work, I question the advisability of it in the sixth grade. Too much is expected of the Six B's when they enter the grade.

More emphasis in grades four and five should be put upon teaching pupils How to Study. Pupils in these grades should begin to realize that they do not use the same method of study for a geography lesson as they would use preparing an arithmetic lesson nor the same method in preparing a geography assignment that they would use for memorizing a selection.

The grade enrollment for the year ranged from twenty-seven pupils to forty-three. Although the enrollment in grade one was large the division of work enabled both Miss Dengler and Miss Campbell to secure excellent results. During the first semester the heaviest enrollment was in the sixth grade. For the second semester the enrollment in grade seven was forty pupils.

Owing to the decidedly transient population of the Draper District it is

ANNUAL REPORT -- DRAPER SCHOOL

difficult to estimate the enrollment for next year. At present we have several pupils whose fathers are studying in the University. Nine new pupils entered the sixth grade last fall. Of this group several of them were poorly prepared for the work. The others have ranked high in their classes. As far as I can find out there are not more than one or two pupils who will enter Wisconsin High School in the fall.

I am sorry to say that the School Republic, as organized by Mr. Gill has not proved as satisfactory as I hoped it would. I can not blame any one for the failure. With different teachers, having different standards of discipline, different ways of handling pupils, and different ideas as to the profitable use of time, the School Republic did not have a great success.

Several of the teachers have carried out some phases of it. Miss Bartholomew has her officers, and in some cases of discipline the pupils' court has settled the punishment.

I feel that the older pupils know what the School Republic stands for and have received some benefit from its trial.

The teachers did not feel that they could carry out the plans for both the School Republic and the Junior Civic League.

The School Boy Patrol is a success. Roy Thomas, the Lieutenant, has proved very efficient.

The boys are very much interested as members of the Patrol, and have great respect for it.

In carrying out the health work this year in the Draper School the teachers have emphasized the importance of plenty of sleep, the necessity of cleanliness, and the beneficial results of correct posture, both in standing and sitting.

Dr. Bowman examined the pupils in grades one, three, and five. Dental examination was given in grades one to four. The need of this examination is apparent when out of 129 pupils whose teeth were examined there were found only five perfect sets of teeth. All the pupils were weighed once. For the summer round up there were fourteen pupils examined. Milk was furnished by the P. T. A. to those pupils who were under-weight and unable to pay for it.

Upon request Miss Ducey, the nurse, submitted the following report:

School visits-----	188
Inspection-----	1043
Dental cases-----	43
Tonsils removed-----	23
8 by private physician	
9 by school clinic	
6 by other clinics	
Glasses--	
14 private physician	
5 school clinic	
4 other clinics	

Home calls 572--These include absentee calls and contagions

ANNUAL REPORT -- DRAPER SCHOOL

As requested by the superintendent each teacher tested her pupils' eyes. The results showed several pupils who were trying to study with very defective sight. In all such cases the nurse retested the eyes and the parents were notified of the results. The parents seemed to appreciate the efforts of the teacher and the nurse, and in several cases have supplied the children with glasses.

The only organization connected with the Draper School is the Parent Teacher Association. This is all, I think, that can be successfully carried on in this district. The attendance at the afternoon meetings has been very good. Instead of one public entertainment during the year, we have, with the help of Miss Hanson and Mrs. Steve, had the pupils of the different grades appear on the program for the afternoon meetings. These exercises given by the pupils are quite a drawing card for good attendance.

One of my plans for the beginning of the year was a reading test throughout the building. Owing to other tests that are given I omitted mine. The results of Mrs. Rood's reading test were very helpful in showing how the pupils ranked and effort has been made to correct the weak spots. The lower grade teachers have secured good results by grouping pupils according to their ability.

In addition to Gates' comprehension test and Gates' oral reading test, I gave the vocabulary test to the pupils of the third grade. Throughout the building more has been done with audience reading than heretofore. In some cases the pupils have prepared a selection to read. In other cases I have made the selection, letting each pupil read at sight. In this way I feel that the pupils enjoyed making a good selection and preparing the selection so that the class enjoyed hearing it.

At the beginning of the second semester Mrs. Havenor had sixteen pupils in the 3B class. Nine of the sixteen were repeaters in one or more grades. Mrs. Havenor was so completely discouraged and was taking the matter so seriously that I felt something must be done. So we decided to promote the four most capable pupils to 3A. I offered to take six of the remaining ones for reading and Mrs. Havenor the other six. We decided to find material easy enough that the pupils would enjoy reading, and still difficult enough that there would be something for the pupils to work for.

In the tests sent out by Mrs. Rood, the scores of these pupils were very much below grade. Unless interrupted, I have helped this group of six twice a day during the semester.

The results have not been as satisfactory as I hoped but the delight that the pupils feel because they can really read is worth something. This group has just been given the Detroit Reading Test for the third grade, and before the semester closes will be given the Gates' tests again.

The four pupils who skipped the 3B will enter the fourth grade in the fall.

As an experiment I have taken about forty minutes a week for work with My Weekly Reader in the fifth grade. During the period I worked with both sections aiming to improve comprehension to increase the speed and to give the pupils pleasure in current events. The 5B class was very anxious to do

ANNUAL REPORT - - DRAPER SCHOOL

as well as the 5A class. The 5B class showed the greater gain.

Mrs. Terry and Mrs. Lavenor have secured very good results from the use of the paper. I should like to see the other edition of My Weekly Reader used next year in grades two and three.

During the year I have done considerable work with pupils below grade, taking them in groups of three or four and giving them help for several consecutive days.

The results of the Curriculum tests showed the necessity of more problem work in arithmetic. I feel that there are several reasons for failure. To correct some of these mistakes has been my aim this year. Each teacher feels there is too much work in the arithmetic course to cover it successfully. One reason for failure in arithmetic in our grades above the Fourth is the large number of new pupils entering the school. In looking over the failures in Arithmetic in Grade Seven, I find nine are new pupils this year. On the other hand one or two of our best pupils entered in the fall.

In spelling this year there has been more attention given to dictation exercises than to the spelling lists of words. Generally sentences written by the pupils were used for this purpose. In grade five the aim was to reach a high percent of accuracy on the One Hundred Demons. In grade six words used most often received special drill.

PLANS FOR NEXT YEAR'S WORK

Follow closely the new units of work.

Do individual work where needed.

Request a mental test early in the year for new pupils.

Try to secure a suitable placement for a few pupils who at present are unable to do the required work.

Follow closely the pupils in 3A who have received so much extra help.

Work for better penmanship throughout the building.

Watch carefully the progress of manuscript writing.

Stress problem solving.

Work for an improvement in oral and written English.

Emphasize the fact that different types of reading material require different methods of presenting the lesson.

I shall teach one class during the semester.

Supervision for the year consisted of:

Frequent class room visitation.

Inspection of teacher's lesson plans for week.

Demonstration teaching.

Testing oral reading of the pupils.

Conferences with individual teachers regarding their work.

Keeping track of class failures and trying to find cause of failure.

Measurement of results of teaching:

1. Tests prepared and marked by class room teacher. Papers were often sent to the office after they were marked. Conference with the teacher if results were unsatisfactory to her.

2. Frequent testing and marking of papers. Results discussed with teacher. Individual or group help where needed.

ANNUAL REPORT -- DRAPER SCHOOL

The teachers have carried out some very excellent units of work.

Among them are:

Indian Life.

House plans--including the cost of painting, furnishing, etc.

Holland.

The Nile Region.

Christmas in Other Lands.

Winter Activities.

Transportation.

Poland.

The Cat Family.

The pupils have profited by trips to--

The Historical Library.

Field trips.

To see University drainage project.

Radio Station.

Bakery.

Owing to Miss Wharton's absence on account of sickness the upper grade teachers did not receive the usual amount of supervision in drawing. Miss Buck gave the teachers all the help that she could. I think the teachers deserve credit for maintaining the standard as nearly as they did.

Miss Hansen has secured excellent results in music. The special teachers have helped us in every way they could. University girls did work in physical education. They were very much interested in the children. The last day of exercises the children were taken out to Randall Field for games, drills, and refreshments.

I appreciate thoroughly the work done by the teachers leaving the Draper School at the end of the year. They have all done much to make the Draper School a success.

Submitted by

Adeline R. Marvin

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE DUDGEON SCHOOL

TENTATIVE ENROLMENT FOR SEPTEMBER 1930 -- DUDGEON SCHOOL

Kdg : Kdg : 1 : 1 : 2 : 2 : 3 : 3 : 4 : 4 : 5 : 5 : 6 : 6 :
B : A : B : A : B : A : B : A : B : A : B : A :
: : : : : : : : : : : : : :
? : 13 : 30 : 15 : 26 : 21 : 24 : 20 : 14 : 6 : 26 : 12 : 23 : 11 :

We plan to group these in rooms as follows:

Kindergarten B & A - 40 pupils (approximately)

First B - 30 pupils

First A - 15 pupils

Second B - 26 pupils

Second A - 21 pupils

Third B & A - 44 pupils

Fourth B & A - 20 pupils

Fifth B & A - 38 pupils

Sixth B & A - 34 pupils

If the third grade has an actual enrolment of 44 pupils in the fall, it will necessitate some relief in that grade.

If the proposed district is removed from Dudgeon by fall, it will leave the tentative enrolment for September as follows:

Kindergarten B & A - 40 pupils (approximately)

First B - 29 pupils

Third B & A - 37 pupils

First A - 10 pupils

Fourth B & A - 20 pupils

Second B - 21 pupils

Fifth B & A - 32 pupils

ANNUAL REPORT - - DUDGEON SCHOOL

These figures make no allowance for any growth in population in the district. Much building is going on at present in this location and there is no doubt that our school population will show some increase, because of this, by September 1930.

In general the building is in very good condition and little repair is needed. Mr. Johnson's attention should be directed to the leaks in our roof which must be taken care of this summer, and a few weak places in brick work which should be pointed up before school re-opens.

Since last year the Board of Education have furnished a Baloptic lantern, and our Parent Teacher Association have provided an aluminum screen and strip film attachment for same.

A Radiola has been installed with outlets for speakers in every room in the building. The Board of Education financed the wiring costs on this, and the radio itself is being paid for by our Parent Teacher Organization.

About \$250 worth of books have been added to our library this year, and we anticipate a still larger addition during the summer months.

Dudgeon has no playground equipment as yet and although this has been brought to the attention of both Mrs. Steve's and Mr. Johnson's departments no apparatus has been furnished. If possible, may we have at least two or three pieces of minimum equipment this fall?

The following pages will show that we have centered most of our time and interest at Dudgeon this year on that phase of individual difference which deals directly with the child of highly endowed mentality.

We are indebted to the following departments for extra help this year: Physical Education Department; Art Department; and Child Guidance Department.

A special report on superior children follows.

During the past year the major portion of time and effort has been devoted to a study of providing an enriched curriculum for the pupils of Dudgeon school, and noting the reactions and results obtained.

Note by Graph I that a very large percentage of our pupils show:

- I. Q's between 100 - 135 ----- 63.6%
- I. Q's over 110 ----- 58.8%
- I. Q's over 120 ----- 37.6%

This makes our problem one which deals largely with groups of individuals decidedly above normal in intelligence and ability.

There is no doubt that superior children must be provided with sufficient work to establish and maintain their interest and to challenge their ability or they will acquire habits of idleness.

ANNUAL REPORT -- JUDSON SCHOOL

Most authorities agree that a program of enrichment is far better for the pupil than acceleration, or double promotion.

Only a few attempts have been made to study this newer problem of the superior child—notably Cleveland, Los Angeles, and Pasadena. In all of these places the brighter children are segregated. We, however, are trying to provide enrichment for such children in non-segregated groups, thereby, making the enriched program available for the normal as well as for the superior child, and are attempting to compare the reactions of both levels.

One of the first steps of procedure consisted in securing at least one intelligence test for every pupil in school, accompanied by the teacher's rating of his ability as shown in the classroom. In most cases the correlation between the two estimates was very high, but wherever there was a wide divergence a re-test was given.

An age-grade scale was also made of the entire school showing the grade placement of pupils at given ages.

The chief goal which we have in mind in pursuing this study is an integrated personality for each child. To reach this goal some of our specific objectives are:

1. Physical hygiene through: Habits of rest and relaxation, physical and mental freedom, a wholesome and happy school atmosphere, and wholesome recreation.

2. Educational hygiene through: Mastery of tool subjects, gathering, organizing and evaluating data to use in carrying on units of work, finishing tasks begun, and creative expression.

3. Social hygiene through: Cooperating with individuals and the group, appreciation of the work and personality of others and the inter-dependence of individuals upon each other and the group.

4. Mental hygiene through: Giving and receiving impersonal criticism, gaining self-reliance, training in clear and accurate thinking, and exercising creative self-expression.

Criteria guiding the choice of activities are listed as follows:

1. Does it meet the needs and interests of the child?
2. Does it lead to broader and deeper interests?
3. Does it give opportunity for many kinds of activity and so provide for individual differences?
4. Does it lead to other desirable activities?
5. Does it stimulate the use of skills?
6. Does it provide opportunity for the development of desirable habits and attitudes such as cooperation, responsibility, perseverance, orderliness, self-control?
7. Does it utilize the child's interest in his environment and give him a sense of relationship to it?
8. Does it lead to a tolerant understanding of other peoples of the world?

ANNUAL REPORT -- DUDGEON SCHOOL

Accompanying this report are outlines showing some of the work covered in this study, as well as a few pieces of work that will give a suggestion as to the type of thing we have been doing. The note-books, which I have indexed, are self-explanatory.

For continued study on this problem next year I have in mind the comparison of results and reactions of normal and superior children, as well as the comparison of results of the more formal with experimental methods of teaching.

In order to do this, and to continue this project in a thorough manner, I hope to make a thorough case study of all pupils including such points as:

Nationality, date of birth, weight at birth, record of childhood diseases; hobbies or special interests evidenced by the child; record of traits such as neatness, courtesy, desire to serve, judgment, extent of imagination, enthusiasm, dependability, ability to think things through to the end, sensitiveness to criticism, resourcefulness, sense of justice, confidence in own ability, etc.

For the continuation of this project next year two requisites are of the greatest importance:

1. Superior children should be guided by superior teachers, who are open-minded, willing to continually study their problems and to gain new ideas and receive new methods. They should possess self-control and have a happy disposition; they should be original, have intellectual modesty and be human.

2. Superior children literally "hurdle" new material and their ability necessitates a great variety of types of equipment to furnish them with enough to keep them adequately interested. Since children of high mental endowment have reading comprehension quite beyond their grade placement they should not be limited to "graded" text books and equipment. Rather, they should be given as great a variety as possible and material which might be used by pupils several years in advance of their grade placement.

If possible we should like to have Miss Morrissey of the art department available for help in our building at least two full days a week, and preferably three; we need someone from Mrs. Steve's department two to three days a week, and someone from Miss Camp's department at least three half days a week. With assistance from these departments, in the light of the knowledge we have already gained on our problem, next year can be devoted to a very careful and complete study of these superior children, and there is no doubt but that there will be some very interesting findings to report between now and then.

ANNUAL REPORT -- DUDGEON SCHOOL

AGE - GRADE SCALE- DUDGEON SCHOOL 1930

Grade

Kdgn.	Age at present															Total				
	4	4½	5	5½	6	6½	7	7½	8	8½	9	9½	10	10½	11	11½	12	12½	13	13½
Kdgn.	17	25	3	1																46
1		2	10	20	8	2														42
2			2	14	23	6	2													47
3				13		13	9	3												25
4					2	13	12	4	3		1			1						36
5							4	10	15		3	1		1	1					35
6								1	2		5	6		3	1		1			19
	17	27	13	23	22	25	21	24	19	15	20	9	7	5	2		1			250

ANNUAL REPORT -- DUDGEON SCHOOL

SCIENCE - Group I

A. Astronomy Group

1. Study of the spring constellations

B. Aeroplane Groups

1. Readings and reports to groups on
 - a. Types of planes now in use
 - b. Modern dirigibles and balloons
 - c. Discussion of the plans of those now under construction
 - d. Detailed study of the parts of planes; their use, control, etc.
 - e. Air currents affecting travel
 - f. Training of pilots
2. Detailed plans for the making of gliders
3. Study of racing cars, late inventions, etc.
4. Slides of Diesel Engines for those interested in design and construction of engines.

SCIENCE - Group II

A. Study of Various Phases of Transportation

1. Water Transportation
 - a. Invention of the early steamboats
 - (1) Sand-table project
 - b. Modern ocean passenger service
 - c. Modern ocean freight service
2. Progress in Land Transportation from the Early Stage Coach to Present Day Modes of Travel
 - (1) Pony Express Sand-table
3. Air Mail and Passenger Service
 - a. How carried on
 - b. Model airport constructed in sand-table

B. Readings just begun on the Telegraph

C. Crystal Radio Set made

ANNUAL REPORT -- DUDGEON SCHOOL

AN ENGLISH GROUP

A. Puppet Show Dramatizations

1. Writing of plays to be given as puppet plays
2. Adapting other plays for puppet theater
3. Construction of stage and scenes, backgrounds, etc.
4. Construction of puppet dolls

B. Writing of original plays for dramatization

1. Adapting plays from well known stories
2. Writing original plays
3. Planning and executing costumes for plays

C. Writing and Collecting in book form original stories

D. Publishing of Newspaper

1. Decoration of pages with drawings of suitable motifs
2. Writing original stories, poems, anecdotes, riddles, jokes, making cross word and other puzzles, writing of editorials.
3. Cartoon drawing
4. Collecting and writing news events from all sources
5. Proof reading contributions sent in from other grades

E. Diary Writing

1. Making cover for diary
2. Illustrating the days events

F. Making Art Notebooks in which to keep contributions and notes for Special Classes

G. Making of Posters for Humane Contest

H. Making Lamp Shades

I. Making Dolls Representing a Period of History or Children of Other Lands

J. Soap Carving Animals of History - Geography, or Pets

ANNUAL REPORT -- DUDGEON SCHOOL

ANOTHER ENGLISH GROUP

A. Study of the well known myths, stories and historical facts as a basis for dramatic rhythmic pantomime

Arranged first in speaking dramatic form and then from that form developed the pantomime to music

B. Dramatization of stories connected with music classics

C. Introduction of simple Dalcroze Eurhythmics

AN ORAL ENGLISH GROUP

A. Fundamentals of Speech

1. Articulation
2. Inflection
3. Emphasis
4. Analysis and observation of various dialects
5. Voice quality
6. Analysis of victrola records

B. Mental Hygiene and Psychology of Personality

1. Conversation
2. Informal speech

C. Public Speaking and Pantomime and Impersonation

1. Dramatics
2. After dinner speeches
3. Debating

Personality study of each individual and individual conferences

A WOODWORK CLASS

A. Hotpads

1. Square and octagon

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2. Floral and square designs
3. Pointed and colored designs
4. Covered surface with shellac

Plans made first, designs drawn on plan before material is used

B. Letter Holders

1. Made of wood
2. Painted different colors

C. Book-ends

1. Shape and design made on wood
2. Cut out and nailed together
3. Painted--Floral and designs made of lines

D. Aeroplanes

1. Large and small
 - a. Planned and drawn on wood
 - b. Cut and nailed and glued together
 - c. Painted

E. Boats (Paddle wheel and sailboats)

1. Planned and drawn on wood
2. Cut out and nailed together
3. Painted--sail made of cheese cloth nailed to wood

F. Birdhouses (small)

1. Started

A HANDICRAFT CLASS

A. Box house and church

B. Pin cushions

1. Made of material to resemble ducks and elephant and stuffed with cotton

ANNUAL REPORT -- DUDGEON SCHOOL

- C. Hotpads of beaver board and decorated
- D. Clay furniture
- E. Clay vases
- F. Garden markers (birds)
- G. Animals of beaver board (painted)
- H. Aeroplanes
- I. Small rise off ground
- J. Twin pusher
- K. Gliders
- L. Door stops (animals)
- M. Corner shelves
- N. Boats
- O. Tool Box
- P. Clay paper weight
- Q. Button box
- R. Ring toss

Various excursions were taken during the year including: The Historical Museum, Kennedy Dairy, Democrat Printing Co., and Gardner Bakery; also nature study hikes, and trips to the Vilas Park Zoo.

Submitted by

Mrs. Lucile C. Hays

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE EMERSON SCHOOL

I. General Policy of Emerson School

A. To incorporate activities that will lead to sound health, aid in the socialization of the child, and the development of a well-balanced character.

Specific Policy

A. To execute work outlined in courses of study.
B. To study each individual pupil in order that work outlined in courses of study may be suited to his level of mental ability.

II. General Conditions

A. Housing

1. Main building consisting of
 - a. Basement - cooking room, manual arts room, science room, boys' gymnasium, and two class rooms.
 - b. First floor - nine class rooms, library, girls' gymnasium, and auditorium.
 - c. Second floor - ten class rooms, one art room, one nutrition room.
 - d. Four shacks.
 - e. Grand total - 31 rooms, two gymnasiums, and one auditorium.

B. Organization and Purpose

1. Kindergarten school - To socialize the child
 - a. B section - 8:30 - 10:00 A. M.
 - b. A section - 10:00 - 11:30 A. M.
 - c. A section - 1:00 - 3:00 P. M.
2. Elementary school - To bring about a definite beginning in school work.
 - a. 1Bx Grade
 - b. 1By Grade
 - c. 1Ax Grade
 - d. 1Ay Grade
 - e. 1Az Grade
3. Plateon School - To provide a well-balanced educational program and to provide freedom of action and of expression.
 - a. Second through sixth grades
 - b. Six hours per day
 - c. *Homeroom - 90 minutes per day
 - d. Special activities - 30 minutes per day

Academic Subjects

Arithmetic

Reading

Language

Writing

Spelling

History

*The homeroom teacher is guided by time allotment.

ANNUAL REPORT -- EMERSON SCHOOL

Special Activity Subjects

Art - Industrial Arts and Nature	150 minutes per week
Music and Music Appreciation	120 " " "
Auditorium	150 " " "
Thrift, Humane Education, Safety	
First, Fire Prevention, Red Cross,	
Citizenship, Character Education,	
Community Union Work	
Dramatization, Etc.	
Literature	

Health - Personal Hygiene	150 minutes per week
Organized Play	150 " " "
Geography	150 " " "
Library Instruction	30 " " "

4. Junior High School - To incorporate activities leading to good citizenship, health, proper use of leisure, worthy home membership, vocational fitness, civic participation, and the development of a well-balanced character.

a. Seventh and eighth grades - six hours per day
60 minute periods - 57 net

b. Extra-curricular Activities

Athletic sports
Glee club for girls
Glee club for boys
Music appreciation
Chorus work
School band
School orchestra

Various clubs - Science, Chess, Dramatic, Geography, Reading, Latin, etc.

5. Nutrition school - To establish desirable food and rest habits in the children by putting to everyday use the facts they have learned. To bring the children (10 to 25 percent underweight) up to a weight approaching normal through the practice of proper habits.

a. Six hours per day
b. Children in need of care examined by local health office
c. Work fits into general scheme of the regular school program
d. Work emphasized
Physical defects
Correction of same
Rest
Food habits
General attitudes

C. Enrollment (Total)

1. Kindergarten	113
2. Elementary school	134
3. Platoon school	417
4. Junior high school	308
5. Nutrition	36

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ANNUAL REPORT - - EMERSON SCHOOL

B. Enrollment by grades (Total)

1. Kindergarten

B.....44
A1).....69
A2).....69

2. Elementary

1BX.....25
1By.....29
1AX.....31
1Ay.....25
1AZ.....21

3. Platoon school

2-1B--42	4-1B--22
2-1A--36	4-2B--25
2-2A--23	4-1A--43
3-1B--26	4-2A--34
3-2B--30	5B----46
3-1A--34	5A----43
3-2A--30	6B----34
	6A----47

4. Junior high school

7B--60
7A--91
8B--85
8A--82

5. Nutrition school

Number of pupils having full program-- 36
Number of pupils having partial program 55

E. Growth in lower grades

1. More or less stable

F. Growth in upper grades

1. Stable

III. Summary of work executed in

A. Grades

1. Diagnostic testing and results used to analyze individual pupil's outstanding difficulties
2. Daily plans kept by teachers
3. Courses of study adapted to grade groups
4. Individual differences and remedial teaching
5. Coaching of pupils because of absence, low mental capacity, low grades, being new to school, non-adjustment, retardation
6. Mental testing throughout the grades
7. Homogeneous grouping and adaptation of work to particular group
8. Articulation of school subjects
9. Collection and adaptation of reading materials
10. Library instruction to equip child for future library contacts
11. Visual instruction in the form of graphs, films, slides, models, pictures, stereographs, exhibits
12. Field trips to enrich child's experiences
13. Informal objective testing by principal

B. Junior high school

1. Homogeneous grouping and differentiated assignments constructed to the levels of pupils in same class section
2. Diagnostic testing and results carefully studied
3. Club work to provide the necessary interests
4. Special remedial work for particular types of pupils
5. Visual instruction - films, graphs, slides, models, etc.
6. Objective testing by informal tests constructed by principal and teachers
7. Provision made to take care of individual differences
8. Advisory program for pupil guidance
9. Homeroom contact work enriched
10. Field trips to enrich the work carried out in the course
11. Emphasis given to extra-curricular activities (Helps in the socialization of child)
12. Provision made for the election of German, Latin, or French in eighth grade
13. Teachers' conferences
14. Long-unit assignments

IV. Miscellaneous (Reports attached)

Library Report and graphs for school and calendar year

Graphs showing comparative achievement record of Emerson non-Platoon and Platoon schools, 1925-1930

Graph showing percentage of failures of 9th Emerson pupils entering H. S. High School - also Histogram Curve showing comparative percentages made by ninth B pupils entering H. S. High from Emerson school

Child Guidance reports

Platoon school report

Nutrition school report

Tentative program of classes for Elementary grades and Platoon school - Sept. 1930

V. Recommendations

1. That PERSONALITY WORK which has been done after school hours be carried out during regular school time.
2. That a psychiatrist be given charge of the child guidance work in the Emerson School, a portion of her time to be devoted to this work, and the other to academic work. This will help to relieve some of the Junior H. S. teachers who had from 26 to 27 hours of work per week during the past year.
3. That two barracks be provided in order that the first grades may be placed on full time.
4. That a teacher be provided for the 1st grade and also a teacher for the Kindergarten.
5. That three Junior H. S. teachers be appointed, one to handle Latin and English, one to handle 5th grade Math., and one to handle a combination of 7th and 8th grade Math.
6. That a teacher be appointed to assist with the auditorium work and also to help with the relief work. (General subjects - Auditorium classes are quite large.) (If possible, this teacher should be able to handle the general subjects and play the piano.)
7. That additional land be purchased for playground purposes. (Needed very badly - have been cramped for space this last five years.)
8. That some thought be given to an ungraded room. I have many pupils who would profit by an ungraded program of work.

ANNUAL REPORT -- EMERSON SCHOOL

9. That a room or barrack be provided as a workshop for those pupils who are in the personality classes.
10. That more corrective work be done in health education.
11. That the boundary lines between Emerson school and Lowell school be changed. At present children who live nearer to Emerson school must go to Lowell, and children living nearer Lowell must go to Emerson.

Submitted by

L P Schleck

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE FRANKLIN SCHOOL

I

Special Objectives for this Year's Work. In my previous annual report I stated as my special objectives for this year's work the following:

1. To encourage every activity that would tend to raise the standards of pupils in their use of leisure time.
2. To bring the parents into closer cooperation and sympathy with certain parts of our school program.
3. To bring about a better adjustment of the curriculum to the needs of the pupils.

Extra-Curricular Activities. I am more convinced than ever that the school must work with existing organizations that have for their purpose the development of character in young people. Such organizations have the advantage of a carefully worked out and tried out program of activities which tend to develop character indirectly, and they begin their work where the school leaves off. They afford then the most immediate "carry over" from the school to the community. On the other hand, children engaged in these activities bring back to the school attitudes that make for better scholarship.

In accordance with this theory I have encouraged this work in the Franklin School. We had, during the past year, a Girl Scout triangle of twenty members, and two Girl Scout patrols with about the same number of regular attendants. These groups met once a week or oftener right after school. Teachers who sponsored the work were Mrs Hildreth, Mrs Ralph, Miss Reed, and Miss Harnden.

Fifth and sixth grade pupils were organized for Junior Red Cross work under the leadership of Miss Geiger and Mrs Loder. Portfolios were exchanged with schools in Japan, Hawaii, and Latvia, and in different cities of the United States.

For girls who are normal mentally but backward socially there was a "Play Makers" club. These pupils prepared and gave a play, "Blusbeard", at a meeting of the Kindergarten and Pre-School Mothers' club. A group of boys, the "Cub Scouts", met twice a week under the direction of Mr Thomas, pastor of the South Side Community church. Both of these groups were organized and sponsored by Miss Woldstad.

More directly connected with the school work were other activities, the seventh and eighth grade boys, under the leadership of Miss Reed, showed unusually good sportsmanship in athletics, and in spite of the lack of an adequate place to practice, even out-door games, did very good work in competitive games with other schools.

ANNUAL REPORT -- FRANKLIN SCHOOL

Chorus and orchestra work were also encouraged. Miss Rodruan gave very unselfishly of her time after school to promote this work. Miss Hessman took great interest in the chorus work, and found time for it in addition to the heavy program of regular work that she carried.

In all grades nature work was emphasized because of its possibilities for wholesome out-of-door activities. Mrs Ralph did exceptionally good work in nature study. I plan to make use of her ability along this line in a more extensive way next year.

Interesting Parents in Our Work. My second objective was accomplished to a certain extent through the various adult organizations connected with the school. In each of these groups there are a small number of intelligent and interested members who are loyal, and willing to promote the work of the school in their contacts with other patrons. The good work done by such persons can not be over-estimated.

At the meetings of the Kindergarten and Pre-School Mothers' Club, the primary teachers took an active part in both the business and the programs. Miss Straw gave an excellent talk on the work of the kindergarten in preparing children for first grade reading. She also told the mothers how they could help make the work of both kindergarten and first grade more efficient. Since Miss Straw has had experience in these two grades, she was able to give many helpful suggestions.

At another time the club met in the first grade room where Miss Skaar gave a demonstration of methods used in teaching reading, and explained the reasons for each step in the process. We felt that such a demonstration would help parents to guard against the tendency of children to memorize their stories, instead of reading them, when doing home work.

At every Parent-Teacher Association meeting pupil programs were prepared expressly for the purpose of demonstrating the methods and importance of teaching safety-first, health, thrift, and fire prevention. Miss Duncan and Miss Schultz did excellent work along these lines. Another year, with the splendid equipment that the new building will afford, we hope to carry all of this work to a point where it will supply a real need in the community.

Adjusting the Curriculum to the Needs of the Pupils. There were two phases to this problem, (1) to provide suitable work and material for pupils below normal in intelligence, and (2) to diagnose and remedy deficiencies in pupils of normal intelligence.

The sub-normal child is becoming less of a problem each year. We are learning how to adjust subjects and methods to his needs. By planning work in larger units; by supplying reading materials of varying degrees of difficulty; and by providing variety in the use of materials, the slow child can find something that he can do, satisfactorily to himself, and sometimes even excel in.

ANNUAL REPORT -- FRANKLIN SCHOOL

One thing, though, that I have observed here and have to caution teachers against, in any project in which the whole class participates, is the tendency of the brighter pupils to assume leadership and take away from the slower child any opportunity that he might have for exercising initiative and constructive ability. In other words, the same thing happens in informal activities that happens in the formal class work--the brighter children dominate the situation--unless the teacher apportions the work according to the ability of the children.

The attempt was made, and very successfully, in all grades to plan work along larger units and to correlate a variety of activities with them. For example, the Cat Family, a nature unit, provided the first grade with many kinds of work. It involved a trip to the zoo, collecting pictures, finding stories about cats in the readers and library books, clay modeling, stick printing, labeling, drawing, constructing a zoo on the sand table, making posters, oral composition, and providing original reading material.

In the fourth grade the Nile Valley, and the valleys of the Tigris and Euphrates, as the early home of civilization, served a similar purpose. The sand table and poster work clarified many ideas, as pontoon bridges, caravans, canals, minarets, irrigation, deltas, and pyramids, as well as motivating the reading material about these subjects.

The centennial anniversary of the first wagon train over the Oregon Trail suggested correlations with various subjects--geography of the Western States in the fifth grade, a series of drawing lessons in the sixth, and the history of the Westward Movement in the eighth grade. These are only suggestive of the many units of work carried out during the year.

The second phase of the problem is much more difficult to solve than the first. In order to find out first hand about the study habits and abilities of a group of upper grade children I taught a seventh grade history class. Problems with which I had to deal there were:

1. A lack of oral vocabulary ordinarily expected of pupils of their age and grade level.
2. Physical unfitness for school work.
3. Lack of ambition for anything more than the community affords in its daily life.

Each of these deficiencies is more general and more far reaching than one would think off hand. As to the reasons for these conditions the following seem plausible to me:

1. The generally accepted use of slang words and phrases for every situation that calls for oral expression, has so limited the legitimate oral vocabulary that even the teacher's explanations have to be reduced to slang before they are understood.

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ANNUAL REPORT -- FRANKLIN SCHOOL

2. The rapidly increasing use of cigarettes among school children and the late hours due to the radio have caused much of the physical unfitness.
3. The lack of reading materials in their homes and a disinclination to read anywhere, has narrowed their experiences to those supplied by the community and caused a lack of ambition for anything more than the community affords.

With a limited oral vocabulary reading naturally suffers. With the correction of this first defect the third, then may be remedied to a considerable extent. Reading is enjoyable only when the flow of thought is little interrupted by difficulties in comprehension. Therefore reading for information at school and for enjoyment at home is affected by the lack of adequate vocabulary.

The second factor, physical unfitness, against which teachers must contend is one against which the schools seem to make very little headway. One cause of this is cigarette smoking. An adolescent boy, who is a confirmed smoker, is no more able to apply himself to mental work for three hours at a time, without a cigarette, than is a man, who is deprived of his pipe, able to do his best work. At least ten boys in the upper grades of Franklin School have reached the point where a cigarette every hour, at least, is absolutely necessary for their stability. Out of school they are full of fun, leaders of groups, and very cooperative in any school activity under way. In school, deprived of smoking privileges, they are listless and apathetic or restless and irritable. The teacher is helpless as nothing she can do will arouse their interest after the first hour of each session. Too great effort on her part increases their irritability, and she is often met with surliness, petulance, and even insolence. Absence for trivial causes and truancy are resorted to in order to smoke at will. In every case the parents know the conditions and seem unable to give the teachers any help in the matter.

The above then are some of the conditions at Franklin School to which we have been trying to adjust our curriculum and our methods.

II

Recommendations in Order to Bring About Better Results. I am not ready to make any recommendations about the smoking problem among school children. The situation, just now, is beyond the control of the school. When parents awake to the fact that the two are inimical—education and cigarettes—they will take the initiative. The schools then can cooperate with the home.

To adjust the curriculum better to the needs of Franklin School pupils I should like to try, with the Superintendent's permission, the following plans:

1. To eliminate from the second grade all drill work for spelling and arithmetic (teaching these subjects only as they are needed) in order to continue the emphasis on the different types of reading begun in the first grade.

ANNUAL REPORT -- FRANKLIN SCHOOL

2. To make an informational subject, geography or history, the major subject in third and fourth grades, and to select units of work about which much reading material is available.
3. To stress vocabulary work, but not as a separate subject (spelling); to see that new words are clarified and drilled upon at the time when they have an immediate need.
4. To organize around a central core as much of the work as will correlate simply and logically.
5. To have an ungraded room for pupils of fourth, fifth, and sixth grades, who are fairly proficient in mechanical work but who are failing in subjects that require reading ability.

I have worked out a course for sixth grade along the lines indicated in items 1 to 4, inclusive. A copy of one unit is attached to this report as item IV.

III

Plan of Organization. In the grades below the seventh we are planning to have the traditional method of organization, with each teacher in charge of her own grade in all of the academic subjects. This method lends itself to a closer correlation among subjects. It also allows each teacher to have supervision of the study periods of her own pupils.

I hope, though, to make the most of our opportunities for special work in these grades next year. We have been so handicapped in the past that no grade has had its full allotment of time in these subjects. The time required for a teacher to go from building to building and to put on and take off her wraps has had to come out of class time. The children are almost greedy for these special subjects. I hope to make them complement and supplement the academic work as well as to stress them for their own intrinsic value.

The seventh and eighth grades will be organized on the regular junior high plan. This will extend our day to six periods of sixty minutes each. Other changes that will be necessary are: manual training and home economics an hour a day instead of two hours a week; physical training two and one-half hours a week instead of twenty minutes daily; physiology or elementary science an hour a day instead of seventy-five minutes a week. It will mean also that the academic subjects receive their full allotment of time which has not been the case under the traditional plan of organization. (A tentative program for these grades is attached to this report.)

ANNUAL REPORT -- FRANKLIN SCHOOL

Conclusion. Considering that building operations during the past year have made conditions under which we have had to work almost beyond endurance at times, I feel that we have had a fairly successful year. There have been few interruptions to the routine work. Such a condition, however, has not been conducive to elaboration of program. We have all, to a certain extent, been living in the future--planning on what we are going to do next year.

Submitted by

CLARA W GINTY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE HARVEY SCHOOL

I. ACHIEVEMENTS

Larger units of study have been developed in each grade which have drawn upon many phases of experience through the correlation of the different school subjects. In many instances intensive work has centered around one problem and interest has been sustained for a period of several weeks. The permanent interest in this work is manifested in the free choice of library books which children draw from the library. This type of work has helped to develop initiative, service, and leadership.

Individual practice materials have been used to secure skill which the pupils need now in reading and arithmetic, but which were not related to the particular units studied. Time was provided for the development and practice of these skills outside of the unit.

II. PROBLEMS

There is not enough real material in the schoolroom so that each child can have some. It is difficult to find sufficient easy reading material for the children to use in connection with the units of work.

III. PLANS FOR NEXT YEAR

More large units of study will be undertaken next year in each grade. The spirit of helpfulness which exists among the children has been greatly appreciated by the teachers and they have been willing to approve of a greater amount of freedom than is usually found in the traditional schoolroom. They are interested in the development of larger units of work which will lead to further activity because they see the value of units of work in relation to interest in subject matter.

IV. ENROLMENT

Total enrolment for the year 1929-1930 was 261; of which 129 were boys, and 132 were girls.

Distribution was as follows:

ANNUAL REPORT -- HARVEY SCHOOL

Grades	Section B	Section A
1	19	12
2	12	15
3	21	14
4	14	20
5	10	14
6	11	17
7	9	39
8	11	23

Kindergarten pupils in the Harvey district are accommodated in the Marquette building.

Distribution of probable enrolment for September 1930:

Grades	Section B	Section A
1	17	10
2	11	10
3	15	15
4	15	18
5	15	12
6	14	10
7	25	8
8	37	8

V. DOMESTIC SCIENCE AND MANUAL TRAINING

Domestic science and manual training classes for grades six, seven, and eight are accommodated for one period a week at the Lowell School. The seventh and eighth grades meet in the morning. This necessitates a great waste of time in going to or from the Lowell School which could be eliminated if the classes could meet in the afternoon. I feel that Mr Hippaka and Miss Reilly should make this change as it takes the children about forty minutes to walk to or from the Lowell School. Many of them walk as they cannot afford carfare.

Submitted by
EMILY R PARSONS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE HAWTHORNE SCHOOL

I. Summary of Year's Plans

A. Ability Grouping

Under our present plan of organization, ability grouping as outlined in last year's report, has been continued in the first four grades. This plan meets our approval because:

1. It gives the brighter pupils more time to do individual reading and to prepare special topics
2. The special reports and the audience reading of the stronger pupils stimulates the slower pupils as they wish to do what the others do

In the fifth and sixth grades ability grouping has been discontinued in favor of, first, two level assignments; second, giving slow pupils the first opportunity to carry on class discussions.

B. Unit Work

Each grade has aimed to carry out one major unit and several minor units of work each semester. In connection with this work various forms of construction work have been used as an aid in stimulating interest and in developing creative ability. The teachers have at all times, though, kept uppermost in mind the fact that hand work without mental activity is valueless.

C. New Equipment

It is most gratifying to report that a Victor Radio and a Holmes Projector Movie Machine have been added to our equipment this year. The radio was purchased by the Parent-Teacher Association, the movie machine we received through the courtesy of Miss Artell who transferred to our building a moving machine which was not needed at the Lowell School.

II. Recommendations

A. I have felt for some time that we could use most advantageously a remedial or coaching teacher. There are groups of children in every grade that need more individual instruction than the classroom teacher can give. With a remedial teacher in the building many failures could be eliminated, and in many other cases pupils could raise their standards of work. I recommend, therefore, that a remedial teacher be employed for our school. If the expense for the employment of a full-time remedial teacher for one building is prohibitive, I recommend that such a teacher be employed for two buildings, her time to be divided equally between the two buildings.

ANNUAL REPORT -- HAWTHORNE SCHOOL

Recommendations (Continued)

B. We have two basement rooms, the floors of which are in a deplorable condition. These rooms should have cement floors, with the present wooden floors relaid on top of the cement, or rubber matting used in place of the wooden floors. (Wooden floors would be preferable especially in the room that is used for the health work activities.) Other uses for these rooms are for lantern and radio classes, joint programs, social meetings of the Parent-Teacher Association, etc. The improvement of these floors should receive immediate attention.

III. Plans for Next Year

A. Improvement of instruction in

1. Audience reading
2. Remedial work
3. Study habits

B. Improvement of technique in activity work.

C. To consider the constructive use of the radio and the movie machine for educational purposes from these two view points:

1. Shall the radio and movie machine be used for enjoyment and recreation only, benefits being derived indirectly? (The teacher control in such case being limited to the selection of the film or program.) Or
2. Shall the teacher guidance be more definitely constructive? (If so what are the aims, attitudes, abilities, and methods to be considered?)

Submitted by

VELMER D PRATT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE LAPEHAM SCHOOL

I. Building

Six large well-lighted classrooms, each having seating capacity for forty pupils.

One large well-lighted hall for each floor.

One portable building that can accommodate twenty-eight pupils.

One small restroom for teachers.

Office for principal.

II. Organization: Traditional six-room school with additional kindergarten

A. Summary--special activities

Organized Junior Patrol which gave necessary protection to children of kindergarten, first, and second grades.

Work room maintained in basement which provided work for leisure time. New tools were provided so that worth while, usable articles were produced.

School leagues organized to develop pride in our Tenney Park and do away with the destructive tendencies that have always been a problem.

Citizenship clubs have looked after the vacant lots across the street and with the cooperation of the City Street Department have kept them clean of unsightly rubbish.

Self-governing groups have helped in reducing our problem of cutting across lawns and gardens. Gradually coming to realize why we respect property rights of others.

Health program for every child. Marked improvement noticed as a result of this.

Organized free play periods have done away with the play ground difficulties we experienced the year before.

Fine spirit of harmony and cooperation among the teachers. School becoming a joy to the children, parents made very welcome.

Teachers have developed skill in handling their groups using the unit plans in a very successful manner.

Our Parent-Teacher Association, Kindergarten and Pre-School Groups have worked in harmony together and have developed a very constructive program.

ANNUAL REPORT -- LAPHAM SCHOOL

Teachers are interested in fine teaching methods and show a splendid attitude toward their work. They have made many friends in the community and enjoyed the community activities.

II. Statement of improvement needs

Not enough shop or industrial arts for boys and girls. We try to provide extra activities to meet this need.

No adequate room for children to present their plays or give programs. We use kindergarten room but it is not always available.

We have very crowded conditions in first and second grades. There were 45 enrolled all last year in first grade and 39 in second grade.

We need a sand pile on the playgrounds. No play provision has ever been made for primary children.

The basement toilets for both boys and girls must have immediate attention. They have been a source of great discomfort all this year.

We would be greatly benefited by having a small slide on the playgrounds for the primary children. We have such large groups, it would help in caring for their supervised play.

Our portable Victrolas (we have two) are heavy and the teachers carry them nearly every day. If we had small standards with wheels or casters so that they could be pushed from room to room it would be a wonderful improvement.

III. Plans for year 1930-1931

The principal of the small elementary school should not only shoulder the responsibility of the school and community, but should be able to sense the Superintendent's policy and carry it out effectively without continually asking for details and conferences. Only when the principal is in harmony with the teachers can this be done effectively. There are many details of organization and supervision even for the small building. If details are constantly looked after, there are seldom large, disagreeable factors.

We desire a fine school philosophy that enables the principal, teachers, and community to work together for the good of every child. A philosophy that looks beyond all textbook learning to find ideals of right living so that every child may be socially adjusted and become a real citizen in every sense of the word.

The course of study and its skillful use by principal and teachers is a matter of importance in elementary education so that knowledge may be gained, not for its own sake alone, but that through the skillful use of this knowledge, individual and community life may be improved.

ANNUAL REPORT -- LAPHAM SCHOOL

3

A fine room program for each grade where children may develop through their own activities, guided and inspired by the personality of a contented, healthy, happy teacher.

A reading program for teachers so that new books and articles may be read and discussed through individual and group conferences.

Helpful and stimulating meetings. Cooperation in clearing up teacher and pupil difficulties so that the everyday tasks may not become discouraging.

A plan of supervision that is helpful and constructive. One that will enable the teacher not only to cooperate with the special teachers, but to enjoy, appreciate, and understand what the special teacher is doing.

A remedial program for the unadjusted children. Principal and teachers work together to give the right program for individual needs with attention to social adjustment.

Submitted by

SHIRLEY D ALMY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE LINCOLN SCHOOL

I. The Year's Work

- A. Full time manual arts and home economics teachers were put in. The pupils were much more interested. The teachers helped in our school activities. Heretofore it was impossible for them to do this.
- B. The art teacher had a very heavy program here. At my request, the supervisor gave us some extra help, thereby relieving the other teacher.
- C. The pupils contributed very liberally toward the Junior Red Cross, The Community Union Drive, and made a gift to the Salvation Army at Christmas time
- D. With the help of the personnel of the supervisory force and a study of how it might function to the best advantage in my school, I feel that we have helped some of our slow pupils. Through physical examinations, mental tests, home calls, and a re-organization of groups many pupils have taken much more interest in their work. Some of our retarded pupils were not of low mental ability.

Probably the best possible education is a series of successes at worth while challenging tasks. The result is self-confidence and the development of interests, abilities, and social usefulness. Probably the worst type of education is continuous experience with failure or boredom. A dull child who daily faces tasks that are beyond his ability is doing the normal and natural thing when he seeks escape from an intolerable situation through rebellion against school authority.

The same is true of bright children who are bored with endless reviews of work which they have already mastered.

- E. This year our Parent-Teacher Association programs have consisted almost entirely in having pupils from all grades show some phase of their work that was of special interest to them at that time. These programs brought the school work before the patrons.

The programs were varied. We had an opportunity to present unit work, art, orchestra and chorus work, manual arts, home economics, health, dramatics, games, rhythms, and oral reading. Pupils, with the help of their teachers, planned the programs.

- F. My teachers and I have given some careful study to the marking of pupils. An investigation of the marks given in the various subjects made a profitable and interesting study.

ANNUAL REPORT -- LINCOLN SCHOOL

G. I have called upon some of my experienced teachers to assist the new ones in becoming familiar with the school system, with standards, routine, and problems of the local school

The success of the teachers and the principal is a cooperative task.

To quote Professor John Dewey of Columbia University: "You can have training without mental freedom, but you cannot have education. Education is an awakening and a movement of the mind. To take hold actively of any matters with which it comes in contact and to be able to deal with them in a free, honest, and straight forward manner, is the condition under which the mind develops".

II. Recommendations to bring about Improvements

A. More time from special teachers, -music and art in particular.

B. Some extra rooms where a "coaching" teacher could give help.

C. A room where the children could go to look up reference materials.

D. An art room

E. A larger kindergarten

F. A playground large enough and well kept. If the fence were taken down on the Annex side we could make good use of the city property adjoining ours.

G. Proper lights for children to work by. Our ceiling lights are almost useless at times.

H. Wall plugs in every room. When we use the lantern it is impossible to seat, comfortably, the pupils from two rooms in one of our classrooms.

I. Signals of some kind to prevent the loss of time and energy when teachers or the janitor are wanted at the telephone.

We have a telephone in the office and an extension to the lower hall. It is impossible to call any one in the building. Some one has to go down to get the teachers.

J. We need some new and comfortable desks in our sixth grade, seventh (B), and both eighth grades.

K. The fifth grade room needs a closet. The teacher has no place for keeping supplies.

III. Plans for the Next Year

Until I know just how many pupils are to be housed in my building and how many there will be in each section, it is impossible for me to anticipate

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just what re-organization will, of necessity, take place. I have found it very unsatisfactory to have two sections from different grades together, - especially younger children. It means that one group, the higher one, has to do the work of the lower group in all special subjects. One teacher cannot do the double work in all subjects.

At present I plan to do more intensive work in studying individual pupils to train them in citizenship, not for some future time, but today and everyday.

I also plan to collect more material for geography work. The effective use of pictures should be carefully studied. The National Geographic Society pictures are all clear in details and carefully selected. Some of our discarded geography and history texts will be useful in supplying pictures for booklets. I would like to have the pictures illustrate a definite unit or but a single phase of this unit.

There is still another type of work that I plan to give more time to, - English expression. I would like to make a detailed investigation of the English situation in my school.

Our radio has helped in our English work. Pupils have listened attentively to talks, have commented on the pronunciation of certain words, and have heard children broadcast their own compositions. We shall make further use of this next year.

My classrooms will not comfortably accommodate over forty pupils. I would like to have my grades divided just as they are now, but it may be impossible next year.

June enrolment after promotions:

Kdg-B	35	Kdg-A	23
1-B	22	1-A	15
2-B	15	2-A	18
3-B	23	3-A	8
4-B	26	4-A	13
5-B	13	5-A	16
6-B	15	6-A	12
7-B	31	7-A	31
8-B	32	8-A	24

This enrolment makes no allowances for new pupils who move into the Lincoln district. There are approximately one hundred every September.

If we are crowded and have to have an extra room I would like to use the Annex for my kindergarten. It would be impossible to keep a shack comfortable. The high winds that sweep over Lake Mendota in the winter make it necessary to house the pupils in a substantial building.

I have talked over another scheme with Miss Camp. Under her guidance, I would like to have my slowest pupils have work under a trained "coaching" teacher. The pupils would be able to come to the main building for work in the home economics laboratory, the shop, and the gymnasium. It seems to me that this would be an experiment in follow-up work after mental tests have been made. Under present conditions we do no scientific work with the "dull normals". We are unable to give them jobs that really appeal to them.

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ANNUAL REPORT -- LINCOLN SCHOOL

The number of pupils to be transferred from the Brayton School will have to be added to the above enrollment. The number has not been sent to me as yet.

IV. Illustrative Material

The children have done various kinds of work with the help of the Teachers' Manual and Classroom Guide sent out by The American School of the Air. It seems that only the surface has been scratched as regards the possibilities of radio. Our Parent-Teacher Association made us a most liberal gift when it presented the school with a radio. Every room has a loud speaker.

Some projects have been worked out in some of the grades but the illustrative material is too large to send in. The fourth grade worked out a very interesting unit on Egypt.

The eighth grade did the same type of work on the Westward Movement. The entire blackboard space at the rear of the room was used for the art work. All of the pupils contributed something toward it. When it was finished it was artistically beautiful.

The kindergarten children made a garden out on the schoolgrounds.

The third grade pupils made a bookcase, a post office, and a plan of a city. At times the younger children were given the privilege of working in the shop under Mr Trafford's supervision.

When the home economics room wasn't in use, we allowed Miss Wilke to take her pupils down there. One day they served cookies and rhubarb sauce. Another day they prepared coconuts.

This year we had a girl who had come directly from Sweden. She brought some beautiful pictures to school and gave a most entertaining talk on her native country. The children asked her a great many questions. She promised to bring some Swedish costumes next year, also some Swedish cakes. This talk gave her a fine opportunity to use the English language.

Submitted by

ERINNE JONES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE LONGFELLOW SCHOOL

I. Summary of the Work of the Year

The supervisory play for the year was:

1. To develop the unit plan of work
2. To give special attention to the solution of thought problems in arithmetic
3. To stress improvement in English

Many of the teachers have found that the method of organizing their work around larger units presented a natural way of work, and that it offered keener delights to the pupils and produced higher types of results. They feel that it has offered greater opportunities for the children to learn through their own thinking and doing. The unit presented a method of vitalizing the entire program and of bringing the separate subjects of music, art, geography, history, and reading into a meaningful whole.

A few of the teachers are still at the transition stage in their efforts to understand clearly this newer method of pupil activity. They are inclined to believe that children can make better progress through the formal study of each separate subject in the curriculum.

Many of the units of work had their culmination in an auditorium program. This brought the work of the classroom and the auditorium into close contact. The auditorium work therefore instead of interfering with the classroom work, has emphasized, reinforced, and vitalized it. It has given the auditorium work a purpose, and furnished one of the best tests of checking the children's growth, their power to think, and their skill to express themselves before groups other than their own classmates.

One great obstacle encountered in this type of work was the scarcity of worthwhile material which was simple enough for the pupils to use.

Much emphasis was put during the past year upon teaching pupils to solve thought problems. Many pupils found this work very difficult and drill and practice often produced most discouraging results. To check progress and diagnose difficulties the pupils of grades IV to VIII were frequently given both standardized and informal tests in problem solving. In this work the aim was to use only problems which would present real life situations, problems in which the pupils could visualize the conditions, and which would arouse in the pupils a desire to learn the process involved and to overcome the difficulties met in mastering the solution of the problems. Because many of the children in our school are of average and less than average ability it was found that problems which presented materials and situations unfamiliar to the children caused many difficulties in the solution. A second common source of error was lack of ability in the accurate use of the mechanics of arithmetic. It was found also that a child could often solve a problem mentally but when a problem of the same type

ANNUAL REPORT -- LONGFELLOW SCHOOL (continued)

involving numbers so large as to necessitate figuring on paper was given, he could not reason it out even though he could perform the process when the numbers were presented by themselves. The size of the numbers and the use of fractions in problems presented serious difficulties to many children.

The use of good English was stressed in connection with all units of work. There were many opportunities for giving oral and written reports, writing plays, giving dramatizations, and making booklets. In all oral English emphasis was placed on clear enunciation, a pleasing voice, good tone, and taking to the point in complete sentences. The units of work also presented many opportunities of writing letters for information and for illustrative materials. Letters of invitation to the programs which summarized the unit were written to the parents and friends.

II. Supervisory plans for 1930-1931

1. To continue developing and improving the technique in organizing larger work units.
 - a. Listing for teachers all available literature upon the subject of unit planning so that all teachers may become interested in improving their own methods of teaching this new type of curriculum organization.
2. To continue stressing improvement in the solution of thought problems by
 - a. Diagnosis of individual needs through
 - (1) Standardized tests
 - (2) Informal tests
 - b. Remedial treatment
 - c. Improvement of instruction through
 - (1) Grade meetings
 - (2) Directing teachers to make an intelligent study of test results
 - (3) Classroom visitation and conferences with teachers.
 - (4) Visiting other schools to observe good teaching.
 - d. Checks to measure progress
 - (1) Standardized test
 - (2) Informal tests
3. To improve oral reading
The Gray Oral Reading Test given to the pupils in the winter of 1930 showed that the Longfellow pupils were below the norms for their grades. The results of the tests showed that oral reading should be stressed for its
 - a. Social value
 - b. Improvement in expression
 - c. Correct pronunciation
 - d. Feeling for correct language forms
 - e. Correction of errors in
 - (1) Omissions
 - (2) Insertions
 - (3) Substitutions

Submitted by

C LORENA BEICHERT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE LOWELL SCHOOL

The Lowell School was reorganized this year into a platoon school for the first six grades and a junior high school organization for the seventh and eighth grades. This adjustment proved very satisfactory.

We have worked for a closer relationship between our various departments of the platoon school and have increased the smoothness and efficiency of the work by so doing.

Most of the teachers have divided their work into large units, and by presenting their plans to the teachers in other departments have secured their cooperation. Illustrations of some of the plans that were worked out are being enclosed.

Special emphasis has been placed upon individual development. Each child who has done weak work in any subject has been checked in all of his work. If his trouble was in but one line, we sought a remedy for that particular subject. If we found it was throughout his work, we tested him as to health and mental conditions for a solution of the problem, and then developed a program for him on our findings.

It has been said that our educational system is the most undemocratic institution in America. The child's attention is centered on "my lesson, my accomplishment, and my grades." We have increased the development of our teaching of citizenship and extended our plan of community accomplishment by having more work done in group formations. Thus we have progressed from the feeling of individual success to that of the group. The final measure is the result of the efforts of several groups put together.

One of the finest things for the school in general has been the organization of the boy police patrol. Twenty boys have been honored by being given a place of responsibility recognized, not only by the school, but by the city also. This honor has been felt by all the children. Everyone looks up to those boys and obeys them willingly and promptly. There is a loyalty to them on the part of the primary grades that is beautiful to see. One of the patrol boys reported being asked at nine o'clock in the evening to take a little boy across the street.

Our total enrolment this year has reached eight hundred fifty, an increase of approximately one hundred over last year. As this gain has fitted in all along the grades, it has caused us no special problem as to numbers. Most of the children of our increase in enrolment have come from rural or small town schools. They need adjustment not only to the change in school organization but also to city life. They are usually up to our grades in reading mechanics and in the fundamentals of arithmetic, but they find reading for thought, and the other subjects difficult at first.

ANNUAL REPORT -- LOWELL SCHOOL (continued)

We are reaching an acute housing problem as our grades are all becoming too large to be taught in one group and must be divided. We have divided most of them and are utilizing all our rooms. Other grades will have to be divided next year.

We have the three following outstanding problems in the building:

1. A need of class rooms for all the classes, especially on cold and stormy days when all the gymnasium and play groups must be in the building.
2. Care of the children during the noon hour. One hundred to one hundred fifty pupils carry their lunches because of the distance they must come, or because of the parents being employed outside of the home. Many of these are brought to the building by eight o'clock when the parents go to work, and must be here all day. We provided table games for them this past year, which gave them good, wholesome play. These games not only kept them employed, but, we felt, helped them in their indoor play at home evenings. The purchasing of more games that are suitable will solve the problem of their play, but we still have the one of teacher supervision during those hours.
3. A need of individual help for the children in grades four, five, and six. In these grades the work in almost every subject has such a close dependence on the work of the day or week preceding, that even a slight illness or other cause of absence throws the child into difficulties. We have been able to have remedial study period in the primary and the junior high grades, but none in these grades.

Recommendations:

1. Folding doors put across the front of the stage in the old gymnasium. This will make a needed class room out of the stage.
2. A teacher employed to take care of the morning and noon hours and to give individual attention to new pupils entering school, to pupils of grades four, five, and six who have been absent because of illness, and to the mentally slow pupils, of whom we have a good many.

Supervision

Several teachers carried the University courses that were given for them under Dr. Greeley, Dr. Young, Dr. Hart, and Dr. Sellers. Others were carrying work on the hill in their special line - art, manual training, and primary methods. These classes met at least once a week. There were meetings of curriculum committees, unit planning committees, and councils for the teachers. Almost every teacher in the building has had one or two meetings a week of an educational nature. I have kept in touch with their progress in these classes, and felt that any further study would be a burden rather than a help to them.

I have held very few teachers' meetings and those only when the routine work of the school demanded them. I have used the bulletin board and the mail box system of distributing material which I thought was helpful. I have listed articles in educational magazines which dealt with problems that were

ANNUAL REPORT -- LOWELL SCHOOL (continued)

interesting to us. Articles and clippings of interest to individual teachers were handed to them.

Through my visits in the rooms and conferences with teachers and pupils, I have kept in touch with the situations and helped to solve the individual room problems.

I have arranged for trips to places in the city, where the teachers might take the children to increase their contacts and get help in understanding their work.

My plans for the coming year are to continue developing the lines of growth we have started, give special attention to the work of the fifth and sixth grades, and strengthen the junior high work. I shall have at least three new teachers in the building for special supervision. More of our work will be developed along the unit plan of teaching.

To summarize, we shall continue to grow in every way toward what we consider the perfect school, where every child develops mentally with his physical growth, while he lives a happy, normal life.

Submitted by

ANNIE D AXTELL

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE MARQUETTE SCHOOL

I. SUMMARY OF YEAR'S WORK

The total enrollment in the Marquette school has reached 389 pupils this year as compared with a total of 264 the previous year, an increase of twenty-five pupils. The teacher load has ranged from twenty-two to forty-one, with an average of thirty-five pupils the first semester and thirty pupils the second semester. During the first semester the pupils in the IIA grade and IIIB grade were grouped together in one room with an enrollment of forty-one. This proved to be a very unsatisfactory arrangement, detrimental to both classes. Consequently, at the beginning of the second semester an extra teacher was provided and the IIA grade pupils were transferred to one of the portables left vacant by the removal of the special classes to the Hawthorne Annex. The enlarged enrollment has permitted the placing of one section of a grade in each room with the exception of Grades Four and Six. From the teaching standpoint, this is a very satisfactory arrangement and I hope it can be continued.

The following Table I shows the enrollment by grades at the end of the year, the number of pupils promoted, and the number retained in each grade. Only such pupils have been retained as the combined judgment of the teacher and objective test results have indicated would be benefited by remaining in the same grade another semester. Five children have been recommended by the Child Guidance Department for placement in the Special Classes or Opportunity Rooms, next year.

TABLE I

ENROLLMENT BY SECTIONS	NUMBER PROMOTED TO NEXT GRADE	NUMBER RETAINED IN GRADE
Kindergarten B	29	0
Kindergarten A	23	2
One B	29	3
One A	31	4
Two B	27	2
Two A	22	1
Three B	31	1
Three A	32	3
Four B	17	0
Four A	17	0
Five B	22	0
Five A	28	0
Six B	9	0
Six A	29	0
	<hr/> 360	<hr/> 16
	344	

ANNUAL REPORT -- MARQUETTE SCHOOL

According to the policy and plans made last June the following three lines of work have been emphasized in the Marquette School during the past year.

- A. An enriched and more meaningful program for all pupils.
- B. Provision for individual differences with especial attention to the superior and the weak pupils.
- C. Building up of a spirit of self-direction among the children.

A. AN ENRICHED PROGRAM

The achievement tests given last June gave us evidence that the majority of the children in each grade were able to do superior work in the "tool" subjects and were ready for and in need of an enriched program, especially in ways that would make their work more meaningful to them. A study was made of pupil interests in each grade and units of work were planned which would permit the children to progress normally in the required work and at the same time give them a rich and varied experience in related fields.

The interests of the younger children center naturally around the home and the immediate community. Consequently, the most interesting units developed in these grades dealt with home, school, and the occupations of father, mother, and public servants, such as the police man, the mail man, the milk man, and the fire man. The second and third grade children wanted to know more about Indians and how children of other lands live. In these primary grades the work was carried on through excursions and as many first hand experiences as possible. For instance, the children visited the fire station, the bakery, the stores in the neighborhood. They dressed up in the costumes of the Indians or the Japanese or the Dutch and dramatized life as they imagined it lived by these peoples. They made butter in connection with their study of milk and also visited a dairy. These units found their most satisfying expression in various types of hand work or oral English work. Units of this type are especially helpful in impressing lessons in good citizenship, safety, and health.

In the upper grades the units which were worked out were more closely related to the content subjects. While some of the experiences related to interesting units at this level were gained directly through excursions and through experimentation, much of the information sought had to be obtained from books, pictures, and talks by people who have traveled or have had other interesting experiences. The units which seemed to have the greatest appeal to these children were such units as "The Life and Occupations of People in Foreign Lands," "A Study of the Early History of Our Own Country," "Modern Modes of Transportation and Communication," and "The Contributing of Greek and Roman Civilization to our Modern Ways of Living."

During the year every class carried out two or more units selected from the following fields: (1) Home and Community life; (2) Primitive Life; (3) Life in Foreign lands; (4) Occupational information; (5) Modern science; (6) Nature; (7) Citizenship, including health and safety first.

At the end of the year Stanford Achievement tests have again been given. The tests show that all classes have maintained their high standings in the subjects of reading, arithmetic, and spelling. But the pupils in grades four, five, and six have shown a considerable gain in nature and science, and history and civics. This I attribute to the wider interest which these children have attained through their unit study. The children have shown a greater interest in their school work this year than ever before. One evidence that we have of this is found in

ANNUAL REPORT - MARQUETTE SCHOOL

the home work these children wish to do, in the regular attendance, and in the desire to come early to school and to stay late.

The unit work has correlated highly with art and has had much to do with the excellent art results obtained throughout the building. Emphasis has been placed upon large, free movement and large poster work has been encouraged. The sixth grade art pupils carried off the first, second, and fourth prizes in the Humane Poster Contest and won two prizes in the Better Home Contest sponsored by the East Side Business Men's Association.

The music work in every grade has grown. In the music memory contest given at the close of school the school average was 96 per cent. A demonstration of music work of the different grades was given at the May meeting of the Parent-Teacher's Association.

Table II gives the results of the Detroit Word Recognition Tests which were given to the pupils in grades One A and One B, and of the Stanford Achievement Tests which were given to the remaining grades.

TABLE II

GRADE	SUBJECT						
	READING: ARITHMETIC: SPELLING: ENGLISH: NATURE AND: HISTORY AND:			SCIENCE		LITERATURE	
One B	: 20	:	:	:	:	:	:
Standard	:	:	:	:	:	:	:
Norm	: 12	:	:	:	:	:	:
One A	: 26	:	:	:	:	:	:
Standard	:	:	:	:	:	:	:
Norm	: 20	:	:	:	:	:	:
Two B	: 34	:	:	:	:	:	:
Two A	: 54.7	:	43.9	:	29.4	:	:
Standard	:	:	:	:	:	:	:
Norm	: 17.2	:	32.0	:	26.0	:	:
Three B	: 62.	:	84.	:	50.	:	:
Three A	: 77.	:	112.	:	59.	:	:
Standard	:	:	:	:	:	:	:
Norm	: 46.1	:	81.3	:	48.8	:	:
Four B	: 124.	:	124.	:	68	:	12.3
Four A	: 140.	:	136.	:	82	:	14.9
Standard	:	:	:	:	:	:	:
Norm	: 96.4	:	108.8	:	71.6	:	8.4
Five B	: 125.	:	156.	:	100.	:	16.5
Five A	: 145.	:	172.	:	110.	:	29.
Norm	: 124.5	:	142.0	:	96.8	:	18.6
Standard	:	:	:	:	:	:	:
Six B	: 116	:	180	:	110	:	29.
Six A	: 157.	:	204.	:	120.	:	30
Standard	:	:	:	:	:	:	:
Norm	: 153.0	:	172.4	:	117.8	:	24.1

ANNUAL REPORT -- MARQUETTE SCHOOL

The units in each grade which have contributed the most to enriching the curriculum and to making the work more meaningful to the children are:-

Kg.	Making gifts at Christmas time
	Planting seeds
1B	Library unit
	Our Play House
1A	Dramatization of the Three Pigs
	Work of the Mailman and the Fireman
2B	Transportation unit
	Milk unit
2A	Indian life
	Signs of Spring
3B	Story of Madison
	Children of the Orient
3A	Types of Farming in the United States
	A Travelogue
	Learning to appreciate nature through poetry
4	Study of life in Holland
	Bird life around Madison
5	Modern inventions
	Modern transportation
	Modern communication
6	What Greece has contributed to our civilization
	What Rome has contributed to our civilization

B. PROVISION FOR INDIVIDUAL DIFFERENCES

The achievement tests showed a wide range of ability within each grade. Each teacher graphed the test results. She then discussed these with the pupils showing each child where his strength and his weakness lay. A program was then set up to meet individual needs. The following are some of them which were used:

1. Individual drill materials in reading and in arithmetic. Great care was taken to provide suitable material to develop needed skills.
2. Small groups of pupils equal in ability were organized to work intensively on the specific skill or knowledge the tests showed they needed.
3. Strong pupils were used to help teach the weaker pupils.
4. Progress charts were used to stimulate interest in daily or weekly improvement.
5. Special activities were arranged for superior children, such as, selecting a special phase of a unit and permitting them to work out a project alone and then report upon it to the rest of the class.
6. Superior pupils also spent much time at the library and were given opportunity to make special trips to places of interest.
7. The writing of poetry and original dramatization by superior children was encouraged.

C. BUILDING UP A SPIRIT OF SELF-DIRECTION IN THE CHILDREN

A greater amount of controlled freedom on the part of the children has been encouraged in every room. Part of the organization of the School Republic has been preserved in the sixth grade, but in the remaining grades we have thought best to go back to our club organization which is much more childlike in its plan and seems to meet the needs of our children better. Every grade beginning with the

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ANNUAL REPORT - MARQUETTE SCHOOL

second has had its own club organization. Each club sets up its own standards and a sincere effort is made to live up to that standard.

Submitted by

Mrs. Alice E. Rood

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE RANDALL SCHOOL

I SUMMARY OF WORK

1. The results of the city wide tests and the standard tests given show that the standard of work is above normal. The grades never fell below the standard norms and in many cases exceeded the Madison standards.

2. The number of failures continues to be small. Eight out of the fourteen failures recorded for this year were in the first grade. This is explained by the fact that there has been so much contagion among the small children and parents are not very successful in coaching first grade children who have fallen behind. If the teacher was not thoroughly convinced that the child could read well enough to enter the second grade, the child was retained. Failures in the other grades were due principally to poor attendance.

3. We have tried to make our program so flexible that a pupil having a special weakness might go to some lower grade for special help and drill. In almost every case the child succeeded in catching up with his own grade. Arithmetic was the subject that benefited the most by this plan.

4. The big change in our program this year has been the adoption of the unit plan. At first some of the teachers presented some vigorous opposition to the plan, but after giving it a fair trial those who had opposed it most became its enthusiastic supporters. There was not much current literature on the subject, but whatever magazine articles did appear were eagerly read. The most successful units came from geography "leads." In my judgment the best units were worked out in the 3B, 6B, and 6A grades. The best testimonials for the plan were the enthusiasm of the children and the parents' frequent comments on their children's increased interest in school.

5. The work of the dental hygienist, Mrs. Haas, is especially to be commended. For the first time we have had a check up after the dental examination. It revealed the long suspected fact that many of the parents paid slight attention to the rubber stamp notices sent out by the nurse. Every pupil that showed defects was re-examined and a personal note sent home to the parents in cases where corrections had not been made. As a result of this action a large number of children were cared for by their own dentists or by the school clinic.

6. The preliminary testing of the pupils' eyes by the class room teachers has been an important feature of this year's work. It was discovered that many of the pupils had serious visual defects that the parents and teachers had not even suspected. This was especially true of the Junior High School pupils.

ANNUAL REPORT -- RANDALL SCHOOL

7. The teachers have frequently commented on the fact that one of their best sources of teaching helps is the wealth of current professional literature provided for them. Every year we compile a new list of magazines recommended by the teachers and school authorities eliminating those that were not found helpful during the previous year. We appropriated sixty five dollars from last year's entertainment fund for the purpose. The Parent Teacher Association subscribed for about fifty dollars worth of childrens and parent's magazines which were also available for the teachers.

8. The librarian gives me the highly gratifying report that pupils and teachers have used the library far more than any preceding year. Probably the unit plan is one of large contributing factors to this condition.

9. The plan for our Parent Teacher reorganization worked out even better than we had hoped. Our society attracted favorable attention and Prof. Hopkins asked me to give a five minute radio talk on the work of our organization. I am enclosing a copy of this talk, which will give some idea of what we have been attempting to do.

10. The safety education and instruction continues to function well, for the number of serious accidents grows fewer every year. The Safety Education Magazine and other literature, postors etc. provided by Mrs. Steve are very helpful.

II The recommendations for the Randall School are practically the same as those suggested in the June 1929 report. I have talked over these plans with Mrs. Rood and she will submit further suggestions.

III Plans for West Junior High School

1. I wish first of all to become well acquainted with the pupils--to know each pupil's name, something of his home conditions, his ability, and his interests. In order to get a good running start on this plan I should like to have all the Junior High School pupils enroll before school opens. This will give me an opportunity to examine credentials of new pupils, have a little talk with them, and assign them to their home rooms.

2. We shall use the same student accounting system as that used by the West Senior High School.

3. We shall use the home room type of organization. Every teacher will be directly responsible for thirty five children and the home room will be used as the unit in the administration of the school. The Teachers College Record April 1930 has an excellent article on suggested activities for the home room teacher. I have sent in a requisition for some reprints of this article, for I believe it will be of great assistance to the teachers in undertaking their new duties. Not much literature on this subject is available at the present time.

ANNUAL REPORT -- RANDALL SCHOOL

4. Each teacher will teach five sixty minute periods per day, act in an advisory capacity for thirty five pupils, and be ready to help in some of the extra curricular activities.

5. The grouping of the pupils will be at first an alphabetical arrangement. Later, however, I hope to have common interests the basis of grouping.

6. I hope to have frequent assembly programs for the benefit of the pupils. Occasionally an outside speaker or entertainer may be called upon, but as a general rule I think it is wiser to have the programs given by the students themselves.

7. We shall attempt this year to improve the study habits of the pupils to train them in application and concentration. We shall make a special effort to have the parents cooperate with us in providing for the home study of ninth grade pupils so that they will have some experience in working independently before entering the Senior High School.

8. I plan to keep in close touch with the child guidance department. I hope that it will not be necessary to keep any child in the Junior High School longer than three years, and I am depending upon Miss Camp's department to make the adjustments and programs that will make this possible.

9. We shall continue our policy of sending home reports every three weeks. This close cooperation between home and school helps to eliminate failures.

10. Exploratory or try-out courses will be offered in the seventh and eighth grades.

11. We shall attempt to give some vocational guidance to the pupils through the aid of these exploratory courses and the interest of the home room teacher.

12. I hope it will be possible to make the program so flexible that a pupil may go to a lower group for drill and help, or even change his try out subject if it seems advisable.

13. There will be a sum of money available from the Randall School fund to buy professional magazines for the use of the Junior High School teachers.

14. In the seventh grade the home room teacher will teach the academic subjects--in consecutive periods if the program can be arranged. We shall try as far as possible to use the unit plan in the seventh grade correlating the social studies, English, and some of the cultural and vocational subjects.

15. I should like to see training in citizenship be given principally through participation in school and class government rather than through formal instruction in the subject.

16. We hope to continue our Junior High School section of the P. T. A. and go on with our study of the problems of the adolescent child. Mr. Cockwell will probably continue as chairman.

Submitted by
Florence A. Dodge

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
for the School Year 1929-1930
THE WASHINGTON SCHOOL

I. EDUCATIONAL POLICY

A. Based on work planned last June

1. Mental age of all pupils in the building found
2. To make the best adjustment possible for each pupil according to his ability and our organization
3. To study the individual pupil in each class and room and whenever advisable place the child with a group at his level
4. To help the child to make good social adjustment

B.

1. We have the mental ages of all the pupils in the building
2. We have classified the pupils into X, Y, Z groups in each subject. A child in the B section of a room may be able to do the work in the A section, say in reading. He has been allowed to do so while continuing his work at the B level in the other subjects. This has proved an incentive to increase his effort in all subjects.
3. A special study of the difficulties being experienced by each pupil made by the teacher and discussed with the principal. Remedies suggested and tried. Progress noted.
4. Parents were conferred with. Strong points in the child's work and conduct mentioned, and suggestions made where a little outside cooperation and help would be a great aid in the advancement of the child. A much better understanding of the child, the reaction of the parent and home conditions was gained by the conferences. The parent saw the teacher's viewpoint and understood her aims and desires for the child.
5. We tested every three weeks in some subjects, the mid period point to check up on the accomplishment and to aid in finding the place and pupil to be strengthened. Oral and standard tests in reading were used. We followed the course of study in arithmetic and gave curriculum tests.

In spelling we gave three different standard tests, three weeks apart on the grade words in the Horn-Ashbaugh speller. The principal gave the tests and marked the papers. She arranged the papers of each section according to standings, then divided the papers into four groups, the upper quartile being designated A's, the next B's, the third C's and the lowest D's, and placed the names of the pupils in the quartile into which the work done indicated. This result was placed on the bulletin in the grade room. The principal went into each room, distributed the marked papers, discussed the results, gathered up a few reasons contributed by pupil's why he or she did so well or so poorly, suggested a few remedies and announced another test would be given in three weeks.

We have never had honor rolls in our building. I am not sure that I believe in them. So many times the badge is pinned on the wrong breast.

ANNUAL REPORT -- WASHINGTON SCHOOL

A PLAN I WOULD LIKE TO SEE CARRIED OUT NEXT YEAR

1. A physical examination for all pupils entering the school for the first time and as many others as is possible. Information given to parents and principals and the case followed until remedied. Free service given to those who cannot pay and cost prices to those desiring to take advantage of the offer. The eyesight, hearing, teeth, adenoids and tonsils need to be better cared for. At least a half time nurse in every building every day would be necessary to do the work and make the calls.
2. Intelligence tests to measure ability of the child to do school work. This work to be done by the psychiatrist and her assistants. This department has been a great help to us and could be greatly increased if there could be a visiting teacher for every building or every two buildings employed. She should have the basic training and experience of a teacher and a social case worker, and the technical equipment needed to understand and deal effectively with the problem cases referred to her. The type of children she would assist with would be those who present problems of scholarship or conduct of a troublesome nature; the repeater; the average; the gifted; the adolescent; the delinquent; the neglected; the abused or overworked. There are a few pupils in each of these classes in every school who need special assistance, supervision or guidance to become adjusted. Many cases of maladjustment could be prevented or corrected if she could get into touch with the parents through the child in his early years. Many children well developed physically, but dull mentally might be placed by her in schools where they could make more progress than in the public school. The differences in abilities and interests among children are calling loudly for more elastic courses of study, and more flexible programs of grading and promotion and instruction which will fit the needs of the individual child and we must meet the demand, and it seems to me the visiting teacher would be of great assistance.

ORGANIZATION

The enrollment for the past year has been from 306 in September to 310 in June. The prospective enrollment for next year may reach 200. The school will be under the typical Elementary organization. Kindergarten through sixth grade, manual training shop in the basement.

PLANS

1. To use one of the extra rooms for an auditorium, putting in a stage and chairs. The room will probably seat seventy-five. We will be able to put on little plays, dramatizations, contests and concerts which will open up profitable and pleasurable avenues for both children and teachers. Mr. Lanning drew some tentative plans with an estimate of cost. They have been sent to Mr. Bardwell.
2. Another of the rooms will be used for an art room. It will be equipped with tables, chairs, easels and models and can be used at any time for work.

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We hope to have extra classes in which especially gifted children may be given special work by the specialist in art.

3. This year we have had our first experience in having a library. It has been located in the hall on the upper floor where the children can select and consult the material placed there. It has been a great help and success. Miss Smith, the city librarian, says that if we can furnish a room she will begin to build a library suitable for a six grade school including informational, recreational and reference material. The eighth grade room will be available and the shelving can be placed there. The tables used in the geography room can be cut into sections so we will only need two round tables and some small chairs for the primary children. Miss Smith will send a librarian certain days of the week to help the children. The P. T. A. will furnish some of the current magazines. Miss Smith and I have made a plan of the room and sent it to Mr. Bardwell and we hope the work can be done the beginning of the vacation, so that we may be able to get the right books to the children in September.

4. I wish to make a special point of the Kindergarten work. The child must be started right there. Much depends on his social adjustment and his preparation for grade one.

I am intending to budget my time so that I may be able to be as helpful as possible to all the teachers in my supervisory work.

Submitted by

Mary L. Edgar

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE ART DEPARTMENT

A concerted effort has been made throughout the first six grades to make the art work conform to the objectives of all other work in these grades; namely, "To give all children common tools with which to work and, by means of common knowledge and experiences, to develop in them fundamental habits, ideals, attitudes, and appreciations that will be useful to them as citizens and consumers." The unit of work developed in these grades has given the student greater initiative. With few exceptions these projects were made more interesting and effective through a conscious effort for good proportion and color. They took the form of plastic or graphic expression.

As a result it was found that the student developed:

1. A keen interest in investigating for knowledge of the subject assigned.
2. Cooperation of the students in assigning and working out problems.
3. A high powered activity in accomplishment.
4. Great responsibility for individual work assigned.
5. Creative self-expression.

The report made by Miss Alcott of the work done under her direction during the first semester is submitted as typical of the art activities done in the "traditional six and eight grade schools" of the city.

In the junior high schools the introduction of a five-week period for eighth grades with students meeting every day for art has proven much more successful than the former one-period per week throughout the year. This experiment has been carried out in the Randall, Lowell, and Longfellow Schools. It resulted not only in the enthusiasm and genuine interest on the part of the students but it showed its results more tangibly in the very successful and interesting work accomplished. Five units of work were planned with a week devoted to each. One day of each week was given over to an appreciation lesson of the subject matter being studied that week.

The following report from Miss Metcalf gives an idea of this work as presented at the Randall School:

Problem I A Vacation Map

Procedure - As background material, the first lesson of the week was one on illustrative maps. The teacher had one original, old map, dated 1646, of a seaport town in Italy, showing a sea battle between the Spaniards and the Italians. The battleships, encampments, fortifications, and even the fighters themselves were pictured in detail. The map had the usual compass and decorative title. This provided an excellent approach to the numerous modern adaptations which have been available on every hand.

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in the last year or two. Other maps were shown, including maps used as advertising material for travel bureaus, book concerns, and city chambers of commerce. The small ones were made visible to all by use of the bel-optican lantern and screen. A class discussion followed and the assignment was made. It was to make a map illustrating some place or places visited during vacation, and illustrating activities centering around the locations. The maps brought in practice in drawing, design, pen and ink, and water-color rendering. Some very artistic and interesting results developed.

Problem II Landscape

The Helen Mear's contest inspired the problem for this week. Appreciation centered around a review of landscapes studied in previous picture study lessons, the prints again being shown with the bel-optican lantern. Then there was a class discussion of composition, color, and the media employed in landscape painting. The second lesson was a class in sketching out of doors. Small idea sketches were made of interesting bits of landscape. Some of the pupils used "finders" to locate such compositions. Some of them found time to make a few detail drawings of trees and shrubs, and color-notes of the fall landscape. The remaining three days were spent indoors painting. Some of the children worked at easels, some at desks, developing the particular landscape that had been brought in through memory and the small sketch.

Problem III Illustrations

The appreciation work for this problem brought to attention the interesting work done in the illustration of children's books, and examples of the work of Jessie Wilcox Smith, Howard Pyle, N. C. Wyeth, and others were discussed. Simplicity of treatment was the point most stressed. Any incident from a favorite book was chosen for illustration, and the finished problems were careful renderings in pen, pencil or brush outline, and water color. This problem, in many instances, involved the use of former figure-drawing experience. It was also good practice from the standpoint of color and composition.

Problem IV Linoleum Block

A collection of woodcuts introduced this week's problem and inspired a discussion of technique and composition. The class decided to contribute to one finished problem and designs were made for an alphabet book. Each letter was illustrated by some animal, bird, or object beginning with the letter - "A" for Ape. The cutting of the blocks was completed within the week and the printing was done as part of the craft work for a few boys.

Problem V Craftwork

Since the craft problems involved a choice from several possibilities, the appreciation lesson was centered about the need for good design as a basis for effective craftwork. Samples of weaving and basketry were shown to the class. The craft problems were varied. Looms were used to make belts or bags. Baskets were made by some. Another linoleum block was the choice of others.

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Summary

An eighth grade program carried out according to this plan can be very well adapted to meet the needs of any group. Where the children's interests center about crafts, more time may be given to such problems; where painting seems to attract most, problems can be planned with that in view. However, I believe that the effectiveness of the plan lies mostly in having definite units of work of a week each. That amount of time suffices for the completion of a problem and yet it is not so long that the child becomes bored or disinterested.

In the Emerson School the eighth grade group which made art its elective have executed a series of murals for the school auditorium. The theme selected was "Robin Hood." The illustrations were drawn upon wall board and painted in show-card paint after which shellac was applied. These decorations will not only add beauty to the room but they will serve to darken windows, where formerly unattractive green shades have been used.

The picture study was made more interesting this year because of the beautiful quality of the University prints purchased by the children through the Board of Education. From the many favorable comments of parents, reported pictures create a home interest of cultural value.

A high interest has been maintained in the classes offered to talented children from all schools upon Saturday mornings. The construction of puppets has occupied the fifth and sixth grade groups the greater part of the semester. Some very creditable figure and landscape sketching has been done by the seventh and eighth grade groups.

In the high schools the usual demands for school and civic posters have been met. A suggestion from a member of the Board of Education that a large wall space in the Administration Building be decorated led to an interesting experiment in the advanced art class at Central High School. The design of Katherine Hubbard was selected from those submitted by all members of the class. This was enlarged and drawn on wall board 4' x 7'. The entire class assisted in reproducing the original design in two color schemes on wall board in paper mosaic. Both of these decorations were mounted in simple wood frames and temporarily hung on the wall for which they were made. The one best suited in color to the room was then permanently placed. The other one was exhibited at the Western Arts Association Meeting at Minneapolis early in May, where it excited much interest.

The problem of designing decorative tiles for the drinking fountains of West High School was given classes in both high schools. Those selected from a number of excellent designs are herewith submitted.

Prizes offered by the Madison Art Guild for the encouragement of excellence in high-school art revealed a high standard of work produced in our

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schools, so the judges selected to go over this work stated. Prints of some of this work are herewith submitted.

The art metal and pottery offered at Central during the year continued the high standard of the past.

The plans for next year include:

The continued development of art as a vital part of the activities of the first six grades.

The adoption of the five-week unit of art in the eighth grades where the time allotment calls for one hour per week.

The development of interesting and beneficial try-out courses in the seventh grades of Central and West Junior High Schools.

An effective course for those who select art in the junior and senior high schools to encourage native talent and increase the joy of self-expression and originality.

To develop, as far as possible, happiness, interest, skill, creative power, appreciation, and success in each individual.

Submitted by

Lucy Irene Buck

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE ATTENDANCE DEPARTMENT

Child Accounting--Since about 1915 a cumulative record card system has been in use. The child's history, including the name and occupation of the parent or guardian and address where the child has lived, furnishes valuable information for the other types of work of the department and for other agencies dealing with children.

Five years ago a new, all-steel filing cabinet was purchased for the cumulative records. It contained thirty filing cases. These are now almost completely filled with these individual cards filed alphabetically, and a new tier of six filing cases has been added. The high school graduates are filed separately.

An active file is also kept during the year in a separate cabinet. Enrollment cards are sent to each school, including parochial and Wisconsin High, at the beginning of the school year. Date of entrance, grade enrollment, name of school and address are added to cards of children enrolled during the previous years, and new cards made out for new pupils. These are returned to the department about the second or third week. Cards of pupils who have re-entered are returned with the information as to where the child has moved, if known. The Central High School requests new cards each year. In other schools the same cards are used from year to year. In the past two years a worker from the department assisted in the office of the Wisconsin high school in completing the enrollment files.

During the school year transfers and withdrawal cards are received and recorded and the active file is kept up to date daily. At the end of the first semester, cards are transferred to the proper files as sixth and eighth grade pupils are promoted and enroll in other school districts.

The house-to-house school census enumeration is begun about the middle of May, before parents move to their summer homes. Beginning with last year, the enumerators were assigned to school districts instead of wards. Two workers have been assigned to the Randall school district, one of them taking the Dodgeon also. One worker has taken both Harvey and Brayton school census this year, and one worker Joint District No. Eight, where the homes are very scattered. The census enumerators field work is usually completed in about three or four weeks' time.

The reports are compiled and sent to the office of the superintendent, and copies of the enumerators' sheets of the joint district are given to the secretary.

As soon as the enrollment cards are returned from the schools at the beginning of the new school year, the enrollment is checked with the census. A list is made of all of the children over the age of seven and under eighteen who are not

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found to be enrolled in any school. The checking involves considerable work and time because of the removals within and from the city during the summer vacation. By the use of the telephone, Association of Commerce Bulletin, and the aid of school principals, the office assistants are able to account for many of the children. Others are called upon by the field workers of the department and the children are placed in the school where they belong, unless for legal reasons they may be excused. Children illegally employed and cases of poverty are sometimes reached in this way.

The Vocational school notifies by letter all of its students who have not enrolled during the first month and sends to the Attendance Department a list of those who do not register at once. Last year this list numbered 122. Home calls were made on the parents of these children before the office work of checking was completed. Central high school gave a list of students who had not called for their programs.

After this work is done the transferring of the added data for the new school year from the individual cards in the active files to the cumulative record is begun. New cards for new pupils are made. This work has always been done in long hand. This year it will be typed to make a neater and more lasting record. This probably will take a longer time handling a 3 x 5 card in a typewriter and working with two filing cases. Last year there were about 12,000 enrollments. Two of the office assistants began the work in November, and one of the office assistants completed it at the end of the school year, working alone after the first semester. Tuition pupils are also checked from the enrollment cards.

Our department has frequent calls from agencies requesting information from our files. Probably those using our files most often are the deputy of the Child Labor Department of the Industrial Commission in checking employment of minors in various industries about the city; the police matron, guidance department (Miss Reinking), when tests are made, and this year the camp commission in completing record of ages of children recommended for summer camps.

It is our policy to give this service through one of the office assistants rather than have the files open to the workers so that cards may not be misplaced or lost.

Child Labor.-- The Industrial Commission has appointed the supervisor of attendance as permit officer for the city of Madison. This is perhaps partly due to the close relationship between the child labor laws and the part time school attendance laws.

To lessen the confusion in the use of permit blanks, three colors are used. These are furnished by the Industrial Commission.

(1) Blue blanks for limited permits, ages 12 to 14. These are issued for vacations only, as children of this age group cannot be granted permits to work during a school term. Places where these children may work are very limited and are named in the blank.

(2) Yellow blanks, ages 14 to 17 years. These blanks are for permits for children to work during vacations, after school and on Saturdays during school terms.

(3) The white blanks, ages 14 to 17 years. The white blank or regular permit

ANNUAL REPORT -- ATTENDANCE DEPARTMENT

allows a child to stay out of school and work during the school term as well as during vacations.

Educational Requirements--No regular permit may be issued to a child between 14 and 16 years of age unless he has either completed the eighth grade or has attended school at least nine full years, exclusive of kindergarten attendance. There are no educational requirements for permits in other cases.

It is sometimes difficult to secure a complete record of attendance for children under sixteen years of age who have moved about a good deal, living in several towns, or who have attended rural schools, and who have not completed the eighth grade.

The Industrial Commission feels the provision regarding nine years' attendance was intended to take care of those exceptional cases in which a child has had nine years of opportunity to do eight years of school work and has failed to do it. They feel the use made of this provision in practice throughout the state seems to be defeating in large measure the intent of the legislature.

Most cases coming to our attention are investigated before the permit is issued, to find if the child is capable of completing his eighth grade and the reason he is applying for a work permit at this age. In one such case a girl requested a permit and wished to change to Vocational school and work. It was found not necessary for her to work that year and she returned to school and completed the eighth grade. In a year she returned to the office to say that she was glad the permit had been refused. During the last month of school a mother requested a permit for her boy sixteen years of age. A good job had been offered him. Mother's pension had been discontinued and she had a paralyzed hand. The principal of school was interviewed and reported the boy was very reliable. He was old for his grade and larger than the other boys. He had repeated several grades and although he worked hard, he was not to be promoted this semester. The permit was issued with part time school attendance.

The department issues the school certificates to children under sixteen years of age who wish to change from elementary or high school to Vocational. This is done only after an interview with the principal or parents, and eliminates to some extent the cases of children under sixteen dropping out of the grades to work without any particular need.

Before issuing a permit a child must furnish (1) proof of age, (2) a letter from the employer promising employment and stating the type of work he is to do, (3) a letter from the parent or guardian giving consent for the child to work.

In cases where a child cannot furnish a birth certificate, a baptismal record is accepted. It is sometimes necessary to accept an insurance policy record or the parents' and physician's statement with the school record. In these instances the birth certificate is usually sent for. In Wisconsin the state or local board of health makes no charge for such certificates when they are to be used for labor permits. A few other states reply requesting fifty cents for the record, and unless the child can afford to pay there is no way to secure it.

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The permits are made out in triplicate. One copy of each permit issued is given the child to be filed with the employer before the child begins work, one copy remains in the office, and the third is sent to the Industrial Commission.

On both permits issued to age groups 14 to 17, the prohibited employments of different age groups, hours of labor permitted, minimum wage affecting employment of minors, and clause of the compulsory school attendance law, are given for the benefit of the employers.

Permits are returned by the employer when a child is no longer employed and when a child becomes seventeen years of age. A cross file is kept in the office of both children employed and the employers.

During the school year each child given a permit to work and attend school part time is sent to the Vocational school with a blank showing where he is to be employed and the days he is to attend school. This is signed by Mr. Graham and the child then makes out a part time program. Also during the spring term a full list of children attending Vocational school and employed is sent to the Vocational school office.

Street Trades--This law regulates the employment of boys in the sale and delivery of newspapers and in other street trades. Children 12 to 17 may be given permits and badges to sell or deliver newspapers, magazines or other periodicals in any street or public place, between the hours of 5 A. M. and 7:30 P.M. Any boy over 14 and under 17 may be given a permit to work as a boot black in street trade or in any other street trade or public trade. Applications for such work must first be signed by the parent or guardian and by the principal of the school he is attending if school is in session. Details regarding this law are not given here. Outside of the city of Milwaukee the Board of Education appoints a Supervisor of Street Trades, subject to its direction.

As shown on the annual report, there are 574 outstanding permits, of which 165 were issued this year.

During the second semester the names of boys engaged in street trade work are listed by schools. The supervisor and principal of schools talk with the boys in a group regarding their work. Badges are checked at this time and violators interviewed. This was not done this year but it is planned for the coming year.

Two years ago a survey was made with the Longfellow group. Their total banking deposit (unverified) was around \$600. Besides this, boys reported paying for their school books, clothing, insurance, etc., and some aided with the family expense.

A list of boys having permits is sent each year to the two Madison newspapers for the guidance of the circulation department.

Managers in charge of the sale of magazines who have hired boys under age have been interviewed. Afternoon inspection about the city when making calls for non-attendance and checking on the business blocks is done frequently.

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during the year.

Commissary school law enforcement--Cases of non-attendance and suspected truancy needing investigation are reported to the attendance department each morning and afternoon by the school principal or clerk. Home calls are made as soon as possible after the reports are received. Children are frequently taken to school if found at home without good reason, or parents are advised of the serious results that come from interrupting attendance.

Adjustments are easily made in some instances while other cases mean frequent visits to the home during the school year. Still others require the cooperation of school and community agencies. Daily we find cases of physical disability, poverty, mental disability, lack of interest in school on the part of the parent or child.

The enforcement of the law, with its provision for part-time attendance, demands tact, sympathy, and patience. Problems of non-attendance, juvenile delinquency, poor scholarship, etc., can often be adjusted by a better understanding between the home and the school. This the home visitor attempts to do. The probable intent of the law must be kept in mind as well as its literal meaning.

In a survey made the past year of 1,622 investigations of non-attendance reported by the schools, 352 or 21% were absent due to illness. This does not include such minor instances as Eb, a colored boy, who claimed illness because he had swallowed three cubes of blow gum. Then there was the case of Anna, who was frequently reported absent from high school two or three days at a time. Her work was beginning to show signs of failure, and she was reported to the attendance department. A home visit was made. Anna was ill and the parents feared she had appendicitis. They had not called a doctor. Anna was worried for fear she might be sent to a hospital. It was found the family was in poor circumstances. Anna was in need of a school dress. She had tried to find work for after-school hours, but was not successful and was discouraged. She realized she was doing poor school work. The visitor interviewed the guidance worker at school, who kept in touch with Anna the remainder of the school year. A nurse arranged for a physical examination. Dental treatment was provided and new glasses purchased. Used clothing was given to be remodeled.

Mary was another of our cases. She applied for a work permit to care for three small children whose mother worked outside the home all day. Mary's mother urged that the permit be given. She could arrange for one day a week attendance at school. Mary had attended the fresh air room a year previous and still reported occasionally for examination at a clinic. The permit was withheld for a health report. A nurse arranged for an examination and Mary was found to have incipient tuberculosis. Immediately sanitorium treatment was arranged for her.

The A. family have six children. Mr. A. has never been a very steady worker. The children are frequently reported absent from school, and investigation usually shows a need of clothing or shoes. This time Vera, aged 9, was reported absent from school. She sat on the edge of the couch reading her lesson for the

ANNUAL REPORT -- ATTENDANCE DEPARTMENT

day. The soles were out of her shoes. It was raining and she had no rubbers. The visitor found the electricity was cut off because of non-payment. The mother said the oldest boy also was out of school. He was then at the dumping grounds picking up wood, as there was still a need for fires. Mr. A. was unemployed and looking for work. The visitor gave Mrs. A. car fare to go to a relief agency for emergency help. Since then Mr. A. has had some employment. This vacation the oldest boy is working on a farm, another is on the farm of a relative, and a girl is to go to the summer camp.

The J's have nine children. They are well known to the department as there are few weeks in the school year when home calls are not made. Even when Mr. J. was employed it seemed difficult to keep all of the children in school all of the time. Mrs. J. would be away, leaving one of the older children in care of the pre-school group. On one such occasion she had gone to make a payment on the Ford car. This spring Mr. J., a mason's helper by trade, has been out of work. They asked help of a relief organization for the first time and were given groceries. It has been necessary on two occasions for the visitor to return to the office and get used clothing and shoes given us, before Jane, aged 15, could go to school.

Mr. S. was taken into court only after many calls were made by the field worker and he refused to send Helen, aged 14, to school at all. An older daughter, aged 16, had left home because she could not get along with her father. Mrs. S. died two years ago. The family had gotten along nicely until then. There were two pre-school in the home and two others attending school. Mr. S. drank and brought home drunken companions. Older boys and girls began to congregate at the home during school time. In court Mr. S. refused to send Helen to school. The probation department found a home for the children where they might be together. The father was forced to pay for the younger children. Helen helped in this home and attended school part time the remainder of the year.

Tom had become a chronic truant. There had been many complaints of his absences from school and of his poor work because of it. The mother tried to cooperate and was also sympathetic with Tom, who thought the school unfair to him. On one occasion the mother was taken to school by the visitor to show her that Tom was not there and to talk with his teacher. Finally the visitor, prompted by Tom's remark, "All there is to school is staying after school" asked for a mental test. It was found he was unable to do his grade work and a special program was made for him. His attendance has since improved.

Many stubborn cases are found in part time attendance where parents feel the one day a week is a waste of time and want their children to work. Foreigners frequently complain when children sixteen or above are required to attend school.

Cases of children dropping out of school fearing they cannot pass come to the attention of the attendance visitors near the end of each semester. Others wish to drop out and work when they feel they cannot afford to attend school. A scholarship was given this year to a freshman high school girl whose mother was not well and unable to keep her in school.

Cases of delinquent children are often attendance problems also. Reports of school work and attendance are given the probation officers upon request.

Considerable unemployment of parents has come to our attention chiefly be-

ANNUAL REPORT -- ATTENDANCE DEPARTMENT

cause children are forced to remain out of school when shoes need to be repaired or replaced. Often these families are unknown to any relief agency and are new cases to us.

No attempt has been made to cite here unusual or our most difficult cases.

Since the full time worker was employed on March first we have been able to make many more home calls of reported cases. Our heaviest work is during the first and last weeks of the school year and with children whose parents are of foreign birth.

Instead of adding any additional activities to the work of our department, it is hoped in the coming year we will be able to do more thorough work already delegated to us and so help to solve the "big question of the little citizen."

Number of visits to schools 274

Number of children reported absent and calls made:

a. Public (graded)

Boys..... 696

Girls..... 484

Total..... 1180

b. Parochial

Boys..... 116

Girls..... 92

Total..... 208

c. High Schools

Boys..... 195

Girls..... 104

Total..... 299

d. Vocational

Boys..... 346

Girls..... 227

Total..... 573

Home calls not classified above made in checking 1929 enrollment with census, tuition investigations, and check on vacant houses and apartments in 1930 census..... 379

Business places visited..... 137

Total calls made..... 3050

ANNUAL REPORT -- ATTENDANCE DEPARTMENT

Notices sent to parents (violation of school law).....	85
Cases in court affecting children:	
a. Non-attendance.....	10
Called into court by agencies for school record.....	<u>2</u>
Total.....	12
Placed in Industrial School:	
Boys.....	0
Girls.....	<u>0</u>
Total.....	0
Cases of truancy (number of children).....	98
Violation of compulsory school law.....	125
Violation of child labor law.....	25
Violation of street trades law.....	25
Cases referred to or consulted with:	
Public Welfare.....	20
Juvenile Protective Association.....	5
Board of Health (not including school nurses).....	8
Visiting Nurses Association.....	25
Commissioner of Meedy.....	9
Probation Department.....	28
Humane Society.....	2
Police Matron.....	14
Police Department.....	1
Sheriff.....	1
District Attorney.....	1
Placed in Vocational School	
Boys.....	46
Girls.....	<u>28</u>
Total.....	74

ANNUAL REPORT -- ATTENDANCE DEPARTMENT

A. Child Labor Permits Issued in the City of Madison from June 30, 1929
to July 1, 1930

Industries Entered by Children	Regular (Allowing a child to work while schools are in sessions)	Vacation	Totals
Bakeries	1	5	6
Barber Shops	1	1	2
Beauty Parlors	0	2	2
Golf Clubs	2	147	149
Domestic Service	15	4	19
Garage & Service Stations	5	4	9
Hotels	0	1	1
Laundries & Dry Cleaning	0	5	5
Manufacturing	29	16	45
Messenger Service	25	16	41
Miscellaneous	7	28	35
Newspapers	3	5	8
Offices	1	2	3
Restaurants	7	9	16
Stores	25	84	109
Theaters	0	5	5
Totals	121	334	455

*The above table does not include permits still in effect, but issued prior to June 30, 1929.

B.

Street Trade Permits

Total Permits in effect July 1, 1930

574

Total Permits issued previous to July 1, 1930, and still active

409

Total Permits issued during the year June 30, 1929 - July 1, 1930

165

Submitted by

Cassie E Lewis

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
DEPARTMENT OF GUIDANCE AND SPECIAL EDUCATION

Once every few years a chiefly diagnostic program seems necessary. This has been our diagnostic year.

We have also attempted to carry on our usual training work, using the same staff for both programs and the double load has been quite heavy. However, my staff have borne the extra burden without complaint and have received inspiration and interest from the material which they have accumulated.

THE DIAGNOSTIC PROGRAM

First: As usual in September we gave intelligence group tests to all children entering first grade. This material was tabulated and given out to the principals and teachers for their use. A speech survey was also made of the kindergarten and first grade children.

Second: During the months of October and November, we gave group intelligence tests to all children from first through the eighth grade. This number reached about seven thousand and the task of scoring and tabulating this material took about three months, the itinerant teachers giving what time they could spare from their regular work to the scoring. Much of the work was done by our secretary, Miss Karin, who has proven very accurate and efficient both in scoring and tabulating.

A tabulated report was made of each school and placed in the hands of the principals and teachers.

Before giving the tests the teacher's estimate on each child was secured. Wherever there was a discrepancy between the teacher's idea of the child's ability and the intelligence rating found by the test, an individual test was given later as a check on the group test. Also, personality studies have been made in order to determine why a normal or superior child was not working at his mental level. In many instances a medical examination has been recommended and arranged for by the Child Guidance Department as a part of the individual diagnosis, the need for which became evident through facts revealed by the testing program.

On the whole, we feel that the hard work entailed, because of being understaffed for such an ambitious undertaking, has been very worth while. We at least have some information on each individual child in the school system.

Third: Cooperating with the White House Conference on Child Health and Protection, committee on Speech Correction, a complete speech survey was given to the children in the grades from first to eighth, inclusive. The speech correction staff directed and assisted in making this survey and in order to be sure of the accuracy of the results, re-checked the committee's first findings. This, too, was of value to us in finding out just what our need is in regard to speech correction.

ANNUAL REPORT -- DEPARTMENT OF GUIDANCE AND SPECIAL EDUCATION

Percentages as follows:

School enrolment total:

Boys—3492	Girls—3411	Total—6903
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Defects:

Boys—486	Girls—194	Total—680
Boys with defects—13.92%		
Girls with defects—5.6%		
Children with defects—9.85%		

Fourth: In addition to the special diagnostic program listed above, we have given the usual service to principals and teachers in testing and recommending school programs for children failing in school subjects, or problem children. We have given 436 individual tests this year.

TRAINING PROGRAM

First: We have studied and worked towards the retraining of 198 problem cases this year. These cases occur in the following group order:

Kindergarten to third grade	38 children
Fourth to sixth grade	36 "
Seventh to ninth grade	37 "
Tenth to twelfth grade	67 "

Of these 137 were boys, 61 were girls. We have psychiatric case histories on file for practically all this group.

Second: We have had under instruction 536 children with defective speech and have on file 226 personality case studies on the speech group.

Third: The members of the staff who do the visiting teacher work have made 415 recorded home calls. Many have been made that are not recorded.

These staff members have cooperated with all social agencies, referring cases and in turn having cases referred to them, giving psychological tests for the agencies, etc.

We have also given talks in mental hygiene before Parent-Teacher Associations and other study groups.

The special classes, namely, the deaf, the crippled, and the opportunity rooms, have made separate reports as have also the high school Guidance Departments. We, therefore, have not included these groups in this report.

We feel that this has really been our banner year in spite of, or perhaps because, of our unusually big tasks.

Submitted by
PAULINE F. CAMP

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
PHYSIO-THERAPY DEPARTMENT
THE DOTY SCHOOL

I. Organized recreation proved successful and similar provision should be made for continuing and expanding facilities.

A. Swimming--five boys attended Y. M. C. A. Tank. Grade age only. Four girls attended U of W Tank. Supervised by Physical Ed. student

Swimming should be provided for High School handicapped boys, and provision for exercises under water provided for grade girls and others in special room.

B. Trained leader--With children during noon and once weekly

1. Indoor sports tournament
2. Outdoor track meet

RESULTS

In general, crippled children can take part in any activity, and need the socialization and competitive training possibly more than normal training. But to insure results trained leadership is necessary so that proper modification of rules can be made, or substitution, according to handicap of child. In particular, several children who have always been left out of group recreation had an opportunity for organized play. Coordination in many cases was improved in this manner.

II. Plans for a special building should include a Therapeutic Tank.

III. I would like the assistance of a nurse to do case work--make doctors calls and supervise brace repairs. This has been done after treatment hours, and with increased enrollment for next year, this would relieve the situation until an assistant is added to the department.

IV. It would be advisable to provide Ultra-Violet Radiations for the nutrition group.

ANNUAL REPORT -- PHYSIO THERAPY DEPT.

SUMMARY OF TREATMENTS

	Number of treatments	Infra-red treatments	Massage	Exercise	Hydro therapy	Ultra Violet radiation	Calrane	High Frequency	Rest Periods	Swimming	Spa	Hot Wax	Temperatures	Height Measurements	TOTAL
July	240	132	132	238	16	12	11	0	269	11	0			18	839
Sept	151	98	103	145	2	6	0	0	0	0	0			21	375
Oct	368	223	204	286	13	51	22	29	47	19	0				894
Nov	286	180	157	222	22	26	13	12	74	11	0				717
Dec	241	165	145	187	12	29	9	14	61	13	0	5		27	670
Jan	355	231	232	240	30	67	10	12	67	18	12	1			920
Feb	343	209	201	245	22	58	9	15	80	17	4	3			863
March	353	255	254	283	19	67	8	28	86	11	3	4			1018
April	212	129	129	156	16	26	10	14	95	13	0	1		25	614
May	427	233	233	292	6	77	21	30	126	20	0	0		7	1030
June	340	130	136	188	1	26	7	12	196	22	0	0		16	734
TOTAL	396	197	192	288	159	445	120	166	1101	155	19	14	114	114	8674

Examinations 171
 Dressings 83
 New braces or brace
 repairs 79
 Interviews with parents 148
 Interviews with doc-
 tors 60

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ANNUAL REPORT -- PHYSIO THERAPY DEPT.

TYPES OF CASES RECEIVING TREATMENT, TRANSPORTATION OR OTHER SERVICE

Disability	Boys	Girls	Total	
Accident	1	3	4	
Arthritis	2	0	2	
Anterior Poliomyelitis (Infantile Paralysis)	5	11	16	
Encephalitis (Sleeping Sickness)	0	3	3	
Congenital Malformations	1	1	2	
T. B. Joint	0	2	2	
Spastic Paralysis	3	3	6	
Spinal Curvature only (non-paralytic)	1	0	1	
Medical or Post-Surgery	2	6	8	
	15	29	44	
				In special room 21
				From other regular grade rooms 23
				Total 44
				Special desk in regular room 1
				Total 45
				Examinations of handicapped chil- dren not treated Accident or those with maximum im- provement and a few not wishing treatments 52

Submitted by

Laura B Borwell

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE SCHOOL FOR THE DEAF

This year we have had 20 pupils continuing through the year. Four new little ones have entered this year and four more are expected in the Fall. Seven of our older pupils have gone part-time to the Vocational School.

At the Vocational School Commercial Art, Furniture making, Printing, Drafting, Sewing, have been taken up as well as Language, Spelling, and Arithmetic. One of our boys was on the Championship Basket-ball Team. Another left to take up the management of his own 160 acre farm.

We aim to start these older pupils out with vocations.

The Primary and Intermediate Departments have made slow but sure progress in speech. We try to talk in normal speech of every experience that happens, experiences ranging from teeth extractions to airplane rides.

More co-ordination between grades has been realized this year. This together with a more definite course of study we hope to increase next year.

We would ask for some low cupboards to house some equipment that must be readily available, but which in plain sight causes an untidy appearance of our rooms. A telephone of our own would save much time which is now consumed in following up calls. These calls are necessary as much home connective work is necessary and advisable.

Also we feel that these deaf children should be allowed a Summer Session. Our vacations are so long that six weeks at least are used each Fall in bringing the pupils back to the point they were in June.

A room of hard of hearing children for part time work in lip reading and the correction of speech would save these children from serious retardation. For the detection and diagnosis of these cases we could use the Radio-ear which we hope to acquire. This will test hearing and simultaneously give hearing training to six children. It could profitably be used to test the hearing of all children entering school. Such a machine would cost \$1200.

Submitted by

MARcia HEATH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE HEALTH DEPARTMENT

- I. Summary of the work of the year 1929-30
 - a. Physical examinations given by members of the staff to help determine the number of pupils needing medical help or corrective work to remedy physical defects. This helped us to make a more adequate corrective program.
 - b. Health work more closely correlated with other school work.
 - c. Pupils poorly adjusted to their group, given special attention and help.
 - d. School boy patrols and Safety Patrols organized.
 - e. After school plays organized at the schools where there was adequate space.
 - f. Monthly meetings of staff continued. Conferences held in which high and grade school instructors planned correlated programs. Staff members visited each other's classes for help and inspiration.
 - g. Squad and play leaders' classes organized and held regularly.
 - h. Attention given to the seating of pupils in their class rooms.
 - i. A program of creative rhythm carried out in all schools. Special work in the above for the "superior child" in the Dodgeon school.
 - j. Health tests given in all schools to grades 4 to 9, inclusive.
 - k. Assistance given the class room teacher in eye testing.
 - l. Following program carried out in Junior High and Grade Schools.

UPPER GRADES--

Boys:

Outdoor Work
Soccer Ball
Baseball
Volley Ball
Speed Ball
Touch Man
Track and Field Events
Skating

Indoor Work

Basket Ball
Tumbling
Boxing
Wrestling
Corrective games, stunts, and exercises
Health and hygiene instruction

Girls:

Outdoor Work
Soccer Ball
Soccer Baseball
Baseball
Track and Field Events
Hiking
Skating

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ANNUAL REPORT -- HEALTH DEPARTMENT

Indoor Work

 Tumbling and Pyramids
 Corrective games, stunts, and exercises
 Health and hygiene
 Dancing: Creative, Folk, and Clogging, and Social

LOWER GRADES

Boys and girls:

Outdoor Work

 Games of low organization
 Dodge Ball
 Simplified Soccer
 Simplified Baseball
 Relay Races
 Circle Ball
 Singing Games
 Hiking
 Snow Modelling
 Roller Skating
 Ice Skating

Indoor Work

 Singing Games
 Health Games and practices
 Creative rhythms
 Simple stunts
 Simple corrective games

HIGH SCHOOL PROGRAMS--

Girls:

 Hockey
 Volley Ball
 Baseball
 Tennis
 Field and Track Events
 Basket Ball
 Interpretive Dancing
 Clogging and Folk Dancing

The above games were used in a very large intra mural program during the year, every girl physically fit taking part. Corrective work given special attention.

EAST HIGH SCHOOL--

Boys:

Soccer	125	boys participating	
Touch Man	125	"	"
Volley Ball	60	"	"
Basket Ball	250	"	"
Wrestling & Boxing	30	"	"
Inter Class Baseball	360	"	"
Golf	40	"	"
Tennis	10	"	"
Swimming	30	"	"
Hockey	45	"	"
Skating	20	"	"
Football (regular)	70	"	"
Basket Ball (regular)	40	boys kept on squad	
Track (regular)	50	"	"

ANNUAL REPORT - -HEALTH DEPARTMENT

- m. Five track meets held in the elementary and junior high schools:-
 Boys: Girls:
 Junior High Boys 5th & 6th Grade Girls
 7th & 8th Grade Boys 7th, 8th, & 9th Grade Girls
 5th & 6th Grade Boys
- n. Two Spring Festivals held, one at Camp Randall and one at Tenney Park.
- o. Planned and carried out programs of rhythm, dances, stunts, and drills for P.T.A. in several schools.
- p. Held Soccer, Speed Ball, Basket Ball, and Baseball tournaments for boys.
 122 teams, 1550 boys participated in 256 games.
- q. Girls' teams played inter room and inter class games.

NUTRITION CENTERS:

II. In order to bring about improvements in the work the following recommendations are submitted:

- a. More time and attention given to the posture of the child in his home room.
- b. More time given to the morning inspection.
- c. More attention given to the ventilation of the school room.
- d. More careful adjustments of seats and desks.
- e. More interest on the part of the home room teacher in the health and recreation program.
- f. Longer play periods daily.
- g. More room for indoor activities when the weather prevents outdoor play.
- h. Adjustment of academic study load to the individual pupil's physical strength.
- i. More adequate facilities for "cleaning up" pupils who need it.
- j. Testing of eyes and ears more carefully done.

NUTRITION CENTERS:

III. Plans for coming year.

- a. Organization of schools into districts making certain members of the staff responsible for activities of a district.
- b. Continue physical examinations by staff members, and, if possible, plan a more adequate follow up corrective program. Where possible keep record of improvements, using graphs, etc. In as many schools as possible group the students according to results of physical examinations.
- c. A wider after school recreation program. More Saturday activities carried on.
- d. District competitive games, stunts and exhibitions planned and carried out.
- e. Social and clog dance classes organized for the older boys and girls.
- f. Special attention given to the maladjusted child as well as to the physically handicapped child.
- g. Semester or mid-semester reports on all activities written up and discussed in staff meeting for criticism and improvement.
- h. Correlative with music teachers in teaching rhythm and appreciation.
- i. A more definite health and hygiene program carried out. Put into practice in all schools a "natural" physical education program, the contents of which are:

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ANNUAL REPORT - - HEALTH DEPARTMENT

1. Natural activities of daily life.
2. Free play and games
3. Athletics and sports (club activities and excursions)
4. Dramatic expression (dancing, festival pageants)
5. Social service and prevocational activities
6. Self-testing activities
7. Individual corrective exercises
8. Recreational activities

Organization of children's groups as far as possible in this way:

- a. Classification
 1. Into age and interest groups
 2. For individual remedial work
 3. For teams--age, height, and weight
- b. Grouping
 1. Squads with squad leaders
 2. Teams with captains
 3. Clubs

Organization of activities

- a. Choice of the units of a natural program
- b. Teaching the units in the instructional period
- c. Discussion of the elements of the activity being taught.
- d. Provision for practice of these in the out of school periods in contest form
- e. Achievement records or score charts devised and kept.
- f. Provision made in all the work for individual differences.

Submitted by

Mrs Fannie M Steve

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-30
DENTAL HYGIENE

The following is the annual report for the school term 1929-30, of the school children, graded, parochial, and high, who visited the dental clinic.

Total Examinations made at Schools, grades one to four inclusive, opportunity rooms, nutrition rooms, crippled children, deaf children, ---	4352
Total No. Children receiving Treatment at Clinic	408
Total No. Clinic Sittings	1153
No. Six Year Molars Treated or Filled	429
No. Other Teeth Filled	266
Total No. Teeth Filled	695
No. Six Year Molars Extracted	14
No. Other Teeth Extracted	287
Total No. Teeth Extracted	301
No. Sittings (Examination and Consultation)	116
No. Prophylactic Treatments	41

Number Children Visiting Clinic by Age Groups

Age 4 --8 children

" 5 --15 "

" 6 --21 "

" 7 --41 "

" 8 --39 "

" 9 --54 "

" 10 --47 "

Age 11 - 38 children

" 12 - 37 "

" 13 - 31 "

" 14 - 19 "

" 15 - 12 "

" 16 - 8 "

" 17 - 4 "

36 prophylactic treatments were given to children ranging from 5 to 12 years, exact ages not known.

As the statistical report reveals, every effort was made to save the six year Molars by treating and filling, only 14 having been extracted. The 287 other teeth extracted were so far gone as to make other treatment out of the question.

It is also interesting to note that roughly 250 children, or over 5 percent of the children examined in the schools this year, had to have free dental care owing to stringent family circumstances.

Parents of every child examined received a notice acquainting them with the condition of their child's mouth, and urging them to take them to their family dentist. In addition, more than a dozen talks were given

at parent-teachers meeting explaining the statistics of their school, instructing them in dental hygienic measures, both for children and mothers, and impressing them with the importance of good dental care. It is regretted that time did not permit speaking appointments at all the schools. Meetings with parents, are after all the most important feature of any dental hygiene school program. Unless parents appreciate its importance, inroads into the prevention of defects cannot attain desired results. It would be interesting to know, in this connection, how many parents of the 95 percent of children not treated at the clinic heeded the admonition given in the notices. Only a small percentage of parents attends parent teacher meetings, so there is still a large number of parents who are not reached in an educational program, unless some further follow-up plan is devised.

The school nurses are so occupied with visits on contagious and other cases that it is hardly possible to resort to them. While they do also mention teeth conditions to parents on such visits, it still leaves a large number of very aggravated cases as well as some cases of severe malocclusion on which there is no follow-up other than the notice. Although educational work amongst school children is very valuable, particularly when given in entertaining forms, for example, in the puppet show which the writer gave at Emerson School, it is effective only to a certain degree, since it is the parents who must make the decision of having the dental work done.

One measure which might assist to some extent would be the circulation of mimeograph copies of the article I prepared and submitted to you to parents. Another means might be a follow-up questionnaire to be returned by children, in which parents are asked to state whether they have made plans to have the work done. The articles which the Dane County Dental Society is running in the local papers are of great value.

It is expected next fall, if possible, to have all children in the sixth, seventh, and eighth grades examined, and also the first grade children. The parents of these children will also be sent follow-up notices. This will probably result in bringing a somewhat greater load of work to the dental clinic

However, it should be the policy of the dental clinic to do only the emergency work on the older children, and develop to the greatest possible extent the work on the children in the first four grades as a measure of prevention of more serious conditions later on. To illustrate what can be prevented by such a program of work: during the past year six children under fourteen years needed partial or full plates. This cost could have been saved with careful work and hygiene as soon as those children entered school. The eventual savings produced by concentrating on the first four grades should be very great.

The problems in the Vocational School are further demonstration of the

of the savings of such a policy, to say nothing of the saving in health and discomfort to those children. Good dental hygiene, in addition, bears a close relation with the prevention of mal-nutrition cases and other cases of serious systemic disorder with which the school system must contend.

Through the philanthropy of Dr. Edw. Hart a second dental clinic was equipped late this spring at Lowell School. It is planned for the coming year to have a dentist and an assistant at this clinic to work a half day every day. This clinic will take the East Side school children and will endeavor to develop prophylactic work. It should prove a great convenience, because it will save the children the necessity of coming down town, with consequent saving in carfare and school time. It will help particularly in the cases of smaller children, who need to be escorted by some older member of the family when coming down town. The rest of the children will be cared for as before at the State St. Clinic.

During the past year we have become more accurately acquainted with the dental problem in our schools than ever before. With this knowledge we are in position gradually to devise further means of systematically combating it in the hope of finally reducing it to the point of a negligible proportion. I feel confident that in a space of years persistent and systematic effort can accomplish this most worthwhile result.

Permit me to express my gratitude over the courtesies and cooperation of the superintendent and all the principals. I have enjoyed the work of the year very much.

Submitted by

Mrs. Esther E. Haas

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
DEPARTMENT OF HOME ECONOMICS

In general the work outlined in the several courses of study (or the equivalent) has been accomplished. Though it is difficult to measure results, the teachers report achievements to be very satisfactory in those classes meeting every day. Less satisfactory are the results in the classes that meet once a week. Most teachers consider the sixty minute period for the sixth grade as almost negligible and regard this work as the weakest of the department.

At the close of the year in 1929, it was decided to revise the junior high school course of study. To further this study an informal survey was made this year in the seventh and eighth grades. The staff secured data on (1) what girls were doing at home, (2) what girls liked to do, and (3) what the mother wished the home economics department to do for the daughter. On the basis of this data, the first draft of a seventh grade course is ready.

Since it is the suggestion of the Superintendent that the work in the eighth grade be initiated by the students, the course to be pursued by this grade cannot be formally outlined at this time. However, certain activities based on the interests disclosed in the survey are anticipated by the teachers.

In the high schools, the course in homemaking has been revised and is ready for typing. During the year the teachers have made a study of available texts and are now ready to recommend a text for this course to the Superintendent.

The Franklin School center has been completely equipped and attractively decorated. The principal of this school is recommending a junior high schedule for next year and it is to be hoped that this increase in time will be granted for this is a community where more effective home economics training would be appreciated.

At the Lincoln and Lowell Schools home economic activities have progressed with considerable satisfaction to students and parents because of increase in time granted for this work. In the fall of 1929 the time for home economics at each of these centers was increased from "once a week" to an hour every day and the interests and achievements resulting have been outstanding. These have been so noted by parents who have so expressed themselves to principals and teachers.

In an effort to assure mutual understanding of problems, every home economics teacher has had conferences with the principals of the schools sending children to the center. These conferences have included the nine parochial schools also. Helpful suggestions are always exchanged. It is in this manner that we learn of indigent pupils.

During the past few months at the request of the Girl Scout leaders, the home economics teachers assisted in giving examinations for badges. About seventy-five of these tests were given to girls outside of school hours.

ANNUAL REPORT--DEPARTMENT OF HOME ECONOMICS

The State Board of Health through Miss Thayer has continued to give assistance in the infant hygiene unit. We have also had very willing assistance from Mr. Floyd Bath of the city board of health.

In all schools where there is a home economics department, the department has made some contribution to the school life. These activities have included 11 planning social activities for student groups, 21 assisting with school furnishing and decorating problems, 21 planning sales for student contribution to Community Union fund, 4 preparing costumes for school plays, and 5 presenting students in programs for the school, and for the P. T. A.

From time to time the staff has done further work on improving the form of the informal examinations. Perhaps the outstanding work has been done by a member of the staff who took the seventh grade examination as a basis for a problem in research under Professor Torgerson. This improved examination is available for our use. The staff member reports that the coefficient of reliability is very high and therefore, the examination is reliable.

For Consideration in 1930-31

With regard to the course in Child Care and training, that, up to the present time has been required in the Longfellow and Randall ninth grades. I wish to recommend that this course of nine weeks be left in the ninth grade, and that it be a required course. This unit of work has been offered for the past four years and we consider it one of the most "forward looking" courses offered in the department. I write of this at this time because in the reorganization it appears possible that the course might be eliminated.

The curriculum survey disclosed that the high school foods and nutrition teachers were not making definite plans for students of different abilities. During the coming year an attempt will be made to organize the various units of work with a several level assignment in mind.

The West High School will present several interesting problems next year. Perhaps the most stimulating one will be the furnishing and decorating of the social room---a problem to be worked out by girls and completed a year from this time.

In anticipating further development of the department, it is recommended that if home economics be continued in the sixth grade the time be extended to ninety minutes or preferably two hours, per week instead of the present schedule of sixty minutes.

As a result of suggestions from mothers as to what they wished the home economics course to do for their daughters, one or two home-school projects will be started in September and carried through for the semester.

ANNUAL REPORT -- DEPARTMENT OF HOME ECONOMICS

With the hope of meeting the suggestion of the superintendent that a unit on vocational information be included in the seventh grade course, it is very likely that all members of the staff who are to teach this grade will work with Professor Edgerton who has offered his assistance in the problem of vocational information and guidance.

In bringing this report to a close, I wish to report that Miss Kahle and Mrs. Chandler have been very co-operative in turning out considerable mimeographing for use in the several centers. I am pleased to acknowledge courteous and prompt attention from Mr. Erickson's and Mr. Johnson's offices.

It is also with considerable gratitude that I thank the Board of Education and the superintendent for the happy working situation in which the home economics department finds itself.

Submitted by

Loretta M. Reilly

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
INDUSTRIAL ARTS DEPARTMENT

I. Summary of work accomplished

- A. A complete revision of the course of study
- B. Inauguration of a testing program
- C. Enrichment of the offering especially in the junior high school
- D. Greater uniformity of the offering throughout the school system
- E. Introduction of a technique for guidance work
- F. Greater uniformity and efficiency in shop management and control
- G. Further systematizing of purchases
- H. The development of aeronautics at the East High School
- I. Organization of the work to be offered in the new West High School
- J. Reorganization of the work for the new Franklin building

II. Recommendations for the improvement of the work

- A. Additional space at East High School for a print shop
- B. Additional space for drafting work at the East High School
- C. Necessary minor repairs to stop the flow of rain water into the Emerson school auto mechanics shop
- D. Removal of printing equipment from the Longfellow school to the East High School
- E. Further attention to the heat situation in the East High School manual arts building. The students and teacher still suffer on account of a lack of heat particularly in the wood shop.

III. Plan for the school year, 1930-1931

- A. Introduction of aeronautics courses at the Central and West High Schools
- B. A substantial increase in time for the sixth grade work
- C. Organization of the printing work at East High School
- D. Recommending that the senior high school work at the East High School be placed on the hour and one half basis as was formerly the case
- E. Reorganization of the work at the Central High School so as to fit the needs of both junior and senior high school pupils
- F. Further provisions for the recognition of individual differences
- G. Further development of the testing program
- H. Further development of the guidance program
- I. Additional emphasis the formulating and using of job sheets

IV. Illustrative materials

The name of the school appears on the back of each picture

Submitted by

T A HAPPAKA

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1929-1930
THE RECREATION DEPARTMENT

In submitting the report of the Recreation Department I feel that the clearest picture to its readers may be had by giving the names of the champions, the events and the number taking part in order as completed.

The spring of 1929 found the three basketball leagues completed. The Capital City League won by the Bank of Wisconsin with fourteen wins and no defeats; the Four Lake City League won by Kennedy Dairy with eleven wins and three defeats; while the Church League had as their champion Parkside with twelve wins and two defeats. At the close of the league season the annual city championship tournament was held in which the eight best Men's teams of Madison competed, with Kennedy Dairy coming through as city champ and the East Side Business Men winning consolation honors.

A test in basketball shooting, dribbling and guarding was held for boys of grade school age with 68 competing; while for the men a volley ball league and indoor baseball league were being completed, Turner Hall winning the championship in the volley ball league and the indoor baseball league was won by Kennedy Dairy.

At the close of the gym classes, eleven in number, we find that 253 had enrolled.

The Madison Cribbage League consisting of 24 teams was won by the Ho-See-Bus, consisting of J. Jensen, M. B. Johnson, Fred Erickson, F. McClain, R. Merrick and John Butler, with a city open tournament following the league in which 35 teams competed, with D. B. Mathiasen and H. Schaub winning the 1929 championship and John Grady taking the high-hand honors.

The Recreational dances held at the Lowell School every two weeks were regularly attended by approximately forty couples. The department served the public in the many calls for social parties, club tournaments and entertainments.

The early summer found the grade school golf and marble championship tournaments completed, with Richard Bardwell, competing against 25 boys for the golf title, crowned the champion; while Pat Schimming, playing in the Capital Times Marble Tournament overcame 400 boys in competition for the city title and a trip to Atlantic City. Next came the grade track and field meet for grade school boys which found 372 boys competing and being won by the Lincoln School. The demand for playground ball was so great that a twelve-team league started playing the first of May, whereas in other years the season did not open until the regular playground period.

PART TIME PLAYGROUNDS

Starting April 1, 1929, the East Side and Outdoor playgrounds were open part time from four o'clock until dark, with an attendance of 4,931 during the month of April. During the period from May 6 to June 17 three playgrounds were opened part time, they being East Side, Outdoor and Barry, with an attendance of 27,521, a man being placed in charge every night during the week and on Saturdays.

ANNUAL REPORT -- RECREATION DEPARTMENT

SUMMER PLAYGROUND ATTENDANCE--140,743

The attendance of the Madison playgrounds during the 1929 season dropped considerably from last year's attendance. You will note, however, that a drop is even throughout all divisions due to the many cold and rainy days of this playground period. The drop in attendance due to the cold and rain is proof that Madison is badly in need of shelter houses for all of its playgrounds. There were 90,275 participants in 1928, while in 1929 the report shows 77,712. For the kindergarten division in 1928 there were 17,306 while in 1929 there were 11,092, and the largest drop being that in the swimming, for which the warm weather is most necessary, found in 1928, 53,127 while in 1929 32,484 with 2,500 as the fourth of July attendance in a track and field meet of 450 for 1928, making a total of 163,658. The attendance of handcraft classes at Marquette and Randall was 2,877 and 2,058, respectively, a pageant of 2,000, lantern parade of 11,000, the championship playground ball tournament at Breege Stevens Field of 500 and the dancing classes of Randall of 720 for 1929, totalling 140,743 for the 1929 season.

The program of the playgrounds found periods consisting of handcraft, story hour, sandplay, dancing, music and ball games, with 47 teams playing in the men's divisions and with 39 in the boys' classes. At the close of the playground season the men's city championship ball tournament was held with 18 teams competing with Lynches Clothiers the 1928 champion winning the 1929 championship again.

At the close of the season the handcraft exhibit was placed in an uptown store window, while a pageant to close the playgrounds was held at Vilas Park. The annual lantern parade was again held around the square with thousands of spectators. For the swimmers of Madison the annual swimming meet was held at the Willows with 253 children competing. During the playground period picnic kits and leadership were supplied when requested by 73 organizations.

During the month of July the Industrial Girl's Golf League was completed with the Madison Gas and Electric team winning the first league championship, having as the players Lillian Hanson, Alice Renschler, Erna Pugh and Bessie Gilmore. The men's Industrial Golf League consisting of 3 Industrial teams was won by Burgess Battery with George Nichols, A. Walker, W. Spicer, W. Jack, Jr., J. Henderson and E. Sanborn composing the championship team. The banks also held a number of matches in the bankers' league with the Bank of Wisconsin being found unbeatable, winning from all the banks in the city. At the close of the playground season found a Municipal Golf Championship Tournament being run off with 48 men competing and Francis McGuire winning the championship, while at about the same time the Service Club Match was held with Kiwanis coming out first with the Rotary Club in second place.

Cooperation was given the American Legion in an endeavor to promote Junior Baseball in Madison, but the interest in baseball in this city has fallen off to such a great extent that one team was all that could be put in the field. In playing for the State Title they were defeated in the semi-final round. In cooperation with the American Red Cross the Recreation Department gave Life Saving Tests and had 215 pass during the summer.

ANNUAL REPORT - - RECREATIONAL DEPARTMENT

GYRO CLUB GIVES SWINGS TO EAST SIDE

The Gyro Club of Madison again gave equipment to the city playgrounds when they installed swings at the East Side playgrounds.

J. R. BACHELOR MAKES SURVEY

Mr. J. R. Batchelor, National Representative Playground and Recreation Association of America, made a thorough report to the Board of Education of the needed developments in the work, service, facilities and program of Madison in the recreation field.

TENNIS AND FOOTBALL

The annual city tennis championships were played off with G. Bruton winning the singles against a field of 21 competitors, while C. D. Snell and G. Bruton won the doubles championship with 7 doubles teams competing. Then, too, the Madison Amateur Soccer Football Club came through with a very successful season with a 500 percentage against Racine, Rockford and Milwaukee. 24 games of football were played by boys of grade school age on the part-time playgrounds.

BASKETBALL

The fall of 1929 found basketball practice for boys once a week with 877 attending, starting October 31 and continuing through February 19. Two eight-team basketball league--the Four Lake City and Church League--for the men were organized with Kennedy Dairy winning the championship of the Four Lakes League and Bethel the honors in the Church Circuit. 2,434 attended the Four Lakes League games, while 2,287 attended the church contest.

The first girls' basketball league was formed during the 1929 season with four teams competing and the Multichrome Cardinals winning the title with an attendance of 394 at the games.

TOBOGGAN SLIDE

The first toboggan slide Madison has had for a number of years was erected at North Carroll Street with a fine attendance for one month's service. The toboggan was used free by the children and a charge of twenty-five cents per evening for the adults.

ICE RINKS

The department flooded two ice rinks, one at the Marquette site and one at West High for skating for the smaller children of the community.

CRIBBAGE LEAGUE

The Cribbage League, composed of 6 teams, with 6 men to a team, was won by the Highway Commission with W. H. Fisher and Arthur Olson, L. J. Bushby and Norman Anderson, W. H. Hart and J. D. Williams composing the team. This was followed by the City Cribbage Championship Tournament for two men, which was won by John Grady and Ray Dunn, winning twenty and losing three games.

GYM CLASSES

The gym classes for men and women found a total of 2455 attendance with Dodgeon 239, Emerson 101, Lincoln 772, Lowell 336, Marquette 87, Randall 910.

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ANNUAL REPORT -- RECREATION DEPARTMENT

TOURNAMENTS

The individual basketball tournament being run off in three divisions found 157 competing with Ray Teresa winning the sixteen-year division, Richard Bardwell the fourteen year and Bill Lechell winning the twelve year class. That was followed by an Invitational Volley Ball meet which was won by the city YMCA at which 70 participated. The Junior Basketball Tournament was then held for all teams composed of boys who had not reached their seventeenth birthday, with the result that the Congregational Church won the championship, with Baptist winning the consolation title with 800 boys attending. The Madison Amateur City Basketball Tournament found 8 teams competing with Kennedy Dairy again winning the title and the Wingra Park Cleaners taking the consolation honors. 500 attended the three night's play.

An Industrial Bowling Club was formed for the ladies, with the following companies taking part: Burgess Battery, Kessinichs, Manchesters, Wisconsin General Hospital, Barons, French Battery.

The Recreational Class held at Lowell found 980 in attendance at the parties held from October 25 to April 4.

The 1930 Volley Ball League was again won by Turner Hall at which six teams competed, with an attendance of 312 at the games.

The Indoor Baseball League of eight teams held during the spring months was won by the Service Company.

During the days of April 24, 25 and 26 the American Red Cross examiners held a course in Madison at which time 6 men and 27 women qualified for their examiner's certificate.

The Gyro Track and Field Meet found Lincoln winning with a total of 34 points, thereby winning permanent possession of the traveling trophy for the grade schools with 196 competing in the meet.

The grade school Golf Tournament found the largest entrance of its history when 53 competed with Richard Chase of Randall School coming through with the championship. The past three years has found a Richard in each case winning a title; in 1928 Richard Reiersen, in 1929 Richard Bardwell and 1930 Richard Chase, with Eugene Tauchen of St. James winning the consolation championship this year.

Classes were held for the ladies in tennis with 45 enrolling for a series of four lessons, while six joined the ukulele club and 29 took advantage of the special instruction given in dancing, while a class of 32 were given golf instruction.

CAPITAL TIMES MARBLE TOURNAMENT

On April 19 the city marble championship was decided in the Capital Times Tournament. Approximately 1150 children competed during the playoff for school titles, leaving 24 school champions to play off on this date. Ralph Imhoff won the championship and the trip to Chicago.

ANNUAL REPORT -- RECREATION DEPARTMENT

MAJOR PLAYGROUND BALL

The major playground ball league of twelve teams was again organized during the month of April and completed their league with the East Side Playground team winning the championship and Lynch's Clothiers taking second place in a play-off game.

In conclusion I wish to thank the members of the Board of Education, Superintendent R. W. Bardwell and the many citizens who cooperated with the Recreational Department in carrying out its program.

Submitted by

Harry C. Thompson