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F O R E W A R D

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1954-55

For many years, in an effort to familiarize each department with the work of other departments, the annual reports of the principals and supervisors to the superintendent and the Board of Education have been dittoed, bound in convenient form, and sent to each principal and supervisor as well as to members of the Board. It is hoped that these volumes may broaden the understanding and deepen the appreciation of each school and department for all others.

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

> "I prefer to impose as few requirements for the annual reports as possible. In general, I should like the reports to be the kind the individual principals and supervisors would like to make. The following outline is merely suggestive:
>
> I. Significant statistical data which you may have been reporting during recent years--for continuity.
> II. Special achievements.
> III. Special problems.
> IV. Recommendations, if any."

Perusal of these reports indicates clearly that whereas the principals and supervisors of Madison are still confronted with problems which hark back to the war period, of much more concern now is the problem of increasing enrollment needs.

Madison's future school housing problem and additional staff needs are indicated by the number of sections required during the past two years for each grade:

	1953-54	1954-55
Kindergarten	55	57
First	51½	48½
Second	41½	50
Third	31	39½
Fourth	31	32½
Fifth	32	31½
Sixth	29	32

Staff turnover has continued to be abnormally high. Many vacancies occurred on very short notice. Staff stability and continuity is becoming a problem.

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

P. H. FALK

Superintendent

July 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS

For the School Year 1954-55

Reports are arranged in the following order:

High Schools

Central High School
- Junior-Senior High School - Earl D. Brown
- Junior High School - Vida V. Smith
- Guidance Department - Nina B. Fredrickson

East High School
- Junior-Senior High School - A. J. Barrett
- Junior High School - Louise H. Elser
- Guidance Department - Margaret Fosse

West High School
- Junior-Senior High School - R. O. Christoffersen
- Junior High School - R. E. Trafford
- Guidance Department - Betty Jane Perego

Elementary Schools

Dudgeon School - Lucile Clock
Emerson School - Emery C. Bainbridge
Franklin School - Armand F. Ketterer
Lapham School - Maurine Bredeson
Lincoln School - Helen Simon
Longfellow School - Walter Argraves
Lowell School - A. Kermit Frater
Marquette School - Lillian Simonson
Mendota School - Richard W. Lee
Midvale School - Paul J. Olson
Nakoma School - Walter W. Engelke
Randall School - H. Ralph Allen
Herbert Schenk School - Ansgar Svanoe
Sherman School - Anthony Farina
Washington School - Pearl Leroux

Special Departments

Art - Ruth Allcott
Child Study and Service - Carl H. Waller
Curriculum - Bernice E. Leary
Health, Phy. Ed., Recreation and Safety - Glenn T. Holmes
Library - Margaret Moss
Music - Leroy Klose
Public Interpretation - Mrs. Margaret Parham
Wisconsin Orthopedic Hospital School - Mrs. Kathryn Charlson

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1954-1955

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal

E. D. Brown

June 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1954-1955

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1955 was:

	Grade	Total 1953-1954	Total 1954-1955	Increase or Decrease 1955 over 1954
Junior High Division	Seventh	176	156	-20
	Eighth	169	164	- 5
	Ninth	214	244	⁄30
Totals		559	564	⁄ 5
Senior High Division	Tenth	239	216	-23
	Eleventh	166	222	⁄56
	Twelfth	166	148	-18
Totals		571	586	⁄15
Junior and Senior High Totals		1,130	1,150	⁄20

In addition to the above there has been a group of ungraded pupils amounting to 43.

Enrollment for Past 6 Years

Year	Junior High School	Senior High School	Combined
1950	453	576	1029
1951	448	569	1017
1952	499	534	1033
1953	548	539	1087
1954	559 ⁄ 18*	571	1130 ⁄ 18*
1955	564 ⁄ 43*	586	1150 ⁄ 43*

The above figures show that there has been a gain of 133 ⁄ 43* during the last five years.

*1 group of ungraded boys and 1 group of ungraded girls.

SECTION II

SPECIAL ACHIEVEMENTS

A. We have been fortunate again this year through the Board of Education to continue the rehabilitation and improvement of our building and equipment. Our plans had been to improve the lighting in three or four rooms during each calendar year; however, the Superintendent and his administrative staff have been able to make available new improved lighting in all of our rooms during this present budget year. At the present time the electrical companies are completing the installation of lights in all of the rooms. This lighting will bring the candle power in many of the rooms where it was in the neighborhood of 12-foot candles up to 30-35. This one improvement alone should make it possible for all students except those with serious eye defects to be able to read or to write, draw, or paint with ideal lighting conditions. In addition to the candle power being adequate, the fixtures are so arranged that there is very little glare and shadows are reduced to a minimum.

In addition to this, the main lines from the street into the switchbox and from the switchbox to the main floors are being replaced so that the chance of overloading will no longer be a factor.

During this summer the outside of the building will be painted according to a regular paint schedule. Three more rooms will be equipped with new formica type seats, while in several other rooms the desk tops will be covered with formica. This will leave only three rooms in the entire building for improved seating to be done in 1956.

The library will be equipped with new tables, and this, together with the new chairs which we purchased several years ago, will give the library a much improved new look. Several of the office floors in junior high school are being covered with asphalt tile. These include the junior high office, Miss Smith's office, and Mr. Haugan's office.

The large girls' toilet on second floor is being entirely rebuilt with new plumbing fixtures, revamping of the floor, and new paint. We are going ahead this summer with the improvement of floors in several rooms, and if we continue as we have been during the last few years it will take about two years more to complete the refinishing of practically all of the floors in the building.

It has been possible during the past few years to see what the decided improvement of our school has done to the general morale of the student body and also the faculty. We have had much less vandalism or marking up of school furniture, walls, etc. during the past several years than we had in the two or

three years previous to that time. The improvement of the halls on four floors with the laying of attractive asphalt colored tile has helped to reduce the scattering of paper and other litter to a great extent. Our student council responded almost spontaneously to this new attractive look and instituted campaigns in various home rooms and the halls for further cleanup and improvement. The custodians have reported a marked improvement in the care of equipment and halls.

I think that along with this improvement in attractiveness of the building there is a carry-over into the improvement in behavior of pupils, even going so far as to influence the student body in its manner of dress. We shall not cease to continue our campaign for further improvement in care of equipment and the building itself. The minute that we let down too much in the emphasis of good citizenship, pupils relapse into old habits.

B. During the past several years we have been trying to put more emphasis upon the scholastic side of graduation than upon the entertainment. We have continued to send out notices to parents whenever there has been danger of poor work, and where this poor work has continued I have written individual letters to a number of parents. We were particularly careful to analyze the grades of all seniors and send notices to those who were failing or doing less than average work. Where there seemed to be a danger that certain seniors might not graduate if their work did not improve considerably, I wrote individual letters to their parents. I sent out 13 of these letters early in May and followed that up in a number of cases with several other letters, telephone calls, and private interviews. There was only one senior of this group who did not graduate. The rest of them improved their work considerably and in some cases very markedly.

According to Miss Nina Fredrickson, our guidance director, we have begun to make a dent in getting a number of our graduates to consider the field of teaching. At the present time Miss Fredrickson reports that there are 15 girls who have chosen teaching as a career and have applied for admission to institutions of higher learning. In the same field 5 boys will go to institutions of higher learning in preparation for teaching. This pattern is unusual compared to past years. We shall continue to encourage more and more of our graduates to get into the field of teaching.

C. During this year, as in past years, I have asked each teacher to hand in an "Annual Report of Accomplishment and Suggestions for Improvement." This annual report covers the following points:

(A) What accomplishments in your own teaching in classes and activities have been most satisfying to you this year? (Include any special techniques and/or projects introduced by you this year.)

(B) What have been some of your least satisfying results in your own teaching? (Include special problems, etc.)

(C) What are some plans for improved teaching techniques or methods, new emphases, new projects, motivations, etc., which you hope to introduce, or try out next year?

(D) What improvements or additions do you suggest? (1) To building and general equipment? (2) To general school organizations, operation, and services? (3) To school subjects, curriculum, home room and guidance program?

(E) As a school of the Madison community, what do you feel has been our most impressive accomplishment or contribution this year?

(F) Preferences for next year: (1) Class assignments. (2) Activities. (3) Committees.

(G) If you have summer school or travel plans, please indicate.

(H) Please put here and on reverse side such general comments, criticisms and suggestions as are not covered above.

It has been interesting to read the comments of the teachers and their answers to the above report. I am listing a number of their answers under the heading: (A) What accomplishments in your own teaching in classes and activities have been most satisfying to you this year?

"Safety has been stressed in the shop. I believe it has paid off as we have had no accidents on power machines and only one accident with hand tools. Believe I have had a greater degree of success in impressing boys with the value of such subjects as math and mechanical drawing and how the knowledge and skill gained in their mastery may be applied to shop work."

"Students--going from D to A, C to B. Class discussion--getting a serious consideration and discussion of the problems that face us today is often difficult to get in the classroom. The last month has brought a few such 'pearls' which I shall treasure."

"Material and ideas I received at the Chicago convention has helped to gain speed in shorthand. Over one-half of the beginning class is writing 80 words per minute and several are writing 100."

"Thru extra encouragement and drive some of my students reached accomplishments above my expectations."

"Improvement in attitude of a difficult home room. Otherwise this year has been much like others. Satisfaction comes from watching growth in students."

"I have noticed more interest and response on the part of my 10th, 11th grade sewing classes this year than ever before, and less of the apathy toward sewing that is common in that age group."

"I'm rather proud of the way we get out spring & fall for our trips to the play field. We are so tightly organized that there is no wasted time. Each season, some new time saver seems to loom up & we take advantage."

"We again studied communism, the other isms, and democracy for a three-week period. The students thought the study was interesting and helpful and I was quite satisfied with the results. We also used small (4-5) student discussion groups with good results. Class leaders were put in charge of the groups and we got almost 100% participation."

I am always interested in the comments of new teachers who come into our school. Because so many of them have spoken about the democratic spirit and actual practice which seems to prevail at Central, I am listing a few typical comments under the heading: (E) As a school of the Madison community, what do you feel has been our most impressive accomplishment or contribution this year? These comments were made by teachers who have come to us recently.

"I feel that one contribution Central always makes is in the breaking down of the discrimination barrier. I feel that whenever students of all races work, study, and play together in the atmosphere of good will and friendship prevalent here, during the years when their opinions are being molded, etc., it is another step forward in the fight against discrimination."

"I am impressed with the way in which students from different races, homes, and religions get along so well at Central. It seems very wonderful to me."

"We also again set an example in democratic living through continued cooperation among the different racial and nationality groups and by the putting aside of bigotry and prejudices and the working together for the common good."

D. Our trades courses have leveled off at about 110 pupils, which is about 20% of the senior high school enrollment. Now that we have completed about four years' experience in the trades courses, our pupils are beginning to find themselves jobs in the community. Our guidance director in her report has indicated that 10 boys are now following the trade which

they had been studying in our school. There are probably many more who are working in jobs which have not come to our attention, and still many more who are using at least a part of the training which they received. I am sure that many boys would not have finished school and earned a diploma had it not been for the trades courses at Central High School.

As the two high schools on the extreme ends of town become more and more crowded and as the senior high school population continues to grow, our trades courses will probably increase proportionately. The facilities at the vocational school are such that the expansion of these courses can go on to a much greater degree.

E. During the past two years we have made available to all of our senior boys an opportunity to get first-hand information relative to their military commitments, through the cooperation of the various services at Truax Field, the University ROTC, the various reserve units, and the state guard. No pressure whatever was exerted on the students as far as getting them to join any particular group. As a matter of fact, most of the speakers emphasized the need for a high school diploma as a prerequisite or at least a desired requisite for most of the military services.

F. As the result of a number of studies which we have carried on at Central, we find that one of the most important contributing factors to failure is absence from school. We have been more vigilant in trying to keep track at all times of our student body. We have investigated either by phone or by requesting the attendance office to check with the home whenever an absence occurs. In many cases we have been able to improve the child's attendance record, although we have not always had 100% results as far as grade improvement is concerned. Most parents are willing to cooperate to the extent of calling the office whenever it is necessary for a child to be absent. In the future we shall be even more vigilant.

G. The use of our library has continued to grow, and we find that more and more students are making use of its facilities. The librarian reports that many of them are coming in during the period 7:35 to 8:10 a.m. The librarian has made a special effort to keep up with the seasons, such as supplying magazines and books on football during the fall season and other books and articles on sports as they occur through the year. Many pupils are lured to the library perhaps for the first time by their interest in the sports page of the local papers. A lot of old material has been culled from the library during the past year, and space has been made available for recent books, magazines, and other bulletins.

H. It has been the aim of Central High School for a good many years to provide social activities for its pupils. We have provided the usual number of such activities during the past year and have added one or two more to our list. Parties which have been especially well attended and well behaved include the Junior Prom, the Senior Prom, Cotton Blossom Dance, and the Sophomore Shuffle. The senior banquet this year reached a new high in the total number of pupils and faculty participating. There were only one or two of the graduating seniors who did not attend, and there were more than twenty faculty members who attended. The Class Night which followed was one of the best we have had in a number of years; likewise, the picnic on the following day.

The worries of graduation can become rather annoying and sometimes seriously annoying. However, during the past several years we have had no serious behavior problems which have needed disciplinary action. Much of this success has been due to the various faculty committees who have been working closely with the student body in sponsoring the above-mentioned activities.

I. While it is difficult to make definite statements relative to the decrease of discipline problems, we do have some evidence that this past year has presented fewer serious problems relating to general behavior in the school and between the members of the school and the general public. For example, during the football season we had some 48 participants who played on the varsity squad or in the 4 Lakes League. There was not one case of a pupil getting out of line to the extent that he had to be dropped from the squad or given anything more than mild discipline. There were very few incidents in the uptown area where our pupils were involved in any public disturbances of a serious nature.

I think our entire student body has become conscious of the responsibility they have in trying to keep its members in line. Individual members themselves are beginning to realize more and more that they cannot represent the school at any public function unless they can carry the responsibility of reasonable behavior at all times. I believe this trend alone is worth a good deal in building better citizens.

J. During the past winter the Bank of Madison volunteered to put on a banquet and furnish entertainment for the entire football squad. This was appreciated very much by our entire school as well as the coaches and the squad, as it gave the pupils the feeling that they were being backed by a downtown organization similar to the backing that the high school on the west end of town gets from its local organizations and the high school on the east end of town receives from organizations in that area. It appears that this will be an annual affair and will be looked forward to with a great deal of pride as well as anticipation on the part of the football squad.

K. Perhaps the least often mentioned achievement in these reports has been that of the accomplishments in classes. It is perhaps so because it is not spectacular. I feel, however, that we have been improving our general curriculum in the fields of English, history, foreign languages, commercial, mathematics, home economics, and the sciences.

We are trying to teach science to the pupils who are in the College Preparatory Course with a slightly different curriculum than those who are taking the Trades Course. Our College Preparatory Course in English has always been strong, as shown by the achievements of those who enter the University. Our classes in POD have been furnishing a great deal of material not only for those who will go on to college but especially for those who will never have another chance to study sociology and economics.

The foreign language classes are shifting somewhat, with an increase in Latin, French, and Spanish as our German has been declining. Perhaps for a school this size this is better, because we can build larger classes in the three languages which remain in our curriculum. We are providing for mathematics for College Preparatory students by furnishing college algebra, solid geometry, and trigonometry; for the Trades Course by offering shop math; and for General Course students by offering general math.

We are trying more and more to acquaint our commercial students with situations similar to those they will find when they get into the field of business. In the senior year we are teaching the operation of various machines, and the Commercial Department itself is doing a great deal of mimeographing and dittoing not only as a service to the school but as preparation for its pupils. Our commercial teachers are tightening up on the matter of accuracy, while at the same time they are trying to maintain a good standard of speed. Bookkeeping is gradually increasing its enrollment.

Our Home Economics Department has been doing a fine service in providing practical home economics in sewing and cooking. The projects are being geared so that girls can make use of their information almost immediately. Our style show demonstrated the practical application that home economics provides in teaching girls better dressmaking and grooming.

Our music reached a new peak during this last year. We have been fortunate in being able to carry through a large number of pupils who started band and orchestra and choir. This year the operetta "Martha" was well staged, and we were extremely fortunate in having solo voices of exceptional quality for all the main leads. Our band has worked hard and the results were evident in the various concerts throughout the year. We will lose very few members, and next year promises to be perhaps even better in the field of music.

The work in dramatics was again of high quality. While we have not been able to provide enough classroom opportunities, our Dramatics Department is gradually increasing its numbers and quality, and we have plans for much more participation in classroom work through the classes in English and in the class in speech. Our groups who have been interested in music and speech have aided tremendously during this past year in building finer public relations.

While our PTA is not a part of our academic program, it is tied in closely to our school. We have had a growing PTA both in numbers and in its enthusiastic backing of our entire school program. They have been especially helpful over the years in providing money for our athletic banquets.

For a school the size of Central our varsity athletics has been very successful, but our athletics goes far beyond the varsity group. We are providing intramurals on Saturday morning and Saturday afternoon for both junior and senior high school pupils in sports such as football, basketball, and volleyball. Also during this past year we have introduced cross country. We have at least as large a variety of athletic sports as any of the other schools in the Big Eight, and in some cases we have more. While we feel that it is important that we maintain a good standing in the Big Eight in football, basketball, and track, at the same time we are trying to provide for some of the less spectacular sports such as golf, wrestling, hockey, tennis, and baseball.

SECTION III

SPECIAL PROBLEMS

A. The problem of failures is one which continually makes itself felt in most high schools, especially where more than 90% of the high school age group is attending school. A study of these failures over a period of years does not throw a great deal of light on the solution. Probably less than 20% fail because of a lack of intelligence or perhaps the tools of learning, such as ability to read or ability to work mathematics problems, grammatical structure, and spelling.

The one biggest factor seems to be a lack of preparation on the part of the pupil. This can have its root in a number of sources. In some cases it is that the pupils are doing too much outside work on paying jobs such as evening work in stores, bowling alleys, picture shows, etc. I think a much larger group fails because of merely needless wasting of time such as loitering on the streets, watching television, or just aimless frittering away of time.

In some cases there has been a lack over a period of years of healthy encouragement on the part of parents. Not that they don't believe in education, but there must be more than just a belief in education in order to transmit a thirst to the child. Perhaps the educational climate is badly out of proportion, with emphasis upon the type of education that appears in comedy radio programs, TV shows, vaudeville movies, etc., rather than upon the need for mastering reading, mathematics, science, and the arts. We are trying, especially in the tenth grade, through home room programs, home room teacher consultations, and a few general meetings of the entire class, to bring to the attention of each pupil the absolute need for daily preparation outside of school. Contrary to what a few modern philosophers of education propose, we are still sticking to the general rule that there should be some daily preparation in every academic class, a portion of which necessarily must be done at home, either before dinner or after.

After talking with dozens of pupils who have at one time or another been on the failure list and who at the same time have fair or good ability in reading, mathematics, language, and spelling, I am convinced by what they tell me that the reason for their failure is lack of preparation. It is impossible to sugar-coat every course so that it can compete with "Dragnet," Red Skelton, Bob Hope, and a number of other TV and radio artists; and I think it is a big mistake to try to tell pupils that courses in science, English literature, and the languages are as easy to concentrate on as a murder mystery. I think by being frank with students and by continually keeping at the matter of emphasizing the importance of outside study, we are making slow but sure progress. We will nevertheless continue to have a certain number of failures, which we will continue to worry about but about which we can do very little.

B. As the uptown section of Madison is building up more and more so that at present there are but very few breather spots, it becomes more and more necessary to take care of pupils in our building during the noon hour if we are to keep them out of stores, business places, and public buildings where they are not generally wanted. We are therefore continuing to furnish movies, dances, and games during the noon hour. These cost money; they also cost faculty time for supervision. However, we are having fewer complaints as we increase our noon supervision, and we shall continue to carry on the same program.

We are using much more space in order to take care of the junior high school during the noon hour, as the senior high school pupils are more mature and can be handled more easily in the halls. The boys' gymnasium is given over to junior high school dancing, the girls' gymnasium is providing games for the special group and other junior high school pupils, and the auditorium is being used by both junior and senior high school on certain days of the week for movies.

C. Our class sizes will be slightly better during the coming year if our enrollment continues to increase as predicted enrollments indicate. We are not hiring any additional faculty and will probably not have to until we have an increase of 50-75 more pupils.

D. The fact that most pupils of high school age are attending school creates a problem with a very small minority who have very little interest in school or who have not learned to accept the general rules and regulations required by law, such as attendance and a reasonable amount of conformity to rules and regulations. While this group in our particular school will probably not number more than a dozen or 15 during any one year, it does take a great deal of time, energy, and effort on the part of the administration, the office force, the Guidance Department, and a number of teachers. In many cases our consideration of these pupils has met with very little success. Pupils do not resent the individuals who supervise them but resent the fact that they have to conform or produce reasonable results. In other words, they are not interested and do not intend to make any effort.

We have had several meetings with the Superintendent, guidance director, and other high school principals as to what might be done with this small group. It has been suggested that they be put into a special class or at least be given special attention at certain periods of the day in order to isolate them from the areas in which they have been getting into trouble. Whether this would improve their scholarship or whether it would increase their ability to conform is a question. However, it might improve the areas from which they were taken and in the end release a good deal more time for the benefit of the average pupil or superior pupil.

SECTION IV

RECOMMENDATIONS

A. We recommend that a further study be made of the third and fourth floor toilet facilities so that adequate rooms will be provided within the next several years. As has been mentioned in another section of this report, improvements are going ahead on the second floor toilet facilities.

B. We recommend that some minor changes be made in the balcony of the gymnasium in order to improve our seating capacity for basketball games. This could probably be done if and when new sections of movable bleachers are installed.

C. We recommend that further study of asphalt tile surfacing for the stair risers be continued, and that serious consideration be given to installation during the 1956 budget.

D. We recommend that some study be given to improved facilities for the Guidance Department and other offices in the school. It is possible that bringing the junior and senior high school offices and the guidance offices into the same general area would improve the handling of clerical matters as well as pupil conferences, in that the records for the entire school would be much more available than they are at the present time.

E. We recommend that further study be made as to the records, courses of study, and some administrative procedures of the three Madison public high schools.

F. It is recommended that further study be made of the athletic financial situation as to ways and means of helping in the improvement of increasing our financial take from admissions or in getting further aid for a good many of these very worthwhile athletic activities. There is probably more interest than ever in athletics, especially from the point of view of the pupils. However, the competition from big scale athletics such as the University presents has had its effect in our attendance and therefore our income.

This past year we have received considerable by way of help from the Board of Education in eliminating the fee for Breese Stevens Field and also for some subsidy for our non-income athletic activities such as tennis, golf, track, etc.

E. D. BROWN
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education

by Vida V. Smith

June 1955

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT FOR THE SCHOOL YEAR 1954 - 1955

I. STATISTICAL DATA

TOTAL ENROLLMENT TO DATE

Grade	Boys	Girls	Total
Seventh	83	73	156
Eighth	75	89	164
Ninth	113	131	244
TOTAL	271	293	564
Specials	23	20	43
TOTAL	294	313	607

TOTAL WITHDRAWALS AND TRANSFERS

Grade	Boys	Girls	Total
Seventh	3	6	9
Eighth	7	8	15
Ninth	10	10	20
TOTAL	20	24	44
Specials	6	3	9
TOTAL	26	27	53

Thirty-three new pupils enrolled after the first week of school for the present school year as compared to fifty-one the previous year and forty-four withdrew this year as compared to forty-eight last year. Twenty-four of these new pupils were from schools out of the city and twenty-six others enrolled at the beginning of the school year from schools outside of the city. Approximately 8.9% of this year's pupils were from schools outside of Madison, while 91.1% were from Madison public and parochial schools as compared to 13.3% and 86.7% for last year.

It is interesting to note that about 5% fewer pupils entered Central Junior from outside the city this year than a year ago. The number of withdrawals was about the same. The reasons for withdrawals and transfers of junior high pupils were as follows. This table does not include those in the special groups.

REASONS FOR WITHDRAWAL	JUNE, 1954 TOTAL	SCHOOL YEAR: 1954-55 GR.7	GR.8	GR.9	TOTAL
Moved out of the city	27	8	11	12	31
Transferred to other schools in the city system	3	1	0	2	3
Placed in correctional institutions	0	0	2	0	2
Transferred to parochial schools	0	0	1	0	1
Vocational School and work	10	0	0	4	4
Doctor's permit due to accidents outside of school	3	0	0	1	1
Doctor's permit	3	0	0	1	1
Polio and rheumatic fever	2	0	0	0	0
Deceased	0	0	1	0	1
TOTAL	48	9	15	20	44

The three pupils who were transferred to other schools in the city all moved to the school district to which they were transferred. Two of our pupils were placed in correctional institutions during this school year. One of these boys had been in parochial schools and Wisconsin High previous to his entrance at Central, and had not attended school regularly any year since he entered school. Both these boys came from broken homes. There was no parental cooperation with the school in one case, but the mother of one of the boys did all she could to save her son from being sent away. However, he refused to cooperate with her, and she finally gave up and let the law take care of him. Of the four pupils who withdrew to go to work and attend the Vocational School, there was one girl and three boys. Three of these pupils entered Central this year, and only one of these pupils was capable of doing work at his grade level, and he was absent too frequently to do so. One of these pupils should have continued in high school, but he had no desire to do so, and his parents were willing that he withdraw, so there was nothing that could be done about it. The boy who was injured in a hunting accident had to have his leg amputated and did not return to school during the entire year. The other pupil out on a doctor's permit was in the hospital a long time, and then went to Florida for her health. She had missed so much that the doctor excused her for the remainder of the year.

The anticipated total enrollment for the entire junior high school without the special groups will be 521 as compared to 539 for last year, or eighteen fewer pupils as indicated by the data given below.

ANTICIPATED ENROLLMENT FOR SCHOOL YEAR 1955-56 AND SCHOOLS FROM WHICH PUPILS ARE COMING

SEVENTH GRADE		EIGHTH GRADE		NINTH GRADE	
Central 7 (Repeaters)	7	Central Junior	140	Badger	5
Franklin	0	Repeaters	4	Camp Badger	0
Lapham	18	Parochial	4	Central Junior	145
Lincoln	19	Franklin	0	Edgewood	1
Longfellow	40			Holy Redeemer	3
Lowell	1			Madison Lutheran	0
Marquette	6			Silver Springs	6
Parochial	4			St. James	9
Rural	0			St. Joseph	3
Washington	54			St. Patrick	2
				St. Raphael	10
				Repeaters	7
				Re-entries	2
				Franklin	32
TOTAL (7th)	149	TOTAL (8th)	148	TOTAL (9th)	225

TOTAL ANTICIPATED ENROLLMENT: 522

The foregoing anticipated enrollment does not include any elementary pupils who said they were going to attend Wisconsin High School or other junior high schools. Our enrollment will be smaller in all grades next year due to smaller seventh and eighth grades this year, and we are also getting a still smaller seventh grade for next year. The difference is not enough at any grade level to make fewer sections, but our groups will be about two or three pupils less than this year. This will no doubt continue since much of the land in the Central area is being taken over for parking lots and business places. Then, too, there are six parochial schools and Franklin Public School in our area, all of which are eight-year schools.

II. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

We have had a successful school year. In spite of all that has been published regarding juvenile delinquency, we cannot complain of the majority of our pupils at Central. A few of them have been involved in difficulties outside of school that have come to the attention of the police. However, our school discipline has not been particularly difficult this year. We have about half a dozen pupils who have been real problems. More than 95% of our pupils have conducted themselves very well at school and in the community as far as I know. At least we have received no complaints about them. There are a few pupils who are chronic offenders. The teachers, guidance director and myself did spend considerable time at the beginning of the school year trying to help these few pupils to change their attitudes. We succeeded with some while others had their bad habits and indifferent attitudes so firmly established that nothing could be done for them in their present home environments. Perhaps if these children could have been taken out of the poor home environments before the age of twelve and given twenty-four hour supervision with trained personnel, most of them could have become worthwhile citizens. Since the public school can do little or nothing about changing home conditions, there is little that we can accomplish for these children. Whatever we do at school is undone before they return to us the next day.

The majority of our parents have been very cooperative in having their children attend school regularly, in encouraging them to participate in school activities, and in helping them to assume responsibility for conducting themselves in a creditable manner both in school and in the community. In the few cases where we have failed to get parental cooperation or where it has come too late, the children are the losers. These pupils have had irregular attendance, done poor work and in several cases, are repeating work in one or more subjects. It is most gratifying to me to see what an excellent job some mothers have done in rearing children and also working to support their families. They have certainly showed that broken homes do not have to produce delinquent children. These mothers have taught their children respect and cooperation, and some of these children are outstanding pupils.

Our Junior High Band has been very good this year, but our Junior High Orchestra has been very poor due to the few pupils we have had in string classes the past three years. We have had very few good string players coming to us from the elementary schools. Each spring we have programs sent in by the six elementary schools that indicate we will have enough pupils for a good sized string class, but each year when September arrives, we find that several of these have received Special Permits to attend East Junior or West Junior High Schools. Therefore, we have to run a string class not only with very few pupils, but with pupils of very mediocre ability in as far as instrumental music is concerned. We have had two Girls' Triple Trios which have done very good work and a Boys' Double Quartet which was good, but not outstanding. The rest of our vocal music program was just fair. Mr. Whitney did an excellent job as assistant in both the instrumental and vocal music departments, and we are sorry to lose him.

Our dramatics department presented two plays for the public. Both were well-attended by appreciative audiences.

Improvements made in our physical plant have been a major accomplishment this past year. All the corridor floors have been tiled, new drinking fountains installed, modernized lighting has been put in several rooms, new roofing, trophy cases, formica tops on desks in two rooms, two new entrances to the junior high were completed, carpeting was put in the auditorium, one room was equipped with new pupil desks, some new tables, storage cabinets and teacher desks provided. This was our best year for building improvements in the twenty-five years I have been at Central. Our student body, parents and teachers have expressed their appreciation many times for the long needed improvements which have finally been taken care of. I think these improvements have done much to help instill in our pupils a respect for public property. Very few cases of vandalism among our pupils have come to my attention through the police department or otherwise. I hope this trend toward modernizing our building may continue as it certainly makes a difference in the respect of the pupils and parents for their high school. I wish to express my sincere appreciation to the Board of Education and the Superintendent of Buildings and Grounds for these many improvements.

The California Achievement Test was given to all our seventh and eighth grade pupils at the end of the first semester. Our seventh grade rated a semester above grade level in total reading and total arithmetic and more than a year above the norm in spelling. Our eighth grade rated about half a year above the norm in total reading, a year above the norm in arithmetic and spelling and slightly above the norm in the mechanics of English. The new form of the Stanford Achievement Test was given to all of our ninth graders at the end of the first semester. Our group rated considerably above the norm in all areas of this test except language usage and they were at norm on that test. Our junior high pupils rate as an average group in mental ability. A detailed study of all test results was compiled and given to all junior high teachers, heads of departments, the curriculum department and to others who might be interested in the results. Our guidance department and home room teachers made considerable use of this test data in working with individual pupils on

their advance programs. Other studies were made on attendance, home conditions of pupils, failures, etc. The attendance reports were discussed with the teachers, the school nurse and the attendance worker. We never had so many ninth grade pupils absent such a large per cent of the time for personal illnesses as we have had this year. I called this to the attention of the nurse, and she is attempting to make home calls at the homes of all pupils who were absent more than 15% of the time due to illness to discuss the health of the child with the parents and to see if we can get thorough physical examinations of those children. It is hoped that something may be done for them during the summer so they will have better school attendance next year. The reports received from Miss Friz at the present time seem quite hopeful. At least the parents have been interested and cooperative. It remains to be seen as to whether or not they can do anything to improve conditions.

Our noon recreation program has been entirely too much dancing and not enough other activities for those pupils not interested in dancing. I don't approve of so much social dancing for pupils of junior high age. It tends to promote the "pairing off" of children as couples and also encourages the idea of girls having to have a boy friend which I think could better be delayed until tenth or eleventh grades. There are altogether too many children throughout the country who are being married before they complete high school. I think we need to re-examine our recreational activities, and the encouragement being given by many agencies to take children out of their homes for recreation at too early an age. There isn't much we can do about our noon recreation program at Central Junior as the senior high uses the activity room that was built for recreation for their lunch room, and the dance program takes care of the largest number of children in the space available. Consequently, I suppose we will continue to use it.

Our junior high school athletic program has been very poor this past year. In fact, it has been the least successful of any year I have been at Central. Our pupils have to go to Lapham School to practice for volleyball and basketball and since many of them come from the west side of town and from South Madison, it is most inconvenient. I do not feel that our senior high athletic program will ever be built up until we begin to give our junior high pupils equal chance to use the meager facilities available with that of the senior high and of other junior high schools. This could probably best be done by letting the junior high use the boys' gym two nights a week while the senior high goes to Lapham for practice, and then allow the senior high to practice at Central three nights a week and the junior high go to Lapham, or have practices for the senior high coming later in the evening.

Our Parent-Teachers Association has been very active the past several years. We have many parents who attended practically every school activity, and who did much to interpret our school to the community. However, like every other school, many of the parents do not participate in any way in school affairs. The president of our P.T.A. organized a group of P.T.A. members to give the hearing test to all ninth grade pupils. This was a

very efficient committee, and they completed the tests in less time than usual. The Department of Child Study said that they felt that the results of these tests were more reliable than those given in previous years. This was also good public relations as these parents were well pleased with the cooperation and courteous conduct of our pupils.

Some excellent work has been done in our home economics department. The eighth grade girls in cooking classes have given teas for the faculty. The sewing classes had an excellent style show as a part of the annual variety show and also for our Orientation Day Program. These groups are getting some excellent training in child care, cooking foods and sewing. This is a practical education that is very valuable to every girl who takes it. It is unfortunate that we have to run classes of thirty-two pupils in a cooking laboratory with twenty-four pupil stations as we did in the eighth and tenth grades this year.

Some of the work in our art department has been very good, but in general it has not been as outstanding as in past years. One of our pupils won first place in the city and district contests in the Helen Mears Contest and third place in the state. Others won prizes in the city salon of art. The Art Club has had an interesting project of framing pictures painted by pupils and exhibiting them to teachers. Then each teacher has chosen one to have hung in her room for a month. This has encouraged pupils to value their painting and perhaps has been an inspiration to do as well as their talents permit.

Our junior high shop program leaves much to be desired. We have no general shop and so our courses in electricity, home mechanics, and auto mechanics are not as well taught as they could be with better facilities. One of the promises made to us when the Vocational School addition was constructed was that we would have one of the best general shops in the state. The room planned for this shop is being used for nurses training, and we have no general shop facilities.

Standardized tests seem to indicate that the work in our academic classes has been well mastered. Nevertheless, I am fully aware of the fact that many of our pupils are not working up to their capacities. It is very disturbing to see some capable pupils failing to take advantage of the excellent educational opportunities Madison is offering them. Some of their parents take it even more lightly than the children. There is definitely a trend toward more and more pupils being satisfied with doing as little as they can just so they don't fail instead of doing the best that their abilities warrant.

Teachers are making considerable use of visual aids, recordings, radio and tape recorder to supplement their teaching. I've been pleased to see most of our new teachers are supplementing their teaching by use of these devices. Some teachers are also making use of excursions and trips to places of educational value, but more could be done in this respect.

The cooperation we received from the Vocational School under the direction of Mr. Bardwell and assisted by Miss Hardy is greatly appreciated. The problem of operating an adult school and a school for teenage children in the same building is a very complicated one. I do wish that we could do

more than has been done in regard to smoking in and around the Vocational School by the adult group. During our last fire drill, I counted over a dozen adults who came out of the middle Dayton Street door with cigarettes in their mouths and many more were smoking on the outside of the building during the drill. I realize how difficult it is to do anything about this as the personnel of the Vocational School classes changes every period of the day and every day of the week. However, it certainly doesn't help the reputation of Central to have the public see all the smoking going on during fire drills, and it doesn't help us to enforce the smoking rules for the high school.

III. SPECIAL PROBLEMS

The lighting on our auditorium stage is very poor since the footlights were removed in the remodelling a year ago. An attempt has been made to remedy this, but it is still far from satisfactory.

The girls' and boys' dressing rooms on the first floor and the squad rooms off the gymnasiums are in very poor condition. They need remodelling, woodwork painted, and floors tiled.

The faculty and most of the parents whose children attend Central feel that our school is capable of serving the needs of all the children of our community who are capable of receiving a high school education. We pride ourselves on the fact that we live in a democratic country and a part of the duty of a secondary school in a democracy should be to teach pupils to live in a democracy. Is this being done in Madison as well as it should be when a privileged few can get special permits to send their children to any school of their choice while others are expected to attend schools in the districts where they reside? We sincerely believe that we can do as much for the children of this community as any school in the city. This has been evidenced by the excellent record that some of our pupils have made at the University of Wisconsin and at other colleges, as well as by the business careers of many of our former pupils. We are pleased to know that one of our former pupils is an outstanding student in the University Medical School, another has received special recognition in the School of Music at the University, and others in the Home Economics Department at the University. These pupils have not been handicapped in higher education by having attended a democratic public high school. Frequently our pupils are mentioned as being elected to responsible positions in the colleges they attend. We are very proud of the majority of our high school graduates and are pleased to be educating the children of many of our former pupils.

I wish to re-emphasize the fact that we cannot begin too early in the educational program of children to emphasize the importance of good work and study habits. Every teacher and school administrator should be very conscientious about seeing that all the children entrusted to our care and guidance are working as near to their abilities as possible every day of the school year. We must also all be concerned regarding the moral and spiritual growth of these young people. We cannot let cheating, slovenly

work, religious and race prejudices, unfair play and other unwholesome attitudes go by unnoticed and still think we are fulfilling our jobs as educators of the present generation. We must all be ever-mindful of the fact that the public school is probably the most influential factor in determining what the world of tomorrow will be like.

I have been pleased to see a trend toward evaluation of our public schools and am glad that we have always tried to evaluate our program here at Central, and have not discarded the old until we had something better to replace it. We are using the core curriculum to some extent, and do correlate the work of the various subject areas in every way possible. We are attempting to give these children a firm foundation upon which to build higher education as well as to give them the kind of education that will be useful in their adult lives.

There is need for more coordination of the entire program of education, recreation, religious training and social life of the children in Madison. I am very pleased to see a trend toward stricter discipline of youth throughout the community. There is a definite trend on the part of the churches of our community to try to exert more influence on the lives of the children of their parishes. This is a good thing, but needs to be worked out in a manner which will not interfere with the school program for these children. I have on my desk now requests for pupils to be excused from school for Scout trips to the Lincoln Country, Scout trips on conservation, for pupils to go to Milwaukee as a reward for outstanding work done in Hebrew School, and for others to be excused to prepare for their confirmation. It seems unfair to public education to place a premium on being excused from it in order to participate in other activities. I think we should do more to get both parents and pupils to realize the great privilege they have of being in a country where public education is offered for as long a period and as well as it is in our country.

Some way should be provided to do away with the present method of disposing of waste material. At present, waste material is put in a room across the hall from two junior high classrooms. The odor from decaying refuse from lunches is very unpleasant to say the least. It is a health hazard, and certainly gives parents and others a very poor impression of our building. Since this garbage room is directly in front of the junior high office, it is seen by every parent who comes to wait for his child at the close of school. This is most unpleasant for all teachers and pupils on the first floor of the junior high school. If only one improvement can be made at Central Junior this year, THIS SHOULD BE THE FIRST...to do away with this method of disposing of garbage.

There is a problem of getting pupils to appreciate what teachers are doing for them when a teacher is willing to spend extra time to give special help. Some pupils fail to appreciate this.

IV. RECOMMENDATIONS

I am pleased to see that some of the recommendations that I made last year have been fulfilled; therefore, I am more encouraged about making others this year.

1. Better facilities for physical education should be provided at Central as soon as building conditions permit.

A. Tennis courts near enough to school for physical education classes to use and for noon recreation should be provided. I think more emphasis should be placed on such sports as tennis which can be played during the summer when pupils have more time for recreation.

B. More stationary bleachers should be installed to increase the capacity of the boys' gymnasium for athletic contests.

C. Use of the Y.M.C.A. pool for fifth period two days per week if possible so all ninth grade girls may take swimming.

D. Provision should be made for another place for the senior high lunch room so that the activity room might be used for junior high noon recreation. Our present facilities are not adequate for the boys of the junior high school. It is far better to provide for them here during the noon hour than to have gangs organized on State Street.

2. Floors in the class rooms should be sanded or tiled and stairs should be repaired and tiled as soon as finances permit.

3. Motor cycles should be forbidden parking space in the bicycle area. Most of them are owned by Vocational School students. They turn the motors on and then sit there talking and it is impossible to carry on classes in the rooms on that side of the building.

4. The building should be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children here to enroll. This is the first impression that new pupils and their parents get of their school, and frequently it has been a very poor impression from the untidy condition of the corridors and dressing rooms on the ground floor at that time. It was particularly bad last year due to the roofing project, new entrances and other carpenter work which had to be done after school began.

5. Lighting in all classrooms and the gymnasiums should be improved as soon as possible. We now have eight rooms with modern lighting fixtures out of the seventeen classrooms and three offices used exclusively for junior high.

6. The Vocational School sign above the Dayton Street entrance should be removed. Much time is wasted directing adults to the Vocational School after they enter the building by this entrance as it doesn't lead into the Vocational School but directly to the junior high. Many younger Vocational School boys make use of this entrance as a smoking room in the winter time as do adults who are waiting for a taxi. This sets a bad example for the high school pupils who are not supposed to smoke in the building.

7. The adult vocational group should be prohibited from smoking except in the smoking rooms and especially in the corridors used by high school pupils during fire drills.

8. Toilet facilities for women teachers should be provided by adding more stalls in the first floor girls' lavatory.

9. More stalls should be provided in the girls' lavatory on first floor as soon as possible.

10. Make other plans for disposal of garbage other than those now in effect.

11. Stair rails should be repaired and made about one foot higher so that it would not be convenient for pupils to sit on them. They are a hazard as they now are.

12. There is need for a general shop for junior high classes. The boys hate the present auto mechanics class and home mechanics is omitted from the eighth grade classes entirely. We have had to substitute a craft project and this should not be necessary in a school with a trades course.

13. More of the men teachers should feel a definite obligation to attend Parent-Teacher Association meetings just as most of the women teachers do. Parents frequently ask for their child's home room and class room teachers, and it is particularly embarrassing for me to tell them each time that he is not there. This is particularly important now that practically half of the teachers working with junior high pupils at Central are men.

14. There is a need for a kiln for the art department so the clay work can be fired.

15. There is a need for more and better facilities for teaching home economics. If we had the space and the teaching power, I would like to see home economims offered to boys in the seventh and eighth grades. I think such a course taught by our present home economics teachers could do much toward better home life for these children now and in the future when they establish their own homes. We had thirty-two eighth graders in classes with twenty-four pupil stations during the past school year. Our cooking laboratory should be remodelled and new unit kitchens installed as soon as funds permit.

16. It would be a great advantage if Central could be freed from summer school at least once in every three or four years so that the building could be thoroughly cleaned and repairs and improvements made.

17. Every teacher both in home rooms and classroons should emphasize the importance of better social conduct and the importance of the development of pleasing personalities.

18. I hope that it will never happen again that a teacher with no preparation in journalism will be given the responsibility for the school paper. I have been ashamed of our school paper this year. If it can't be set up and printed by the Vocational School in a creditable manner, then we should have fewer issues and have them printed commercially in a manner that would make them a credit to the school.

19. Main corridors near Rooms 201 and 202 should not be used for storage of stage equipment as has been true this year. Ladders should not be stored at the entrance to Room 221. Both of these detract from the appearance of the building and are not in keeping with safety rules.

20. There is a need of much better ventilation in the girls' gymnasium and also a need for a non-skid strip in the girls' shower room.

21. It is most inconvenient to have the Central High School telephones on the switchboard. Several times I have had to call from four to six times before I could get an outside line.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson

June 1955

ANNUAL REPORT

1954 - 1955

GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

At this time, in looking back on the past school year, the work seems to have been made up of millions of incidental chores that were cared for as they came to us and that filled the days, weeks and months. However, on further evaluation, they fall into the following classifications: processing new pupils and withdrawals, checking all pupil programs, directing the scholarship program, psychological testing, processing applications to college or employment or military service, record keeping which includes bringing cumulative folders up to date, working with droves of admission counselors, counseling which is the major part of an every day program, and from September to June--SENIORS.

We prefer to report on Project Seniors. It is very rewarding to work individually with the members of the senior class using final programs, choice of college, employment, vocational plans or review of credits as springboards. Early in the fall we see each senior and fill in with him the following form.

PROGRAM PROPOSED BY:

_____ _____ _____

NAME HOME ROOM INDEX

FOR_____SEMESTER OF _____.

1.

2.

3.

4. _____

5.

Band_____ Dr. Ed._____ Swim_____ Orch._____ Physical Ed. _____

Health Ed._____ Work Exp._____ Chorus_____ Choir_____

TOTAL ABOVE CREDITS _____

CREDITS NOW CARRYING _____

SENIOR HIGH CREDITS TO DATE _____

TOTAL _____

COURSE_____

MAJOR_____ MINORS_____

_____

Further educational PLANS, if any:

Vocational PLANS, if any:

***

This sets up a review of his past work, present load and plans for what is to come. At this point it is common to confer with his parents, write to a college, arrange an interview with a professional or trades person, assign him readings in the vocational files or plan a visit to a department in which he has expressed an interest. This as a starting point snowballs into many conferences and grows into a form of individual vocational guidance which has replaced our Career Days of a few years ago.

Fifteen girls have chosen teaching as a career and have applied for admission at the University of Wisconsin (8), Whitewater (1), Platteville (4), St. Olaf (1), and Milwaukee State (1). This is a most unusual experience for our school. Previous to this year very few girls have expressed an interest in the teaching profession. Four girls will enter nurses' training and thirty-three have trained for clerical work. One girl will enter a school of Beauty Culture, one will go to Layton School of Art to study Interior Design, one will go to Arizona University, one to Chicago University and four have chosen marriage. A very few remain who will need to "just look for a job."

Fifteen senior boys will go to the University of Wisconsin and a scattered few have chosen Platteville (3), Stout (1), Ripon (3), St. Olaf (1), Florida University (1), Carthage (1), and the Milwaukee School of Engineering (2). The chosen vocations are engineering (11), teaching (5), law (2), medicine (1), conservation (3), physical therapy (1), and merchandising (1). Sixteen of our boys have planned for military service first and then a decision, later, on college and vocation. Ten boys wish to follow the trade they have been studying in our trades program. Again, it leaves very few who are going to look for work aimlessly.

For the few career talks that we arranged the audience was carefully screened and only those pupils who had expressed an interest in that particular vocation were invited. The most successful was the one conducted by a panel of engineers. Pupils were invited and urged to attend such programs as the all day tour of the Madison Schools of Nursing, Home Economics Day at the University, the field day sponsored by the school of Physical Education for Women, the Future Teachers of America program at the S.W.E.A. Convention, U.W.--YWCA Day, Career Conferences for Women, etc. It is difficult to interest high school pupils in such programs. The response is

usually small or nil.

Another project that was particularly rewarding was the supervision of the scholarship program. On Class Night we distributed about $2400 to high ranking seniors. The following scholarships and awards made up the program:

Altrusa Club	$100	M.E.A.	$100
Christian B. Stein	15	National Honor Society	100
U.W. Freshman (2)	U.W. fees	Rennebohm	300
Francis Drew Winkley	120	Rotary Club	50
Girls' Club (3)	75	Herfurth Efficiency	50
Gisholt Proficiency	25	U.W. Honor (3)	U.W. fees
Hi-Y	50	Usherette Club	50
Junior High (3)	50	Readers' Digest	Subscription
Panhellenic	100	Auxiliary to Dane Co. Medical Society	100
S. B. Shein Memorial	100		

One of our special problems is the location of the guidance office in close proximity to the main office. We become involved with an endless number of discussions and chores that would not cross our paths were we physically separated from the main office. It was my hope to get the large corner room (121) for the junior high counselor, the senior high counselor, for testing and a center for folders, vocational materials, records, and clerical work, before the increased enrollment would make such a project impossible to consider. At the present time Mr. Haugan is far removed from clerical help and our contacts are necessarily few. Records and materials are scattered into two offices, the library, and home rooms. It is not an efficient physical set-up.

Mr. Haugan reports below on a few of his special projects. Also some statistics and reports, which are kept for continuity purposes, follow.

I wish to express my appreciation to all with whom I have worked this year, especially, the administration, the faculty, Child Study Department, Family Service, Mrs. Ellen Brandenhoff, Miss Ruth Friz, Mrs. Cora Podell and many others.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

EMPLOYMENT

NUMBER OF PUPILS GRANTED WORK PERMITS

(September 1954 - June 1955)

Vacation Permits	69
Regular Permits	134
Street Trades	37
Total	240

Type of work for which permit was issued:

Stores	85
Office	6
Hospital	12
Restaurant	43
Street Trades	40
Bowling	21
Golf Courses	7
Theatres	5
Miscellaneous	30
	249

	Boys	Girls
Pupil requests for employment	23	21
Jobs called	30	31
Pupils placed	17	26

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

1954 - 55

Junior High School

	Number	Percent
Retarded (I.Q. below 95)	113	21.65
Average (I.Q. 95-115)	293	56.13
Superior (I.Q. over 115)	116	22.22

Average I.Q. of all Junior High Pupils 104.56

Senior High School

10th Grade:	Number	Percent
Retarded (I.Q. below 95)	30	14.93
Average (I.Q. 95-115)	141	69.15
Superior (I.Q. over 115)	32	15.92

11th Grade:		
Retarded (I.Q. below 95)	29	14.50
Average (I.Q. 95-115)	123	61.50
Superior (I.Q. over 115)	48	24.00

12th Grade: Graduates of June 1955		
Retarded (I.Q. below 95)	18	13.43
Average (I.Q. 95-115)	89	66.42
Superior (I.Q. over 115)	27	20.15

Average I.Q. June 1955 graduates 105.67

Average I.Q. of all Senior High pupils 103.98

CON-FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	1st Grade Period	Final	1st Grade Period	Final
Number of Conditions	45	162	82	0
Number of Failures	98	49	122	151
Total No. of Cons/Fails	143	211	204	151
Pupils having:				
1 Con or Fail	66	85	75	42
2 Cons or Fails	18	24	32	20
3 Cons or Fails	9	15	15	13
4 Cons or Fails	1	5	2	3
5 Cons or Fails	2	1	1	3
6 Cons or Fails	0	0	0	0
7 Cons or Fails	0	1	0	0
Number of names on list	96	131	125	81
Percentage of pupils	18.39	25.10	23.95	15.51

Senior High School

	First Semester			Second Semester		
	1st Gr. Pd.	2nd Gr. Pd.	Final	1st Gr. Pd.	2nd Gr. Pd.	Final
Number of "Open"	0	0	27	0	0	8
Number of Conditions	47	55	20	36	67	7
Number of Failures	162	170	142	149	113	91
Total No. of Cons/Fails/ Open	209	225	189	185	180	106
Pupils having:						
1 Con or Fail	116	129	87	92	98	48
2 Cons or Fails	38	33	27	32	29	18
3 Cons or Fails	6	7	10	6	4	6
4 Cons or Fails	0	2	3	3	3	1
5 Cons or Fails	0	0	1	0	0	0
Number of names on list	160	171	128	133	134	73
Percentage of pupils	29.91	31.96	23.93	24.86	25.05	13.62

WITHDRAWALS

Junior High School

First Semester 1954-55

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTAL
Moved out of city	4	4	0	8	2	8	2	12	20
Voc. school & work	0	1	0	1	0	0	0	0	1
Other Madison School	1	0	0	1	0	1	0	1	2
Court placement	0	1	0	1	0	0	1	1	2
Deceased	0	0	0	0	0	1	0	1	1
Doctor's request	1	1	0	2	0	0	0	0	2
TOTALS	6	7	0	13	2	10	3	15	28

Second Semester 1954-55

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTAL
Moved out of city	2	2	0	4	1	3	0	4	8
Voc. School & work	1	1	0	2	1	1	0	2	4
By request	0	0	0	0	0	1	0	1	1
Left city	1	0	0	1	1	0	0	1	2
Other Madison school	0	0	0	0	1	1	0	2	2
At home	0	0	0	0	0	1	0	1	1
TOTALS	4	3	0	7	4	7	0	11	18

Total withdrawals for year 46

Total withdrawals for 1953-54 48

WITHDRAWALS

Senior High School

First Semester 1954-1955

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	TOTAL
Moved out of city	0	3	2	5	1	4	1	6	11
Voc. school & work	0	3	1	4	0	0	0	0	4
To be married	0	0	0	0	2	3	0	5	5
Going into service	0	2	0	2	0	0	0	0	2
Disinterest	0	1	0	1	0	0	0	0	1
TOTALS	0	9	3	12	3	7	1	11	23

Second Semester 1954-1955

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	TOTAL
Moved out of city	1	4	0	5	0	2	0	2	7
Voc. School & work	4	1	1	6	1	3	0	4	10
Disinterest	0	1	0	1	0	0	0	0	1
Going into service	1	2	0	3	0	1	0	1	4
To be married	0	0	0	0	0	2	0	2	2
To work	1	2	1	4	0	2	0	2	6
Doctor's request	0	0	0	0	0	0	1	1	1
To Child Guidance	0	0	1	1	0	0	0	0	1
To Waukesha	0	1	0	1	0	0	0	0	1
Over 18	0	0	0	0	0	1	0	1	1
TOTALS	7	11	3	21	1	11	1	13	34

Total withdrawals for year 57

Total withdrawals for 1953-1954 60

ANNUAL REPORT

For the School Year 1954 - 1955
CENTRAL JUNIOR HIGH GUIDANCE DEPARTMENT

PSYCHOLOGICAL TESTING

This year, as last, achievement tests were administered to all seventh, eighth, and ninth graders in January. This appears to be a most advantageous time for this type of testing for two reasons: (1) Pupils are at a point in the school year when they are really "hitting their stride" and the results appear to be a more accurate measure of their true achievement (2) The test results are a more valuable aid in helping program pupils for the following year than when the tests are given in the fall of the year.

The Stanford Achievement Test was also administered in September to all ninth graders as was done elsewhere in the city.

Other tests and inventories administered included:

Henmon-Nelson Test - Ninth Grade
Iowa Silent Reading Test - Ninth Grade
Iowa Algebra Aptitude Test - Eighth Grade at Central and Franklin
California Test of Mental Maturity - feeder schools
California Test of Mental Maturity--all new pupils who entered in the fall plus retests throughout the year
Wechsler-Bellevue - administered to those pupils whose results on group tests were questionable or whose language background prevented obtaining a valid result from the California.
Study Habit Inventories - all pupils
Miscellaneous personality tests.

INDIVIDUAL COUNSELING

The emphasis this year was working with pupils who were having difficulty with their studies. All pupils were contacted who received unsatisfactory work slips. An analysis was made with each pupil to determine the reasons for his difficulty and suggestions worked out as to how he could improve. These pupils were informed that they could receive additional help with any subject during their study periods if they so chose. The majority of help given was in the area of mathematics--particularly algebra, as this seemed to be the most troublesome subject for the ninth graders. I feel that one of the reasons for this is that the average ninth grader at the beginning of the year does not begin to comprehend the importance of <u>daily</u> preparation and study in every subject each day and the necessity of doing some homework every night. Another important factor is the matter of regular attendance. The pupils who needed the most help were those who were out of school off and on throughout the year. We are going to place more emphasis on the importance of regular homework and attendance in our individual contacts with pupils next year and also through our group guidance activities.

Interviews were held with all pupils new to Central this year at which time various information on pupils' attitudes and feelings toward school, home, and other children were briefly explored and they were given an opportunity to bring up any problems in regard to their new school adjustment. In these interviews the importance of regular attendance and not getting behind in their homework was stressed. It is my feeling that we should perhaps place more stress on regular attendance at the elementary school level. It appears that many of the pupils feel that missing school is not of any great consequence and that there is little necessity for make-up work if they are out of school for a few days.

GROUP GUIDANCE

This year I had the pleasure of meeting with a group of seventh graders one day a week at which time we used the book "Being Teen Agers" published by National Forum, Inc. Although this book is designed for use with eighth graders it worked well with this group, the only exception being a section on dating which was too mature a topic. Two chapters in the book brought about an unusual amount of interest. They were "Our Bodies Grow Up" and "Let's Talk About Teachers." Out of these two chapters special projects developed. We had two meetings on the topic of adolescent physical development and it was felt that a question box approach might be used in order to enable the pupils to ask questions that bothered them about this topic. Since most of the questions were of a rather personal nature pertaining to just girls or boys the group was split up, the boys meeting with me and the girls meeting with their home room teacher. I was impressed with the sincerity and maturity of the boys I met and the wholesome attitude they took toward the discussion.

The outcome of the lesson "Getting Along With Teachers" was a survey of the entire seventh grade concerning the characteristics they liked and disliked in teachers. This was followed up by a survey of the faculty as to the qualities they liked and disliked in pupils. The results of the survey were then published in the school paper.

The seventh and eighth grade group guidance activities centered about the use of Science Research Associates Junior Life Adjustment booklets during the Monday activity period. On Thursdays guidance films were shown. For each film a guide sheet was prepared by the Guidance Office for the teacher's use in preparing the pupils for the film and also as a basis of discussion after the film.

Next year we plan to use the books "Being Teen Agers" (National Forum, Inc.) and "Into Your Teens" (Scott Foresman) as the texts for our eighth grade home room program. The eighth grade teachers felt that a year's use of the SRH booklets in seventh grade was enough as many of them seemed repetitious of material covered the first year.

Before four-year programming was started in the eighth grade, the Iowa Algebra Aptitude Test was administered. The results of the test follow:

	Feb. 1951	Feb. 1952	Feb. 1953	Feb. 1954	Feb. 1955
Number of cases	102	137	133	151	149
Mean	50.1	48.7	47.6	50.8	49.8
Median	50.0	49.0	48.0	51.0	49.0
Mode	47.0	50.0	51.0	48.0	45.0
Range (Raw Scores)	24-77	18-91	15-81	19-90	18-92

Percentile norm for May, eighth grade according to the test manual--a score of 49 = 50th percentile.

The Central mean score was 49.0.

Keeping in mind that the norms for the test were determined on pupils who took the test in May, the fact that the average Central pupil was at the 50th percentile in February would indicate that Central pupils exceed the national norms by three months.

NINTH GRADE HOME ROOM PROGRAM

A continued emphasis was placed on the development of better habits of study during the first semester. Such techniques as films, film strips, study habit inventories, the administration of the Iowa Silent Reading Test, and various "how to study" booklets and pamphlets were used in connection with this unit.

Results of the Iowa Silent Reading Test

The Iowa Silent Reading Test, Form A.M. (Revised) was administered to all ninth grade pupils at Central Junior High on November 1, 1954 (the third month of the ninth grade).

Number of cases	228
Range of median standard scores	119-212
(In terms of grade placement this is less than 4.3 to 13.0+)	
Mean (of the median) standard scores	160.5
Median standard score	160.0
Modal standard score	163.0
Median standard score for the third month of the ninth grade	158.5

Central ninth grade is 2 standard score points above the ninth grade median or in terms of months, 4 months advanced.

From this data we can conclude that the average ninth grader at Central is reading at a level 4 months ahead of the ninth graders upon whom the test was standardized.

Comparison of 1954 results with those of previous year's ninth grades.

Date administered	Dec. 1951	Dec. 1952	Nov. 1953	Nov. 1954
Number of cases	180	223	200	228
Average median standard score for Central ninth graders	160.5	156.1	156.7	160.5
Median standard score for the fourth month (December) of the ninth grade	159.0	159.0		
Median standard score for the third month (November) of the ninth grade	____	____	158.5	158.5
DIFFERENCE	+1.5	-2.9	-1.8	+ 2

Other units undertaken as part of the ninth grade program were on personality development, personal problems, dating, and making plans for the future. The procedure followed in developing these units was similar to that reported in detail in last year's annual report.

A statistical summary of our work in programming follows:

(See next page)

Since the guidance program is a cooperative affair, I wish to thank the administration, Department of Child Study, attendance workers, school nurse, and clerical staff for their fine cooperation this year. Special thanks is given to the home room teachers for their fine work in regard to programming, home room guidance activities and their assistance and cooperation in connection with the testing program. Without their help the guidance program as it is set up could not function.

R. William Haugan
Junior High Guidance Director

Distribution of Courses and Mean I.Q's of Pupils Enrolled in Each Course--Incoming 10th Graders--Fall 1954, 1955.

Course	Mean I.Q.		Number Electing		Percent of Total	
	1954	1955	1954	1955	1954	1955
College Preparatory	111.8	112.6	72	83	37.5	36.4
Trades	101.2	101.6	47	45	24.3	19.7
General	96.2	93.1	40	57	20.5	25.0
Commercial	107.3	109.1	34	34	17.5	14.9
Vocational School	Not computed for this year	82.6	Not computed this year	6	Not computed for this year	2.6
Repeating Ninth		Could not be computed as one pupil has not been tested due to a language difficulty.		3		1.4
TOTALS			193	228	100.0%	100.0%

R. William Haugan
Central Jr. Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
ALPHONSE J. BARRETT

July, 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-1955
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

	Junior High School			Senior High School			Both Schools	
Year	Number	Percent of Increase	Percent of Decrease	Number	Percent of Increase	Percent of Decrease	Total	Percent of Increase
1933	956			1132			2088	
1934	1003	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45 **
1942	1091	2.7		1300		1.8	2391	.25
1943	1104	1.19		1325	1.9		2429	1.58
1944	1128	2.17		1189		10.26	2317	4.61 **
1945	1095		2.92	1233	3.7		2328	.47
1946	1066		2.64	1263	2.43		2329	.04
1947	1060		.56	1294	2.45		2354	1.07
1948	1076	1.5		1283		.85	2359	.21
1949	1083	.07		1212		5.45	2295	2.71 **
1950	1042		3.78	1246	2.8		2288	.3 **
1951	1119	7.39		1223		1.84	2342	2.36
1952	1137	1.6		1184		3.18	2321	.89 **
1953	1186	4.3		1193	.75		2379	2.49
1954	1224	3.2		1287	7.87		2511	5.54
1955	1371	12.0		1360	5.67		2731	8.7

**Decrease

II. Junior High School Total Enrollment by Grades

Grades	1943-44	1944-45	1945-46	1946-47	1947-48
7	282	285	303	285	302
8	348	297	324	297	299
9	498	513	439	478	475
	1128	1095	1066	1060	1076

Grades	1948-49	1949-50	1950-51	1951-52	1952-53
7	313	298	348	324	318
8	307	311	295	346	324
9	463	433	460	467	528
	1083	1042	1103	1137	1170
Remedial			16	16	16
Total			1119	1153	1186

Grades	1953-54	1954-55
7	377	439
8	329	367
9	518	565
	1224	1371
Remedial	17	--
Total	1241	1371

III. Enrollment Increase

During the 1954-1955 school year East High School had the largest enrollment in the school's history in both the Junior and Senior High. The per cent of increase over the previous year was also the largest of any year. For the first time we were pressed for room space particularly in the Junior High School. The opening of the new Monona Grove High School in September, 1955 will give East High School temporary relief with our enrollment problem. Approximately 170 pupils who have been enrolled at East will transfer to the new high school in September.

Our estimate of the enrollment for September, 1955 is:

Grade 7	429
Grade 8	422
Grade 9	420
Total	1271

Grade 10	400
Grade 11	440
Grade 12	430
Total	1270

IV. High School Graduates

Since 1932, the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Per cent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	331	335	1287	26.03
1954-55	4	325	329	1360	24.19
			Total 7752		

From 1922 until 1932, the East High School was organized as a four year high school. During that time 1467 were graduated.

Graduates 1932 - 1955 7752
Total Graduates in 33 years 9219

If all the boys and girls granted diplomas based on credits earned in the armed services, the General Educational Development Tests, and Extension Department credits were counted, the number graduated during the thirty-three year life of the school would be increased to nearly 10,000.

During the last twenty-three years, the graduating pupils have averaged 27% of the total enrollment of the Senior High School. The holding powers of the school has been good.

V. Graduates Attending Higher Institutions

On the basis of the transcripts sent to higher institutions for the 1955 graduates, about 35% plan on continuing their formal education.

VI. Accident Reports

11 Employee accidents

Athletic Injuries

35 Injuries reported to W. I. A. A.
2 Claims not filed
3 Claims not completed
30 Claims completed through W. I. A. A.
Amount Requested $763.30
Amount Paid by W. I. A. A. 453.50

Pupil Coverage

192 Injuries not requiring doctor's care
110 Injuries reported to W. I. A. A.
7 Claims not filed
1 Claim denied by W. I. A. A.
21 Claims not completed
81 Claims completed through W. I. A. A.
Amount Requested $1214.35
Amount Paid by W. I. A. A. 823.00

VII. Achievements

Starting the 1954-1955 school year, it was the aim of the new administration and faculty to continue the operation of the East Junior-Senior High School on the same high standards that Mr. Randle had maintained during his administration of thirty-two years.

In Mr. Randle's 1953-1954 Annual Report he listed a number of Suggested Changes and Improvements for the Program of Studies. This was the result of the Self Evaluation study on Criteria provided by the North Central Association.

A tenth grade English class was established for pupils with limited reading ability and a low I. Q. In addition to the reading classes at the tenth grade level we have set up a Reading Improvement program for grades 7-8-9.

The Business Education Department finished the second year under the reorganization started in 1953.

All teachers increased their emphasis on moral and ethical standards.

The report of the school librarian showed a definite increase in the use of the school library.

There has been some progress made on the problem of having the three Madison High Schools use similar procedures and a uniform policy where possible.

A definite improvement in the Service Department was accomplished during 1954-1955. Mr. Jorstad deserves commendation for the excellent job he is doing in getting the building back in condition.

The addition of one girl to the office staff for the second semester was of much assistance and improved the school service. It gave the Guidance Department some badly needed clerical help.

VIII. Problems

An immediate problem is to continue to improve our Program of Studies so that we can more nearly meet the needs and interests of all of the pupils enrolled. For 1955-1956 we plan to have a special class for unadjusted boys at the eighth grade level. We are also planning to start special classes for the talented pupils in ninth and tenth grade English and in Algebra. We have quite a few "withdrawals" who give as their reason, "That they don't like school". If it is the fault of the school we should remedy the situation.

The financing of the Inter-scholastic Athletic program is a definite problem. In former years the revenue from football and basketball was sufficient to carry the full program. This is no longer true and we must either curtail a worthwhile program or find some means of financing the non-revenue sports which are worthwhile.

The emphasis on moral and ethical standards must be continued. To develop and train for citizenship is our responsibility and the task is continuous.

IX. Recommendations

A. That consideration be given to changing the school calendar. The late closing date in June has caused quite a number of conflicts with pupils enrolled in our schools. This year we had a dozen boys who had to report to encampment under the Military Reserve programs. Also the boys seeking summer employment are at a disadvantage when the high schools in the surrounding area close school earlier.

B. That a "speeded-up" work plan be put into effect in preparing the playground area across Johnson Street. Lack of sufficient play area is a handicap to the students, particularly girls. An expanded athletic program for girls could be started if the space was available.

Respectfully submitted,

ALPHONSE J. BARRETT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER

July, 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-1955
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

At the end of the first month of the school year 1954-55, there were the following numbers enrolled in East Junior High School:

Grade	Boys	Girls	Total
7	195	229	424
8	189	162	351
9	258	279	537
			1312

This is the largest enrollment to date for East Junior High School. The seventh grade was the largest group ever to enter.

According to the information available this spring, it is estimated the enrollment for 1955-56 will be as follows:

Grade 7	Emerson	106
	Hiestand	10
	Lincoln	4
	Lapham	24
	Lowell	69
	Marquette	70
	Mendota	27
	Schenk	46
	Sherman	73
	Total	429
Grade 8	East Junior Grade 7	417
Grade 9	East Junior Grade 8	349
	Sunnyside	18
	Madison Lutheran	15
	St. Bernard's	18
	St. Patrick's	3
	Holy Redeemer	7
	Lakewood	2
	Seminary Springs	2
	Gaston	3
	Sanderson	2
	McFarland	8
	Cottage Grove	5
	Hope	1
	Total	433

Total estimated Junior High School - 1279

The enrollment should be slightly smaller than last year, but still larger than can be accomodated in the auditorium. The loss of the pupils who will attend the new suburban school will be offset by the large incoming seventh grade and the present large eighth grade.

II. Special Achievements

This year fourteen seventh grade home rooms were organized. While this definitely limits the use for other classes, because each seventh grade has three classes in the room, it is a decided advantage to the boy and girl. Our seventh grade was the largest one ever to enter East Junior High. Because of the three additional home rooms, it did reduce the class size from previous years. However, the plan for next year includes two groups to receive work in reading. Three sections are being organized for pupils who have been recommended from the elementary schools for special help.

The ninth grade classes--especially the first semester---were larger than anticipated because of the large enrollment during registration days. This situation was relieved somewhat when additional classes were provided for second semester.

For a good many years there has been a special section of ninth graders who have been given an enriched English program. This not only will continue this year, but there will also be provision for one in Algebra.

The good classroom and home room teacher who handles the boys and girls well, who provides stimulation and understanding in the work, is one of the best advertisers of the school. Their work is the finest public relations. Along with this, such special activities as the school operetta in which so many pupils participate and departments cooperate to produce a final performance is also a fine contact with the public. This year the operetta produced was "The Sunbonnet Girl".

The all city music festival which included the Junior High group this year seems to be an excellent opportunity for pupils to feel a real sense of cooperation. The spirit shown by our group in preparation for the rehearsal seemed to indicate a nice spirit. The combined groups made a very fine impression.

The home economics department again had teas to which the mothers were invited. This along with the spring style show "Tops for Teens" which included grades seven, eight and nine makes for excellent public relations.

The Student Council this year again worked on a series of problems including assistance with the auditorium seating, trimming the school Christmas trees, working on a clean-up campaign, taking care of locker inspections, ushering for the operetta and Orientation, and organization of the ninth

grade party. The secretary of the Student Council also contacted the seventh ward alderman relative to the stop and go lights on East Washington Avenue near the school.

As in previous years the Orientation program date coincided with that of Central. The Parent Teacher Association again invited parents of the new pupils to be their guests at a tea given in the school cafeteria.

A problem in one area often leads to an answer in another. When our enrollment went over 1300 it definitely offered a problem of seating capacity in the auditorium which provides seats for only 1200. It was evident that about 60 seats could be available by having the band play for entrance and dismissal and place them in the pit in front of the stage. A series of meetings was held with faculty members--especially the seventh grade teachers. Upon their vote it was decided to have separate auditorium periods for the seventh grade except on occasions when there were special assembly programs. At such times three seventh grade home rooms that were unassigned came to occupy seats of the absentees. This arrangement was not always satisfactory but it proved how matters can be handled in necessity, and this experience may lead to a better system next year.

There were several occasions--faculty meeting for all teachers as well as special groups--when Miss Eileen Severson who had a Ford Scholarship the previous year gave reports on her visits to other schools in the United States, especially with reference to work in reading. The plan for next year is to have two seventh grade groups which have been recommended from the elementary schools for special work in reading. Likewise, a group in eighth and ninth grade will be organized for special emphasis on this problem.

A creditable showing was made by the Junior High School art pupils in various city contests this year.

The physical education department had a series of after-school dances following the completion of the dancing unit in classes. These proved to be very popular.

The club program was discussed relative to having a separate set of clubs for the seventh grade. After some deliberation the program was carried on as it had been in previous years. This year 39 clubs were organized. Some of these carried on very successfully, while others did not work out well.

III. Special Problems

The very fact that there were more pupils than ever had been in East Junior High School presented a problem. The increased numbers meant more crowded halls, less library space, more office work, longer time devoted to attendance; all these are situations

which could not readily be remedied and involved added work.

It was quite evident in the early fall that a small group of eighth graders were going to demand a great deal of attention. They were low ability pupils who had managed to get along in the seventh grade where they spent three periods a day with their home room teacher. In the early part of the eighth grade they seemed to be most difficult behavior problems. Mr. C. H. Waller and his staff in the Child Study Department gave us valuable assistance in helping to work out the problem. At the time it was even suggested that provision be made for a special class for this group. It hardly seemed advisable to try to work this out in the middle of the school year. Plans are now being made to include a non graded class for the next school year with the hope that it would relieve some of the tension from other class rooms. Most of these pupils had records of difficulty in adjustment in the grades and the home situations were not satisfactory.

The eighth grade music classes continue to present a problem with some of the pupils. Strangely enough some of the pupils who have resented taking music in the eighth grade, elect it in the ninth grade. This next year we will attempt to make special provision for some of these pupils. The fact that one class had more than one hundred pupils (there was no room available so the class could not be divided) did not help the situation.

Poor school attendance continues to be a problem with a small group of pupils. In most cases the parents both are working and there is little opportunity to contact them. In spite of frequent home calls, assistance from the Child Study worker, conferences, these pupils are hard to reach in their indifference for school and the law.

In recent years more pupils have been taken out of school at the holiday season or mid winter when families plan trips to the South. Each year in June there are frequent requests from parents for their children to complete their work early so that they may accompany the parents on a vacation. Our teachers have been most cooperative, but it definitely presents a problem to them.

The library with the increased size of the school is over crowded. Miss Merriam Peterson, our librarian, continues to make plans to reach the maximum number of pupils and give them every opportunity to use the books, periodicals and reference material of the library. She encourages teachers to make use of the library in making their plans for classroom work.

During this school year it was necessary to have two double home room groups. This is not an ideal situation, but it seems the only way to provide for the present group. Next year three additional double home rooms will be used.

With fourteen home rooms provided for the seventh grade occupied five periods a day, there are necessarily fewer other teachers who have rooms available to them for classes. Five teachers have had programs where they went to different rooms each period. While this is not an ideal situation, it is the only way it can be worked out. Fewer teachers will have their own rooms available during a free hour as the school continues to grow.

This year not one class room was vacant during the fifth hour. At times when it was necessary to use a room for tests, etc., it took additional time to work out available schedules.

In working with junior high school pupils it is important that at all times we are keeping in mind the functions of this school--the emphasis on the skills as well as the exploratory nature. We must also keep in mind the type of pupil we have. He may be emotional; he may be pretty frank; he may be a dreamer; and may have countless other interests, but he needs patience and understanding to get him through this period.

Each year at commencement as the seniors get their diplomas, I see boys and girls who encountered difficulties in Junior High School, but who apparently surmounted them as they became more mature. In Junior High School we should ever be mindful of this. Few ninth graders now reach the age of sixteen at which time they may legally withdraw from school. Every effort is made to have them see the value of continuing in school, but sometimes all guidance is in vain. This type of pupil is definitely hard to reach because he has a false standard of values. Most of these boys and girls soon learn the jobs they hoped to secure are not so plentiful. A trade school plan may be an answer to this problem. Unfortunately, far too much time and effort is spent on a small group of pupils without educational results.

Only recently I heard a graduate of twenty years ago publicly pay tribute to her home room teacher who persuaded her to follow a college course even though at the time college seemed remote in her plans. The choice of program made it possible to earn money so she later could enter college.

Recently a young man who had been in Junior High commented; "I respect what you folks at school are trying to do--only it is too bad my respect comes so late". As I recall, he had difficulty in Junior High School; but now appreciate what his teachers did for him.

While our lawns, cafeteria and halls have been improved with fewer "litterbugs" this year, there must be constant emphasis on this from our entire staff during the next year. Likewise, the respect for school property and the rights of others must be stressed constantly.

The problem of developing in all pupils a greater appreciation of their country and its ideals should be emphasized.

There are some problems over which one has no control. Last September during registration period 39 ninth graders (one very large class) appeared and only 8 eighth graders. If there is an even distribution of classes they can usually be absorbed in the program set up, but it is extremely difficult when there are so many in one group.

Later in the year when I enrolled two new pupils--a brother in eighth grade and the young sister in seventh--I mentioned that it was important that I did not add too many to any one home room. The seventh grader gave me great assurance. She said; "Oh, you don't need to worry about us, there were 54 in my brother's room and 52 in my room". It again made me realize we were fortunate to be in Madison where foresight and planning did not allow such conditions to come about.

The same is true of withdrawals--merely the number does not tell the story. During the school year there were instances where a social worker brought a girl to place her in a new school. The girl had been in several schools previously and had been informed she must cooperate--it was her last opportunity. Her conduct for the week she was at East Junior was fine, but due to behavior outside she was sent to an institution. There were several such cases where we were giving a pupil "another chance", but entrance and withdrawal statistics do not tell the human story that goes with these cases.

This year could be characterized as an extremely busy one--at times it seemed there was so much that needed immediate attention, that there was not time to take care of some of the larger issues. There was not enough time devoted to curriculum matters, supervision, etc. It is hoped that this can be improved next school year. The service of an additional person in our school office was greatly appreciated.

It is most evident that the guidance department is understaffed. This department particularly needs the services of a man to work with the boys.

In this report I should like to express my appreciation to Mr. A. J. Barrett for his advice and help in working with Junior High School. The support and loyalty of the Junior High School faculty is greatly appreciated.

Respectfully submitted,

LOUISE H. ELSER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

EAST HIGH SCHOOL GUIDANCE DEPARTMENT

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

July, 1955

ANNUAL REPORT

EAST HIGH SCHOOL GUIDANCE DEPARTMENT

1954-1955

The guidance department of East High School would like to report on some of its significant activities in the school year 1954-1955. With the steady increase of enrollment--with a starting total enrollment of 2626 boys and girls--again, our big problem was to decide how to best use the time and energy of two counselors for a school of this size. In spite of this, and with the excellent help and backing of our faculty and administration, we have tried to maintain the philosophy of the guidance movement--the importance of the individual.

I. Significant Statistical Data 1954-55

A. Withdrawals and Transfers

Reason	Junior High	Senior High	Total 1954-55	Total 1953-54
Transfers to Madison Schools				
Central High School	5	1	6	5
West High School	3	0	3	4
Parochial Schools	2	0	2	1
Wash. Orthopedic	1	0	1	0
Total	11	1	12	10
Transfers to suburban Elementary Schools (Nichols, Allis, etc.)	12	0	12	--
To work and Vocational (1 day per week)	4	30	34	22
Vocational - full time	0	3	3	3
Transfers to other towns	49	39	88	68
Over 18 - to work	0	22	22	12
Rural	5	10	15	14
Armed Service	0	10	10	8
Miscellaneous				
Illness	5	8	13	11
Marriage	1	8	9	10
Industrial School	3	1	4	3
Death	0	1	1	0
Norris Farm	1	0	1	3
Southern Colony	1	0	1	0
Removed to farm (Mr. Amborn)	4	0	4	
By request	4	0	4	1
Total Withdrawals	100	133	233	165

The total number of withdrawals and transfers this year is alarming until one stops to analyze the situation. First, the size of the school has increased by several hundred these past few years, which would increase the numbers of withdrawals proportionately. The category "transfers to other towns"

indicates 88 this year compared to 68 last year and 63 in 1953. The transient population moving in and out of this east side area, following employment and housing, has been a real problem in our schools. In too many cases, concern over the pending job comes first in the eyes of the parents; and students are moved at most inconvenient times in the school year.

For years we have suggested that a study of the withdrawal sheet of our school gives a rather clear picture of the economic condition of our community. Although we are still in the wave of inflation, there has been a definite tightening in employment, as shown in the numbers of high school students clamoring for jobs. This year 22 boys and girls left school for full time work, over eighteen years of age, as compared to 12 last year. A similar increase shows in the 34 who withdrew to attend Vocational School one day a week and work, as compared to 22 last year.

In each withdrawal or transfer a definite routine is followed under the supervision of one of the counselors. Parent's permission must be granted by telephone, a conference, or a note. School supplies, books, library materials are all signed in and the final papers are not issued until the record is clear. This type of chart does not show the many cases of boys and girls who came in to withdraw, but who were persuaded to stay, often to graduate. Often an interested teacher can do much to influence a boy or girl in this important decision. The work experience program has been helpful in many cases.

The security of a part time job, a foster home, new glasses, a better understanding between parents, a change in the school program, friendly help from a teacher or club advisor, a new dress--any one of these may be the typical factor which can be the turning point in a young person's future plans.

When the student makes his final decision to drop school, in spite of combined efforts of all those interested in him, he is given final information which might be helpful concerning opportunities at Vocational School, correspondence courses, employment office. In most cases, the door is kept wide open and he is urged to return to high school to earn his much-needed diploma. Many boys and girls do return, especially during this present era of less employment for their age group.

B. Testing Program 1954-1955

1. Psychological Tests

The California Test of Mental Maturity, Revised Form S 1950, was used again for the following group tests:

New pupils	145
Rechecks	50
Grade IX	543
Madison Lutheran Grade VIII	26
Total	764

The Otis Quick-Scoring Mental Ability Tests, Form A, B, C, D, were used for enrolling new pupils because of its easy administration. It was followed up later by the California Test. In some cases the individual Wechsler-Bellevue was given by Mrs. Holcombe.

The following table shows a distribution of I. Q.'s for grades VII-XII on the California Test of Mental Ability as of January, 1955. In any school it is important to study the types of pupils and to note their wide range of abilities.

Distribution of I. Q.'s in Grades VII - XII

I. Q.	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
140 - 149	1	0	1	1	1	1
130 - 139	8	10	15	6	9	4
120 - 129	48	34	60	22	47	54
110 - 119	115	104	139	116	111	100
100 - 109	96	83	165	179	139	104
90 - 99	77	64	110	128	84	81
80 - 89	55	31	45	55	28	20
70 - 79	15	17	10	3	9	10
60 - 69	1	3	0	0	0	0
Total	416	346	545	515	428	374
Median I. Q.	106	106	106	103	106	107

Each year the Henmon Nelson University Prediction Test is given to all ninth and eleventh grade pupils. This test is a good counseling device because students are able to compare their score, in terms of a percentile, with other students in the same grade level.

Following is a distribution of percentile ranks for the year 1954-55.

Percentile Rank	Grade IX Number in each interval	Grade XI Number in each interval
90-100	89	50
80-89	72	33
70-79	74	54
60-69	50	42
50-59	61	39
40-49	43	36
30-39	38	40
20-29	23	45
10-19	42	24
0-9	28	27
Total	520	390
Median Percentile	64%	58%

All test information is recorded on the permanent record cards and cumulative folders. Special sheets are made up for home room teachers in grade IX where the bulk of the testing program is given. Lists of test results are available by home rooms and by grades for use by all teachers. In the fall a special bulletin is prepared for the faculty to help interpret the school testing plans and to explain the coding system used. Teachers are urged to use this information to get a better understanding of the abilities and possibilities of their boys and girls.

2. Achievement Tests

In grade VII summary sheets were prepared for the California Achievement Test, Form AA, which had been given the previous April, 1954 in grade VI. Each home room teacher received this at the beginning of the year, with her group of folders and special recommendations from the sixth grade teachers. Later a distribution of results was made as follows:

Distribution of Median Grade Levels in the California Achievement Battery Form AA given to 371 students, grade VI, April, 1954. Norm 6.8. (Present grade VII)

	Median Grade Levels
Reading Vocabulary	6.9
Reading Comprehension	7.0
Total Reading	6.9
Arithmetic Reasoning	6.7
Arithmetic Fundamentals	6.7
Total Arithmetic	6.7
Mechanics of English and Grammar	6.6
Spelling	6.8
Total Grade Achievement	6.9

This year the new Stanford Achievement Test, Advanced Partial Battery, From JM (1953 Edition) was given to 525 students in grade IX in September in their English and Mathematics classes. Again the tests were scored at the University of Wisconsin Testing Bureau and the statistical data prepared in the Guidance Office. Summary sheets were prepared to show the distribution of achievement by grade level, as follows:

Distribution of Median Grade Levels in the Stanford Achievement Test, Advanced Partial Battery, Form JM (1953 Edition) given to 525 students grade IX, September, 1954. Norm 9.0.

		Median Grade Levels
I	Paragraph Meaning	9.6
II	Word Meaning	10.1
	Average Reading	9.9
III	Language Usage	8.7
IV	Spelling	9.5
V	Arithmetic Computation	9.5
VI	Arithmetic Reasoning	9.5
	Average Arithmetic	9.5

No Total Achievement was possible in this new revised test because there were no tables available. In Bulletin #41 Miss Leary gives an excellent resume of the city test results, with a good explanation of why the results seem higher than in earlier years with the previous edition of the battery.

The results of both seventh and ninth grade achievement tests are recorded on the cumulative folders, and summary sheets are prepared by home rooms to be used by all teachers. We feel that the test is important for many reasons for a survey of the range of academic growth of an entire class, for aid in planning special sections, and for counseling the individual student.

The Iowa Silent Reading Testing program for ninth grade will be discussed later.

The Iowa Algebra Aptitude Test was used again in grade VIII as one more indication and prediction of success in Algebra for ninth grade. The tests were given by the mathematics teachers, followed by special recommendation for those who probably should not attempt Algebra. Sheets were made up showing mathematics grades, achievement scores, and recommendations for use by the eighth grade home room teachers in programming. Most students followed the prediction and recommendation of the tests and their teacher's suggestion. In some cases where this was not true, Miss Collins interviewed the boy or girl and contacted his parents when advisable. Some families insisted that the student be given his chance in Algebra. Arrangements for the change can still be made early in September after the Stanford Achievement testing.

C. Scholarships

Work on scholarships has become one of the major jobs in the Guidance Office in the spring starting early in February with the announcement of the University of Wisconsin Freshmen and Knapp Awards. This year twenty-six seniors applied, competing with over 1000 applications. Two won the coveted Knapp Awards and eleven won the Freshmen tuition scholarships.

Six East High girls tried for the Dane County Homemakers Award which was won by one of our Home Economics seniors. Another senior girl won the Minetta Hastings Teaching Award of $500. in competition with the whole state of Wisconsin

Name of Scholarship	Amount
University of Wisconsin Legislative (First three in class rank)	1 year tuition
Altrusa - one senior girl - tuition	$100.00
Brandenburg - two seniors	250.00 per yr, 4 yrs
Business and Professional Women one girl - to alternate schools	------
Dane County Medical Assistants Nursing Award	100.00
Dane County Medical Auxiliary Nursing Award	100.00 for each Madison Nursing Sch.

Name of Scholarship	Amount
East Side Business Men's Club one boy, one girl	1 year tuition
East Side Women's Club - one girl	1 year tuition
Faculty Memorial Award (Interest from fund)	$15.00
Gisholt Efficiency Award Manual Arts award	$25.00
Gisholt Industrial Arts University Scholarship - Manual arts boy for Engineering	$100.00
Madison Alumna Pan Hellenic Award	$100.00
Madison Education Association Teaching Award	$100.00
McPyncheon Awards - four boys	$4.00 per month
Rotary Club (one of top 10 rank)	$50.00
Stein Award - two seniors	$10.00 each
Theodore Herfurth Efficiency Award	$50.00
Winkley, Frances Drew - Engineering or Science	------
Winkley, Frances Drew - Home Economics	$125.00

The Floyd Ferrill Award of $100. was given to a senior boy for outstanding participation in baseball in memory of Mr. Ferrill.

Six awards of $100. each from the scholarship fund set up by Hazel Duling were given to five boys for proficiency in mathematics and to one girl. It is to be called the Hazel Duling Memorial Scholarship and is to be used to help worthy students attend the University of Wisconsin.

With this growing list of possible scholarships, it is important for counselors and teachers to encourage outstanding students to continue their education.

Besides the scholarship program, the American Field Service project was begun this year at East High School. From the fourteen original applications by junior boys and girls, four were selected for the summer project--David Hoffman to a farm in Germany and Ted Cole to Holland.

II. Special Achievements 1954-1955

A. Individual Counseling

The emphasis in individual counseling has continued this year except for the steady big increase in numbers of boys and girls to be seen. Each new pupil was interviewed during the early months of the year, including the 419 in seventh grade, the 150 new ninth grade rural and parochial, and the many new transients who entered in September. This year we have also enrolled 99 new students, 58 in Junior High and 41 in Senior High. In each case the cumulative folder is made out, tests given, and the new boy or girl is given information about the routine of the school,

club participation, credits, and whatever is most needed. Many of these new people come from small schools not knowing one person in Madison. Our teachers have been most understanding in their friendly help to these new students. The senior high Student Council recently established a Welcome Committee which should help the situation next year.

This year the guidance office sent out request sheets for recommendations by classroom teachers of pupils needing special counseling for poor academic work. This plan worked out well, and many boys and girls were helped.

One of the most serious types of counseling is that of the boy or girl with poor social adjustment. Behind each case one hunts for underlying causes of his behavior--underprivileged family life, physical causes, rejection, non-acceptance by his age groups, and many other serious reasons. The school has worked closely with the community social agencies in many of these cases--the police department, boys' and girls' probation workers, family service, Catholic and Lutheran Welfare agencies.

This year Mr. John Thrower, school social worker from the Child Study Department, spent one day a week at East High School working with boys and girls who needed special help and counseling. Second semester he had a group therapy class of 11-12 boys. Mrs. Holcombe was in the building one-half day each week for special testing and counseling. With our large enrollment, we were very greatful for this additional help in these serious cases.

B. Senior Interviews

Second semester each senior filled out a graduation interview sheet indicating his possible plans for future education, work, marriage, etc. Arrangements were made for an individual interview with one of the counselors. Some of these were rather routine with plans already made satisfactorily. Others meant several contacts with suggestions for colleges, scholarships, occupational information, job possibilities, etc. We have felt this to be a worthwhile project, and indeed a most enjoyable one for the counselors! All but 36 seniors took advantage of this invitation.

This year Mr. Stanley Spencer from the Wisconsin State Employment Service did some concentrated counseling with 45 senior boys and girls who requested special help. From a senior occupational survey he selected only those who had no or vague vocational plans. After a morning of aptitude and interest testing, each student was given an hour for interpretation of his skills and interests as revealed by the test battery. Follow up on job possibilities was well done. We hope to continue this project next year.

The following table indicates future plans of these graduating seniors as indicated by their interviews.

Future Plans of 1955 Graduates

1.	Further Education	
	University of Wisconsin	70
	Other Colleges and Universities (Ripon, Whitewater, etc.)	32
	Nursing Schools (Registered and Practical)	10
	Business College	6
2.	Future Occupational Plans	
	Office Work - Secretary	75
	Merchandising	11
	Restaurant Work	2
	Beautician	3
	Nurse's Aide	7
	Auto Mechanics	14
	Trade (Machinist, Mason, etc.)	19
	Apprentice	5
	Conservation	1
	Electronics (Radio and T. V.)	4
	Telephone Co.	4
	Miscellaneous (Policeman, Chiropractor, Tree business, Railroad, Dental Laboratory, Theater Manager)	12
3.	Armed Service	24
4.	To be married	7
5.	No interview	36
	Total Seniors	342

C. Vocational Information

Much the same progress has been made in providing vocational information for our students. A new career club was formed, Future Nurses of America, to join the other Future Clubs--Homemakers, Teachers and Farmers. All four groups have been active and are a splendid addition to the vocational guidance program in the school.

Career talks were planned for Wednesday activity periods open to all students interested in the particular subject of the day. An excellent Engineering panel was presented by five successful representatives of the engineering field. The annual home economics field day at the University was attended by several of our girls.

A series of informative panel discussions was presented by a group of armed forces representatives for junior and senior boys.

We feel that it is important for senior high school boys and girls to be aware of the many interesting occupations open to them in the world today. Home room teachers and classroom teachers can help so much by encouraging their students to attend career talks.

D. Reading Improvement Program

This year an attempt was made to make us all aware of the need for reading improvement for many of our boys and girls. Miss Eileen Severson reported on her year of study of reading programs provided by the Ford Foundation. Miss Gebhardt and Miss Fosse attended a meeting in Chicago on reading improvement. A follow-up faculty meeting was held with reports from the convention and with information concerning the present reading program by Miss Crink and Miss Severson.

After several planning meetings, one with Miss Leary, a check sheet was made out which asked for recommendations from teachers of pupils of average or above ability who need help in reading. Plans for next year include two improvement classes in grade VII and one each in grades VIII and IX. Careful interpretation has been made between those needing reading improvement and those recommended to the special classes because of very low ability.

Miss Leary has suggested that study sheets be provided for each department with special hints on vocabulary, outlining, and paragraphing. This would give specific help to the various subject teachers.

The tenth grade reading classes were organized as in recent years from results of the ninth grade reading test program. The Iowa Silent Reading Test was given to 185 students who had ranked below the ninth grade level on the fall Stanford Achievement Test. From this, plus teacher recommendation, followed up by the Traxler Reading Test, classes were organized. The adjustment class planned last year for the students with low ability who had reached their maximum reading level was very successful and will be continued next year.

III. Special Problems

Our one big problem again this year is how to best handle the activities of a counseling office with our steadily increasing school population. Without the excellent cooperation of our faculty and administrative staff, it would be a most difficult job. May we thank them again for their help and understanding in dealing with the problems of our boys and girls.

This year we have been given one and one-half days counseling time from members of the Child Study Department, Mr. John Thrower and Mrs. Helen Holcombe, with additional help and advice from Mr. Waller. Special cases, needing intensive counseling and testing, were referred to them. We have been very grateful for this much needed assistance. However, we all realize that it still does not answer the need for an on-the-scene man counselor who can give daily help in working with our boys. We hope that in the near future plans can be made for an additional boys' counselor.

Respectfully submitted,

MARGARET A. FOSSE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1955

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1955

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

SPECIAL ACHIEVEMENTS

The West High-Times received the Medalist rating from the Columbia Scholastic Press Association. Only ten per cent of the papers receiving a first-class rating received this award. The National Scholastic Press Association gave the High-Times a first-class rating.

The West High mathematics team placed first in a mathematics contest, sponsored by the National Honorary Mathematics Fraternity, at Mount Mary College.

John Lovell, a West graduate, finished West Point with many honors. We are pleased that Arthur Wegner has qualified for the Naval Academy.

The West High Science Club, under the direction of Mr. Butler, published a Test Tube Times again this year. We feel that the publication is a very significant portion of the extra-curricular science training which is available to the interested youth of West High School.

West High tied for the Conference championship in football, and won the Conference golf and tennis championships.

Many of our graduates have received awards again this year, and have been elected to Phi Beta Kappa in institutions of higher learning throughout the country. A Partial list of the schools in which some of our graduates have been honored are: Beloit, Wisconsin, Northwestern, West Point, and Wellesley.

The senior class this year has had an unusually fine group of students. They, too, have won many honors. More than fifty awards and scholarships were earned by them. Some of the institutions which granted these scholarships or awards are: Wisconsin, Lawrence, Cornell, Princeton, Iowa, and Harvard. Scholarships range from $50.00 to more than $1,000.00.

Eleven of our boys were initiated into Phi Eta Sigma, a scholastic honor society for freshmen at the University.

I feel it significant that members of our school won the following contests:

1. State spelling contest
2. State mathematics contest
3. The state General Motors competition
4. Virginia Pochmann won honorable mention in the 14th annual Science Talent Search. Her research was on "Breeding Siamese Fighting Fish."

The Art Department continues to win honors. This year five keys were won by members of the school in the Regional Art Contest.

The pupils of West High School gathered together 65 bags of clothing to help in the Children's Clothing Crusade.

Mr. Steiner's boys who handled visual aids for the school, have performed another fine service during the school year. A total of 370 films were shown to a total of 232,864 pupils.

The outdoor class room in conservation which was sponsored by the Board of Education under the direction of Mr. Paul Olson received commendations from many sources during the year.

The local student councils sponsored the state student council meeting in Madison. Our council squeezed 700 people into a banquet in our school cafeteria, and the local councils made a considerable amount of money, which was used for scholarships to aid certain American Field Service representatives from Madison who are going to represent Madison in Europe this summer.

Hiro Yamamoto, an exchange student from Japan, spent a year with us. It is, and was, an unforgetable experience. Our students accepted him the moment he arrived, and continue to hold him in high regard. His stay with us should do much to improve relations between our area and Japan. If our experience could be multiplied ten thousand times, I feel that a peaceful world could be arrived at before too long.

The Y-Teens had a very profitable year. Their membership is very broad and I feel organizations of this type can be beneficial to the school and to the community.

Under the direction of Miss Kleinheinz the Latin classes worked on individual projects. These were assembled in a worthwhile exhibit which was seen by more than 700 visitors, and which was commended by many parents, professors, teachers, and pupils.

The Radio Club, under the direction of Mrs. Lugg, is doing an outstanding job. Three members of this year's group took the novice class examination and received their licences. Two others were to take the examination before the end of the year.

We have had a number of foreign visitors, usually educators. The number varies between 30 and 50 during the school year. Some comments which they have made may be interesting. They are uniformly impressed with the fine discipline which they find in this and other schools which they visit. They have remarked upon the quiet, the orderliness, and the fine feeling which they find between pupils and teachers. One doctor from a Scandinavian country recently indicated that he was very favorably impressed with the science work, and especially impressed with the work done in the mathematics classes. He stated that people with whom he has talked in foreign countries were certainly misinformed about the type of education which American youngsters receive.

Floyd McBurney was paralyzed from the neck down in a diving accident last August. During the year he studied with Mr. Bert Wells, and besides completing requirements for graduation, he was elected to National Honor Society and won the school honor pin. The climax of his achievements came on June 17, when he was wheeled out on the auditorium stage at the graduation exercises and received his diploma from Mr. Glenn Stephens, president of our Board of Education.

Four students from West High School were chosen to represent Madison on the American Field Service summer program in Europe this summer.

Parents of the members of the senior class sponsored a party for the class after Class Night again this year. From all reports, the party was very successful.

THE TWENTY-FIFTH YEAR

We have celebrated the fact that West is completing its 25th year of service to the youth and citizens of Madison. It has been a very good year. The High-Times published a Silver Anniversary issue on May 26 of 1955. Thirteen members of our faculty still remain on the staff after serving West High during the years we have been in operation.

SPECIAL PROBLEMS

For a period of years now it has been evident that there is a campaign on to undermine confidence in public schools. What the motives behind this campaign are, I am not sure. The attacks are varied and take so many different forms that I am not justified in using space to mention them here; but I wish to quote statements from two publications which I think are fair in their analysis:

SATURDAY EVENING POST, March 6, 1954, The Editor, page 26:

"Our public schools have made astonishing strides in the past fifty years. High School graduates today know far more about the world at large than their parents or grandparents did

after an equal amount of schooling. If they are alert and reasonably intelligent, they leave high school with an insight into many things which a lot of us did not acquire until long after our school days were ended. Many of them learn skills which schools of a half-century ago did not dream of teaching. These things are on the plus side.

"The fact remains that our schools are not perfect. What human institution is? And the POST, like most fathers and mothers, would like to see public education made even better."

SCIENCE RESEARCH ASSOCIATES, April, 1954:

"No one will contest the desirability of publicly supported schools being subjected to continuing scrutiny and examination. There is an important difference, however, between criticism which will lead to improvement in the schools, and intemperate fault-finding that threatens public confidence in them. At a time when school enrollments are climbing fast, understanding and support are needed as never before. These attacks can inflict wounds that may take years to heal."

* * * * *

The growth of the West Side and the great numbers of pupils which now reside here pose a problem for West High and other schools in this area. We will need to be very careful in our planning so that the youth and citizens of our community can be taken care of in the most efficient and reasonable manner.

The increase of traffic on the West Side and especially on Regent Street, creates a hazard for us. Pupils drive many more cars to school than formerly. We have had a long noon hour for 25 years. It has functioned quite well when it is considered that over 1000 pupils remain in school for about an hour during the lunch period. In nice weather the pupils like to get outside. Sometimes they create a nuisance by littering the streets with lunch bags. No one is supposed to take lunch bags off the school property, and for the most part they cooperate. We have a continual battle, however, to keep the grounds and the area looking presentable. Shortening the noon hour to 30 minutes some time in the near future may help alleviate the problems indicated above.

A continuing problem is the lack of adequate custodial help. Mr. Jones, Mr. Holmes, Mr. Hawley, Mr. Powers, and I have considered the possibility of getting a combination equipment man and custodian who would work out a schedule to conform with the school program and the recreation program. This man would be responsible for the gymnasium end, and would replace our equipment men, and some of the help Mr. Holmes has during the recreation season.

Respectfully submitted,

R. O. Christoffersen
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

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

August 1955

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1954-55
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

June 17, 1955		Anticipated Sept. 1955	
7th Grade	329	7th Grade	155
8th Grade	292	8th Grade	330
9th Grade	312	9th Grade	328
Total	933	Total	813

With the opening of the Cherokee Heights School, most of the seventh grade pupils living in the area, formerly served by West Jr. High School, will be attending Cherokee Heights School this next school year. A survey was conducted in Midvale and Dudgeon Schools to determine what school parents preferred their children attend. A letter was sent to parents of sixth grade children attending Our Lady Queen of Peace School. The information we obtained indicated that 146 parents preferred West Jr. High School. This will result in the smallest seventh grade at West since June of 1947.

SPECIAL ACHIEVEMENTS

A study of the use of available rooms revealed that maximum use was made of our building. With the exception of some of the special rooms, such as the ceramics room, industrial art rooms, and some science laboratories, we made almost 100% use of classrooms. Some services had to be curtailed. We had to use the visual aids laboratory for a classroom during one period of the day. 7th and 8th grade physical education classes were so large that they had to be divided. One part had to use the very small corrective gymnasiums while the other part used the regular facilities. Homerooms were held in one industrial arts room, the ceramics room, the visual aids room, and in three home economics laboratories. Our halls were very crowded when classes passed. Children found it almost impossible to get books from lockers and get to classes on time when classes changed.

The 933 pupils represented the largest enrollment in twenty-five years of West Jr. High School's history. In spite of the crowded conditions and the resulting problems, I believe that our teachers did a very commendable job of teaching. I am especially grateful to them for their loyalty at all times, and for the splendid job of supervision before school, during the passing of classes, and during the noon hour.

SPECIAL ACHIEVEMENTS - continued

Dramatizations, demonstrations, and special reports were given by students in many classes. This work was not only very worthwhile in respect to acquiring information and related facts, but gave an opportunity for many more children to appear before other pupils.

Our Student Council was very active throughout the school year. Again it tried to aid the student body and faculty. The following projects were undertaken.

1. Sale of book covers
2. Construction and distribution of 9th grade roster
3. Organized and promoted school parties
4. Continued the clean-up campaign and extended it to the auditorium following noon movies
5. Helped select and rate auditorium programs and noon movies
6. Set up rules for conduct at auditorium programs and noon movies
7. Started a better conduct campaign in the cafeteria
8. Requested a book repair clinic
9. Promoted closer adherence to examination schedule
10. Took charge of Christmas tree trimming
11. Amended constitution of Student Council
12. Sent the President of West Jr. High School Student Council to the state convention.
13. Made request for additional space for girls to eat lunch
14. Designed and purchased intramural banners and awards
15. Discussed many additional problems

A group of seventh grade English students participated in a panel discussion before the convention of school librarians at the Lorraine Hotel on October 21, 1954. The subject of the panel was a discussion of the books on Lincoln, Washington, and Roosevelt which were written by Miss Genevieve Foster. Miss Foster was a guest of the State Librarians at this convention.

Our work in spelling this past year was climaxed by the selection of a winner to represent West Jr. High School at the city eliminations of the Badger Spelling Bee. West was very ably represented by Beatrice Cameron, who won the City Bee and went on to win the State Spellint Bee. The Director of the Badger Spelling Bee said of Beatrice Cameron upon her return from Washington D.C.

> "It goes without saying that we all are very proud of Bea's performance in Washington. Not only did she do magnificantly as a contestant, but she also was a good ambassador among the other contestants."

The teachers discussion group, under the leadership of Mr. Fox met twice a month from January until May, meeting on the second

SPECIAL ACHIEVEMENTS - continued

and fourth Tuesday of each month. The group discussed such things as how much time to spend on the slow learner in the seventh and eighth grade average classes; discussed relative merits of various textbooks we use. Mr. Waller lead a discussion about the work done in his office and Miss Perego lead a discussion on the construction of case studies. The last few meetings were spent in discussion of a case study made by various members of the discussion group. An average of 12 faculty members attended each meeting. The group felt that the idea of a discussion group would be valuable if started early in the school year. They planned to start meetings in the next school year on the fourth Thursday in September.

On June 3 the annual West Jr. High School Awards program was held. Awards were made to individuals who gave outstanding service as members of one of our service clubs. The clubs included the Junior High Office Assistants Club, Library Club, Movie Operators' Club, Lost and Found Club, Junior Press Club, Red Cross, Student Council, Boys' Service Club and Stage Crew Club. The members and teacher-sponsor of these groups deserve a good deal of credit for their fine work. Without their unselfish labor it would be very difficult to have many of the services which provide opportunities for the best development of young men and women in a modern junior high school.

The home economics classes engaged in several related activities, which grew out of the regular class work. Some of these:

Tea for Mothers Given by 7th Graders

The 7th grade foods class entertained their mothers at a Mother's Day Tea. Thirty-four mothers of the thirty-five class members were present. The girls carried out the hostess' duties graciously. The food served had been made by this 7th grade class.

Faculty Christmas Tea

The 8th grade home economics class, under the direction of Mrs. Weege, were hostess' at a Christmas Tea for the faculty members of West Jr. High School. They served coffee and hundreds of attractively decorated cookies which had been made in home economics classes.

9th Grade Entertains 9th Grade Friends

The 9th grade home economics class entertained Mrs. Marking's 9th grade home economics class at a Christmas Tea.

The work in clothing was demonstrated at a style show, by girls from the home economics classes. They modeled the garments and the accessories they made in their classes. Some three hundred parents and guests viewed the style show in our auditorium.

The summer conservation class conducted by Mr. Paul Olson was composed of boys selected from the 9th grade of last year. We

SPECIAL ACHIEVEMENTS - continued

are happy that our boys were selected to help in launching this very significant extension of school services.

Exhibits were held in the classrooms of several departments. These always help to stimulate the pupils in the related fields of work. The exhibits in elementary science by pupils of Mr. Antonie's classes and the one in Latin under the guidance of Miss Kleinheinz were outstanding.

Near the end of May, 1954 a number of parents of Randall sixth grade pupils requested us to continue the work in conversational French, started at Randall the year previous. The Board of Education granted this request on December 6, 1954 and the class was formed to meet during our activity period for 30 minutes twice each week. Nineteen pupils formed this class under the direction of Miss Renee Golicki. The results were very gratifying. Upon the recommendation of Miss Perego, Miss Morgan and Miss Golicki at the close of the school year eight pupils were offered the opportunity to start their regular French work as eighth graders instead of ninth graders. Two pupils will be studying in Europe this next school year, but five of the remaining six accepted the offer. It will be interesting to observe and evaluate the work these five 8th graders do in competition with 9th graders.

Most of our boys and girls engage in physical activities sponsored by our school in out of school hours. A varied program of intramural, as well as interscholastic, sports was provided. The teachers in charge of the pupils in this program have done a thorough and conscientious job in keeping interest in sports and promoting school spirit. There is seldom an afternoon during the school year when our gymnasiums, play fields, and tennis courts are not crowded until dark with boys and girls. There can be little doubt that this program keeps many a boy and girl from becoming a problem to the community.

ORIENTATION

Each spring our two counselors visit the classrooms of all sixth grade pupils who plan to attend West Jr. High School. They describe and explain life at West and answer questions asked by pupils. Following these visits, pupils are invited to visit West Jr. High, where they see and hear actual class activities. Slides are shown to augment what is learned on the tour of classrooms.

After a few days of school, the new 7th graders are called up to the guidance office for personal interviews. The purposes behind these contacts are to give the pupil a chance to clear up any doubts he may have about the new school, to acquaint pupils with the counselor, to try to develop a desirable attitude toward

ORIENTATION - continued

seeking help from the guidance office and to spot these pupils who seem to need special assistance.

Preceding each conference, the counselor carefully examines the pupil's cumulative record and prepares a brief record sheet of salient information. During the conference, subjects such as the pupil's reaction to West, academic and leisure time interests, kinds of friends preferred, attitude toward his home and family, are discussed. Following each conference, a brief summary of the interview is recorded in the previously mentioned record. Individual cases which warranted special attention are discussed with homeroom and classroom teachers.

A similar procedure is followed with all other new pupils and those who enter West High School during the school year.

Respectfully submitted,

R. E. Trafford,
Assistant Principal

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

Twenty-fourth Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by
Betty Jane Perego

June 1955

ANNUAL REPORT - 1954-55

As in former years, our aim has been to assist pupils with their problems, helping them arrive at solutions appropriate to their interests, potentialities, and any limiting factors in their environment or makeup. It is hoped that this counseling process will enable the child to solve future problems more effectively.

The guidance department at West is beginning to feel the pinch of the increased enrollment, too. As the pupil load of the counselors becomes greater, we are finding it necessary to curtail some of our services. For example, though we have formerly been able to follow up every pupil new to West, the increased numbers of newcomers in junior high, plus the normal accumulation of problems, made it possible to see only a portion of them. It is important to note that our work is cumulative. A counselor does not start our "fresh" each year as a teacher does. Instead, he continues his relationship with the two or more hundred pupils he has counseled the year before, besides adding a comparable number of new pupils to his case load each successive year. In view of the anticipated increase in our student body, it will undoubtedly be necessary to discontinue, at least temporarily, a few of our group projects since individual counseling will be demanding the bulk of our time.

Again, may we mention what a great step forward it has been to have a man as a counselor. The boys with serious conflicts or problems seem to feel much less hesitant about getting help. Although we have continued to work together on all aspects of the program, we have found that the boys who are troubled naturally gravitate toward Mr. Barnes.

Individual Counseling: Since our primary objective is to help pupils solve their problems, it is natural that most of our time is spent in individual counseling. The kinds of problems pupils bring to us are extremely varied. A pupil may want help in planning his program, organizing his study methods, choosing his occupation, selecting a college, or figuring out why he's doing poorly in school. Not only do boys and girls seek help with academic problems, but they often wish to discuss such things as home and family relationships, how to make friends, or how to overcome personal weaknesses. In counseling them, we turn to all pertinent information: former records, grades, test data, teachers' estimates, parents' feelings and opinions, and whatever other significant data is available. In the cases which prove too complex for us to handle effectively, the problem is referred to local agencies, such as Family Service, or to the Child Study Department, for additional help.

Testing: Mental tests were given to all new pupils, to all 9th and 11th graders, to pupils whose quality of work was in disagreement with previous test scores, to pupils being referred to the Child Study Department and to many as a part of the counseling

process. All 9th graders were given achievement tests early in the fall. Achievement tests were also given to other pupils when this was requested by the office or teacher, or when it was felt advisable as part of the processes of studying the individual. The juniors received vocational interest and aptitude tests which will be described later. A battery, including those of the above tests which seemed applicable, plus personality tests, was given in connection with the study of individuals with emotional, social, and educational problems.

Home Rooms: Since past experience has shown that neither pupils nor teachers like a prescribed program or plan during their home room period, this phase of the curriculum has been loosely organized. Emphasis is placed on the teacher-pupil relationship rather than on what is done. The home room period is used for completing administration routine, for program planning, for discussing problems of interest to the particular group, and for any other appropriate activity planned by the teacher. Some of the weekly meetings are all school or all grade sessions in the auditorium, at which there will be a speaker or film touching on a problem of common interest. The counselors and home room teachers work together on plans or cases whenever this is feasible.

Orientation: After a few days of school, the new 7th graders were called up to the guidance office for personal interviews. The purposes behind these contacts were to give the pupil a chance to clear up any doubts he may have about the new school, to acquaint pupils with the counselor, to try to develop a desirable attitude toward seeking help from the guidance office and to spot those pupils who seem to need special assistance.

Preceding each conference, the counselor carefully examined the pupil's cumulative record and prepared a brief record sheet of salient information. During the conference, subjects such as the pupil's reaction to West, academic and leisure time interests, kinds of friends preferred, attitude toward his home and family, were discussed. Following each conference, a brief summary of the interview was recorded in the previously mentioned record sheet. Individual cases which warranted special attention were discussed with home room and class room teachers.

A similar procedure was followed with as many other new pupils and those who entered West High School during the school year as could be seen. However, the addition of large groups from Nakoma and Queen of Peace made it difficult to keep in touch with all new pupils.

The spring orientation program for prospective seventh graders was similar to that of last year. The program began with the counselor visiting the elementary school to talk with the pupils about West and to the teachers about the pupils who were going to need special consideration. Following this, the pupils came to West, a class at a time, in order to get acquainted with the physical plant. While they were here, they were shown a series

of slides illustrating many of the services and activities at West. They also were taken on a tour of the building and actually had a chance to visit classes in operation. They assembled again where they were given an opportunity to ask questions. Judging from the reaction of the teachers and pupils, it is believed that the program was very successful because they came in small enough groups to get the picture of the school in operation.

Programming:

8th and new 9th grade programming: In order that the 8th and new 9th graders may become acquainted with the subjects offered in senior high and the requirements for graduation, and in order to encourage them to start thinking about whether or not they will attend college, they are required to make out a four-year plan during the second semester. The procedure used in connection with this program planning is as follows:

1. The counselors met with the home room teachers to discuss the curriculum, college entrance requirements, graduation requirements, and any other pertinent information. The group reacquainted themselves with the program chart that the pupils would fill out.
2. The 8th graders and new 9th graders met in the auditorium, at which time Mr. Christoffersen explained college entrance requirements, possible elections and required subjects, as well as some of the factors to be considered in planning a wise program.
3. An evening meeting was held with the parents of 8th and new 8th graders. The above information was discussed with them and they were given an opportunity to ask questions about their own son's or daughter's plans.
4. The home room teachers spent several weeks counseling each pupil individually so that his program would be best suited to his needs and abilities.
5. The program charts were checked by the counselors to make certain that the program is appropriate. In questionable cases the counselors had individual conferences with the pupils and, in many cases, with the parents.
6. After the charts were returned to the home room teachers, each pupil made out his 9th or 10th grade election sheet from it. These election sheets were taken home for parent approval and signature.

10th grade programming: Although the 10th graders not new to West have carefully planned their curricula in previous years, their changing interests, plus their naturally greater familiarity with our subject offerings, necessitates yearly revision. Toward the end of the 9th grade, the general curriculum and college entrance requirements are reviewed with them by Mr. Christoffersen in the auditorium. After the pupils have brought their plans up to date with the help of their home room teachers, they make out their 10th grade programs. Once again these are carefully studied by the counselors, checking them against former achievement, ability, teacher recommendations and any other significant data.

College Representatives: Many of our pupils make early plans to enroll in other colleges and universities, other than the University of Wisconsin. We prefer not to have a college day at West, but rather work with college admissions officers who come at various times throughout the year to have personal conferences with interested pupils. As admissions officers make appointments to visit West, boys and girls are notified through the daily bulletin to sign up for colleges they are interested in. This gives all pupils the opportunity of interviews with all admissions counselors. A room is provided so that the college representatives may confer with pupils in groups or privately. About twenty-five admissions officers counseled with over one hundred pupils.

Vocational Guidance Program: Once again the guidance department cooperated with the English department on the vocational unit. As in the past, the counselor met with each 11th grade English class to discuss the aims and purposes of the program; related movies were shown; teachers had their classes write themes and do research relating to the topic; and interest and aptitude tests were administered and interpreted to each pupil. As before, the devices used in class and the emphasis placed on this unit depended upon each teacher's interest and enthusiasm.

Besides the letter which was sent home to the parents of each pupil explaining the program of testing, and encouraging them to consult with the worker about the child's test scores, the parents were invited to the conferences by the English teachers on Go-To-School Night. In spite of these invitations, only a small percent of the parents participated in this program. The ideal plan would be to have two individual conferences, one with the pupil and another with the parents. It has often happened that the pupil seems inhibited and hesitates to express his wishes and feelings freely when his parents are present. However, there is not enough time for us to add another two hundred fifty hours of conference to our schedule.

The Wisconsin State Employment Service counseling services were used this year as an experiment. Ordinarily, this agency counsels only seniors, but made an exception in our case in order to work in with our aptitude testing program. The group in the General English class was selected as an experimental group, inasmuch as the employment service was interested in only those students who were not going on to college. The tests were given by representatives of the service in one day. Later, individual conferences were held with each student to interpret the results of the tests and help them make vocational plans. It is difficult to evaluate the merit of this program as the greatest benefit to the student himself was the individual conference. As a whole, the students seemed to be quite enthusiastic about the conferences which they had. However, it was felt in several cases that there may have been too definite a plan outlined for the student. There is no doubt but what the battery of tests which the employment service used is well standardized and probably more adequate for this kind

of group than the DAT battery which we have used previously. However, it would seem that it would work out more satisfactorily if the service would allow us to use their tests and do our own counseling as we know a great deal about most of these students which would be of help in aiding them in their vocational planning.

Future Teachers of America Club: The guidance department organized a FTA Club in the second semester of this year. The aim of this club is to encourage our juniors and seniors to investigate the possibilities of teaching as a career. This was done by having guest speakers, showing of films and a general informational program. Although the project was started quite late in the year, a group of fifty students joined the group and were quite active in starting various projects and activities to promote the club. One very worthwhile project was that of having above average students do some tutoring with junior high students who were failing in one of their subjects. Another activity included the visiting of classes in an elementary school by those who wished to find out more about elementary teaching.

It is felt that this is a very worthwhile organization, especially in these crucial times when there is such a shortage of teachers. It would seem that we should make a concerted effort to encourage those students who are interested in teaching and who we feel might make excellent teachers, to enter that field.

Military Speakers: It is felt that the military problem for our young men is becomming increasingly confusing. It seems that most of the boys have accepted the military obligation as inevitable, but do not know the different ways they can satisfy this eight year military obligation. The most confusing part seems to be that there are so many different ways in each service in which reserve requirements and active duty requirements are fulfilled, that boys are at a total loss to know which program fits their needs best. Therefore, this year we attempted to give our senior boys a concentrated information program regarding the different services. Major Shepard, of the Selective Service, was very cooperative in helping us organize this program. On two different occasions, we had representatives from all the services, including those of the reserve officer training program, as well as reserve and national guard representatives. At an evening meeting, we provided an informational program for the parents and the boys, and encouraged them to come and talk over their individual problems with the representative of the before mentioned programs. Later in May, representatives of the active services were invited to talk to a group of senior boys who wanted information about their programs. It was felt that the greatest benefit from these programs was derived from the boys and their parents having individual conferences with any or all of the representatives. The program with the active recruiters was purposely delayed until the end of the school year so that there would be no chance of boys becoming too enthusiastic about service and wanting to quit high school before they graduated. The recruiters in Madison have been very cooperative in working with the guidance office,

in that they always requested information from our office regarding a boy who is in our school before encouraging him to enlist. In most cases, they will refuse to take any boy until he has completed high school if we feel it is for the boy's best interest.

Vocational Talks: The plan of having a series of vocational speakers instead of a career day was continued at West this year. The procedure was as follows:

1. First a survey was made of the occupational areas about which our seniors were interested in having more information. The forty occupations in which the seniors showed the most interest were then selected as the topics to be covered.
2. There was an auditorium program for all seniors, at which time Dr. Waller described the general topic of vocational selection.
3. The second meeting was for all seniors interested in attending college. At this meeting, Dr. Ruedisili talked about how to decide whether to go to college, what college entrance requirements usually are, and how to decide on what program to take in college.
4. Every week thereafter for approximately twelve weeks there were three vocational talks scheduled. An effort was made to have these three as unrelated as possible so that pupils would not be put in the position of having to miss talks that they might be likely to be interested in. For example, aviation, interior decorating, and dentistry would undoubtedly attract the attention of different kinds of pupils.
5. The speakers were contacted and invited to have lunch at school on the day of their talk. A letter was sent to the speaker with a suggested list of questions which could serve as a guide in planning his speech. The week before the talk a card was mailed to the speaker to remind him of his invitation to lunch and the time of his speech.
6. The members of the senior Speech classes participated in this program by serving as hosts to the speakers. A senior student was assigned to each speaker and it was his responsibility not only to meet the guest and take him to the proper place but to introduce him to the audience.
7. Following the speech, the senior English classes wrote thank-you letters which were typed by the senior Stenography class. In addition to this, the quality of the speeches were discussed and rated by the senior Speech classes. These ratings were then forwarded to the committee in charge of the program to be used as a guide in selecting speakers for the next year.

Following is a summary of the program.

VOCATIONAL TALKS - 1954-55

Date	Topic	Speaker	Student Sponsor
Nov. 30	Introduction	Dr. C. H. Waller	
Dec. 7	College Information	Dean C. H. Ruedisili	
Jan. 11	Scientific Research	Dr. Carl H. Krieger	Waltressa Allen
	Recreation	Prof. H. C. Hutchins	Don Peterson
	Commerce & Accounting	Lester A. Huseboe	Sharon Maloney
Jan. 18	Armed Services (Boys)	Major Shepard Col. Chester Allen Col. E. P. Archibald Col. Douglas Reeve	Francis Green
	Dress Designing	Mrs. Hazel Paschall	Bonnie Stamm
	Physical Therapy	Mrs. Winston Olson	Shirley Bertelsen
Jan. 20	Armed Services (Boys)	Major Shepard Lt. Wm. C. Ruddick Capt. Frederick R. Bowie Lt. Col. Oliver S. Ryerson Maj. James F. Perry	
Jan. 25	Chemical Engineering	Harry Hamilton	Tom Fox
	Secretarial - Off. Work	Miss Irene Schiefelbein	Joan Babcock
	Advertising	Frank Lathers	Arlyn Jones
Feb. 22	Nursing	Mrs. Muriel Wagner	Julie Anderson
	Journalism	Roy Matson	Nancy Castle
	Physics & Electronics	Prof. J. Gibson Winans	Ralph Naiziger
Mar. 1	Civil Engineering	Prof. Leslie Van Hagen	Tom Schlicht
	Medicine	Dr. David L. Williams	Fred Williams
	Beauty Culture	Mrs. Helen Klingelhofer	Jeanne Larson
	Civil Service	Miss Jean McNary	Shirley Andersen

Date	Topic	Speaker	Student Sponsor
Mar. 8	Radio	Prof. H. B. McCarty	Jo Anne Brothers
	Social Work	John Thrower	Diane Gensichen
	Trades	R. W. Bardwell	Bill Schweers
Mar. 15	Electrical Engineering	Carl C. Crane	Tom Dean
	Home Ec. - General	Mrs. Orpha Herrick	Barbara Bell
	Occupational Therapy	Mrs. Jean Jennerjohn	Cynthia Rayburn
	Commercial Art	Winifried V. Guenther	Riva Mazur
Mar. 22	Teaching	Supt. P. H. Falk	Bea Britton
	Architecture	Joseph Weiler	Lois Paulsen
	Medical Technology	Miss Elizabeth McKay	Donna Madding
	Drama	Fred Buerki	Margery Nelson
Mar. 29	Mechanical Engineering	Prof. J. R. Akerman	Tom Fox
	Interior Decorating	Miss Jane Caryer	Carol Beery
	Law	Oscar Christianson	Leah Rozansky
Apr. 19	Television	Gerald Bartell	Ethel Miller
	Forestry & Conservation	Lawrence Tappan	Larry Washa
	Commerce	Dean Fayette H. Elwell	Gaines Post
	Aviation & Airline Stewardess	Lt. Col. Oliver S. Ryerson	Sharon Hayden

Employment: All of our pupils are given the Youth Employment Service publicity, and we have encouraged them to use this agency. However, we have felt that in many instances we are able to take a more personal interest in helping our pupils find jobs. Furthermore, any service we can offer which will boost the guidance department in the pupils' opinion is worth continuing, since such a goal as finding a job often helps to draw even the shy pupils in. Actually, fewer job requests have come to us than previously, most of the calls being for baby sitters or boys to shovel snow or mow lawns. Occasionally, we have been able to place pupils in positions as clerks, cashiers, filling station attendants, etc. In addition, the pupils have been given the chance to register with the WSES for summer employment and the department has cooperated with a nearby canning company in finding this concern workers.

Scholarships: With respect to the scholarships offered by colleges and universities, the major responsibilities of the department were to publicize those available to encourage outstanding pupils to apply, and to write letters of recommendation for deserving candidates. Beyond this, West has little control over the disposition of these scholarships. This year nine pupils tried for the General Motors National Scholarships, four winning certificates of merit and one winning the scholarship earmarked for the state of Wisconsin. The other scholarships granted by various colleges are listed below.

In choosing candidates for local scholarships, West High School's committee consisting of Mr. Schuler, Mr. Barnes, Miss Krueger and Miss Perego, set as their goal to distribute these awards as evenly as possible. After these awards have been publicized and the pupils have filed application blanks indicating their interest, the committee carefully weighed the qualifications of appropriate candidates. When the award was an honorary one, the committee did not accept applications, but instead depended on teacher recommendations and their own familiarity with the senior class in selecting recipients.

Name of Scholarship	No.	Amount
Altrusa Club of Madison	1	$100.00
Girls' Club of West High School	5	725.00
Gisholt Industrial Education	1	100.00
Gisholt Industrial Proficiency Award	1	25.00
Mabel Hendrickson Creative Writing	1	5.00
Genevieve Gorst Herfurth Award	1	25.00
Theodore Herfurth Award	1	50.00
Hi-Y	2	100.00
Madison Education Association	1	100.00
McPyncheon	2	60.00
NROTC	1	
Madison Alumnae Panhellenic	1	100.00
PTA Welfare	9	450.00
Rotary Club of Madison	1	50.00
Allan Shafer Memorial Award	1	50.00

Name of Scholarship	No.	Amount
Shaw Essay Contest	2	10.00
Christian R. Stein	1	15.83
University of Wisconsin Regents	3	472.50
University of Wisconsin Freshmen	6	942.00
Zeta Phi Eta	2	
Cornell University	2	1000.00
Harvard University	1	600.00
University of Iowa	2	
Lawrence College	2	800.00
Princeton University	2	1600.00
General Motors	1	

Miscellaneous Projects:

How To Study: It was decided that it would be more effective to cooperate with Miss Barton on her unit in Civics rather than have another project superimposed through the home room activities. The counselors worked with Miss Barton on her unit by acting as resource speakers. The counselor spent approximately an hour with each Civics class, discussing the topic "Why Study."

Remedial Reading: The Geography teacher in the slow seventh grade section sought the help of the guidance office because of the problem of non-achievement in that class. This year the group seemed to be seriously handicapped in reading skills, as well as being more decidedly below average intelligence. Inasmuch as the Geography teacher had not had too much experience in remedial reading, Mr. Ted Harris of the University was contacted and he suggested one of his graduate students who might possibly be able to work with the teacher in helping her set up some type of remedial reading program. Mr. Frank Kellogg came every day and worked with the group. It should be noted that Mr. Kellogg did this without any compensation whatever, credit or otherwise, but purely for his own experience. The main approach in the plan was to change attitudes rather than to do much in the line of improving reading skills, as it was felt that the class was entirely too large and too retarded to have accomplished much in this line in such a short time. The program seemed to be quite successful. By use of visual materials and resource materials from the library, he was able to get the group quite interested in Geography and stimulated many to do individual reading of their own. He used these materials in place of the standard 7th grade Geography book which, without a doubt, was much too difficult and disorganized for pupils of this type. If nothing else, he has been successful in changing the childrens' attitude toward Geography, which had been pretty well twisted, primarily because of their inability to use the standard text.

College Catalogs: The file of college catalogs in the library is kept up to date by responsible senior high girls under our supervision. As new catalogs come in, the old ones are discarded. In addition to this, each 11th and 12th grade home room is provided with current copies of the University of Wisconsin catalogs.

Occupational Files: Because the information in these files is in great demand during the vocational unit in the 11th grade English classes, it is important to try to keep them up to date and well organized. This demands constant attention of the senior high girls who are in charge of them. It is necessary to order material for these files throughout the year in order to keep them in shape.

University of Wisconsin Participators: There were two University of Wisconsin students assigned to assist in the department this year. They spent their time helping with office routine, giving simple tests, or tutoring pupils who needed individual instruction.

College and Job Recommendations: Both the counselors and the home room teachers are called upon frequently throughout the year to rate various of their pupils, either for a job, for college entrance, or for college scholarships. It is surprising to note how many of these there are during the year, especially since there may be two or three for one pupil.

Florence Dodge Memorial Fund: This fund is raised by the Parent-Teacher Association for the use of pupils who would otherwise be unable to participate in school activities or to have their needs met. About $140.00 was spent for such items as school fees, coupon books, glasses, summer school and extension fees, clothing, lunches, loans and bus fare. The Parent-Teacher Welfard Committee selected nine seniors to be given awards this year. This year all the seniors chosen were planning to attend college and the award was intended to help defray their educational expenses. The pupils selected did not need to be outstanding scholars, but rather pupils who had used their abilities well, whose character had been an asset to West, and who had succeeded in spite of financial or family difficulties.

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

WEST HIGH SCHOOL

November 1954

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		165-169	0	0	1	0	0	0	1
		160-164	0	0	0	0	0	0	0
		155-159	1	0	0	0	0	0	1
		150-154	2	0	2	0	0	0	4
		145-149	2	2	5	0	2	2	13
		140-144	3	3	5	3	3	0	17
X	47	135-139	6	10	6	11	9	4	46
		130-134	20	20	23	19	21	12	115
		125-129	33	27	16	21	25	19	141
		120-124	43	37	46	39	34	37	236
		115-119	47	35	35	50	43	51	261
		110-114	44	42	52	36	39	42	255
Y	43	105-109	24	34	39	38	38	44	217
		100-104	41	22	24	22	27	34	170
		95-99	24	26	30	14	22	15	131
		90-94	13	18	10	12	15	5	73
		85-89	11	9	8	12	6	1	47
Z	10	80-84	5	5	1	9	4	1	25
		75-79	7	3	3	2	3	2	20
		70-74	1	0	2	3	1	0	7
		65-69	0	1	0	0	0	0	1
		Total	327	294	308	291	292	269	1781
		Median	114.20	113.39	113.51	114.58	113.78	113.81	113.90

	Total	X	Y	Z	Median IQ
Junior High	929	46	43	11	113.88
Senior High	852	47	44	9	114.08
Jr.-Sr. High	1781	47	43	10	113.90

Number of Withdrawals: Year	Senior	Junior
1945-46	70	35
1946-47	53	40
1947-48	40	23
1948-49	46	25
1949-50	35	31
1950-51	46	28
1951-52	36	27
1952-53	42	31
1953-54	41	20
1954-55	24	22

Percent of Withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 17, 1955 shows the following comparison with former years. It is to be noted that only 24 children withdrew during the school year. This represents only 3% of the school. 21% of these withdrew because the family left the city.

Cause of Withdrawals by Percentage	30 31	40 41	50 51	51 52	52 53	53 54	54 55
Over 18	14	10	9	3	5	2	4
Work	6	3	0	0	0	5	4
Vocational School	17	3	4	0	0	5	8
Work and Vocational School			9	14	13	0	4
Left City	19	41	34	50	50	54	21
Post Graduates	8	4	0	0	0	0	0
Illness	3	10	4	3	2	7	0
Married	3	3	2	3	5	0	4
No Report	1	0	0	0	0	0	0
Rural District		4	7	5	7	0	4
Graduates		4	11	8	2	10	21
Armed Forces Graduating			2	3	0	0	0
Armed Forces Not Graduating		8	7	3	7	15	13
Transfers	29	10	9	8	7	0	17
Deceased			2	0	0	0	0
Court Cases					2	2	0

Percent of Withdrawals - Junior High School: It is to be noted that only 22 children withdrew this year. This is only 2% of the total enrollment. 87% of these withdrew because the family left the city.

	40 41	50 51	51 52	52 53	53 54	54 55
Work and Vocational School		7	0	0	0	0
Vocational School	7	4	4	0	0	0
Transfers	18	18	15	16	35	9
Left City	50	60	69	81	65	87
Illness	7	4	12	3	0	0
Rural District	18	7	0	0	0	0
Placed on Farm						4

June 1955

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

Date	No. Grad.	No. Appl. to UW	%	No. Ent.	% Ent.
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	187	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.56
1947-48	359	222	.62	202	.55
1948-49	301	191	.63	169	.56
1949-50	237	140	.59	137	.58
1950-51	251	134	.53	126	.50
1951-52	234	143	.61	138	.59
1952-53	260	147	.57	140	.54
1953-54	268	156	.58	142	.53
1954-55	281	144	.51		
Total	6966	4052	.58	3675	.53

The total of 4052 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 3675 represents the total, to date, who have entered the University.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Clock
June, 1955

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the school year 1954-55

With a gross enrolment of 634 and an all time high of almost 600, with the library tentatively partitioned off for adaptation to a first grade room as well as library, and with the art room utilized as a fourth grade classroom, Dudgeon was practically bursting at the seams this year with every bit of space available utilized for classroom purposes.

Always the main function of the school is its instructional program. With that ever in mind we have emphasized the tool subjects and have seen good achievements. As usual, planning and working through our Curriculum Dept. has made it possible for many worthwhile things to be accomplished in our instructional procedure. Again many field trips have been taken and on many occasions parents and other visitors have come to school to share interesting and worthwhile experiences with our pupils. For example, one of the first grades spent a half day on a farm near by. It was a rich experience for the children--well planned and meaningful. A very interesting and delightful experience this year was the visit by one of our fourth grade fathers, a native of Switzerland. He brought a real Alpine horn and many objects from Switzerland and his talk was most informative and instructional. These are only two of the interesting incursions and excursions the school has shared in this year.

We continued our PTA sponsored project of taking pictures (colored slides) of school activities as was done last year. Among the various activities shown which were interesting and interpretative to parents of the school's activities and instruction the following are suggestive: Making new children and parents "at home" upon registration; milk drinking for health and relaxation; "gym is fun", combining skills and a good time; reading--the very key stone of our work; interesting devices for teaching word recognition; study of shells and animals of the sea; officer Kleinert in person to emphasize important rules of safe bicycling; the thrill first graders experience when they have mastered the mechanics of writing sufficiently to express their thoughts on paper in their first original stories; use of the tape recorder for improving oral language; the use of the abacus in a concrete number experience; the colorful Christmas programs; student council in action; boy and girl patrols on the job; visits to various parts of the building in a social studies unit on "Our School"; rules to live by--a citizenship project--and many others adding up to almost two hundred slides.

Our PTA has been very active and enthusiastic about doing things for the school. We have a large executive board which meets in the evenings in the homes and these sessions are very stimulating. There is wide participation by PTA members on many projects. Parents have helped give TB tests to first graders; others did a fine job giving audiometer tests to first, third and sixth grades, and some assisted most ably on the Salk vaccination program. A committee on Child Welfare and Safety gave special attention and help to bus transportation problems. The Parent Education group held two meetings at which staff members spoke giving information as to school procedures, testing programs etc. Three special assembly programs were sponsored and given to the children. Two small radios were purchased, and several magazines were subscribed for. Parents are most co-operative and are eager to do things for the school. They did a splendid job in organizing and helping with the bond issue drive. Our Pre-School-Kindergarten Parent Group is an active enthusiastic group also. Among the meetings held this year were the following: Talks by Kindergarten teacher and Principal built around a tour of the school. A talk by Drs. Iams and Tenney on the Salk vaccine. Preparing the child for first grade, a panel by our first grade teachers and the Principal.

The accoustical treatment of the ceiling in our gym has been of great help and has made the use of that room much easier and more enjoyable. The two new staff members assigned to Dudgeon for next year in Kindergarten and third grade came this spring for a day of orientation. This plan is very helpful and gets new teachers off to a better start than coming in the fall for the first time.

With Cherokee Heights school taking about 130 of our children from the Sunset Village area, we are anticipating recovery of our art room and library. This is shown in our June organization plans for 1955-56. This year we transported children by bus as follows:

Kindergarten	79	Fourth	28
First	73	Fifth	21
Second	64	Sixth	24
Third	36	Total	325

Following are statements from staff members including special departments: Kindergarten-"During the year we have accomplished many "extra" things besides the things usually taught in Kindergarten. A total of 6 student teachers have been in this room since last fall--two girls each semester from the University and in January two girls from Edgewood College. We accomplished our goal of having a well-rounded background of experiences for first grade. We tried to follow our usual goal of developing good character and good citizenship while we were doing this." - Mrs. Virginia Price.

"This year in our Kindergarten I feel has been profitable to both me and the children. During September was a time of getting acquainted with each other, a brand new situation and all the various materials that we start to use in Kindergarten---In easter we had a real bunny--in May and June with the Arboretum and Duck Pond the children get a good education from being outside. I have really enjoyed my first year at Dudgeon and hope that next year will be even more enjoyable and profitable." Mrs. Marilyn Donnelly.

First grade--"This year we have carried through a theme of "Animals", studying in turn animals of the woods, the zoo, the pond, pets, and the farm. We have touched on their habits and distinguishing characteristics so that we can draw many of the animals with definite enough features to distinguish them. We concentrated on the farm particularly, because many of the children were unfamiliar with farming and yet farm stories form an important part of so many of the children's readers. This unit culminated in a trip to visit a farm. We also studied the weather, seasonal changes, transportation, and various methods of plant propogation. We kept a calendar as well as sample writing papers each month, which we will assemble and take home so the parents can see the growth in writing ability. We have made several original stories."
Mrs. Mildred McMurry.

"In first grade I have tried to make each child feel that he was important to me and to our group. We have planned together our day and our work. I have encouraged independent working and thinking and self-reliance in our activities--work or play. We have tried to understand how responsibilities and privileges work hand in hand. And throughout while my aim has been to finish all basic work and try to form good work habits I have tried never to lose sight of anyone as an individual."
Mrs. Kathryn Sachtjen.

"There is a real need to help children to learn to think clearly and to do more independent thinking, that is to distinguish between the asking of unnecessary questions, those they can answer themselves and of those they cannot answer but want to learn about. Ability to think clearly and independently saves much valuable time and promotes better understanding of materials read and the problems that arise. They also make for efficiency in work habits, consequently more efficient learning and greater achievement. We have been working on the development of clear independent thinking in our first grade. Most children of the group have made good progress according to their ability. A few who have not yet become independent in their thinking will be able to achieve better results when they also attain that goal." Miss Beatrice Walton.

Second grade--
"The purpose and main function of our work this year has been to stress the tool subjects and maintain high standards of achievement, but along with this I have tried to encourage co-operation of all pupils toward a common goal, for the school is a laboratory for the practice of democratic principles, for the respect for individual personality, and a co-operative social action. If children do not learn to live in accord with one another, how can we expect nations to do so? Working harmoniously with others and practicing democracy will develop a genuine understanding of democratic principles and prepare for living. Tolerance for other people's values, gracious regard for others' sensitivities, the little courtesies and techniques of give and take and the desire to help one another are the things which build up self-respect, confidence, and good morale. For every right there should be an assumption of responsibility to the group, and since every individual has some ability to contribute to group learning outcomes, then by developing that ability in each child we build up self-reliance, self-control, initiative and generosity toward others. The achievement of the above has been made just as important in our rooms as the more academic material and it is just as much deserving of time and effort."
Miss Carrie Barton

"This year in second grade, I've stressed creative writing. It is of such a flexible use that it can be used throughout the whole program. In arithmetic--number stories of all kinds, games which are made up by the children and shared by the whole group, stories written using words such as large, small, less, more, part, half, whole, etc. In spelling--many times the words suggest an idea for a story or 3 or 4 words given to them which they in turn use in a story or use in a poem. In reading--stories sometimes suggest similar experiences which the children tell about or can write about. Another is--"just for fun stories" or nonsensical stories which the children enjoy writing. This can be stimulated by creating sound words; by another nonsensical story; by a silly picture--or by music. These in turn can be dramatized. In social studies--creative writing is unlimited. During the first part of the year many chart stories were written by the group as a whole until I felt the children were able to understand sequence of events fairly well. Later they were left more or less on their own in writing stories from information received from reading materials, oral reports, observing, touching and hearing etc.--experiences in and out of school. In this day and age of TV, I feel it more than ever, that a child must be able to express from within himself in a constructive way; to feel that he too, is able to contribute rather than being contributed to, a large per cent of the time."
Mrs. Vivian Seiverd

"One of the units commonly delegated to Second Grade is Community Helpers. In order to make the children aware of all kinds of community helpers, not merely the more obvious baker, grocer, etc., we attacked the unit from a slightly different angle. First of all, we discussed the basic differences between the city and the coutry. We made a cut paper mural to illustrate these differences constructing a large city on one end and the country on the other. We were careful to show some of the major activities of the two areas. We discussed and read about these activities and their resulting products in the country, what happened to these products as they moved into the city, and what kind of people worked with the products to get them to us. We learned, for instance, that there were many more community helpers involved than the obvious milkman, who gets

our milk to us. Finding out all we could about our father's work in the community proved an enlightening experience for everyone. Each one gave a report he had written on his parent's occupation, and then answered the inevitable questions concerning his father's work. We learned much about salesman, airplane mechanics, TV writers, professors, how Madison gets its water supply, etc. As a culminating activity we did some good creative writing on what we want to be when we grow up. With a picture to illustrate our story, we read them to the class. The variety of occupations chosen was extremely interesting, ranging from policement to artists, teachers, nurses, engineers, baseball players, and one lone Davy Crockett II. The unit as a whole seemed to hold great interest for everyone, and many skills were involved including discussion, research and reporting to the class, creative writing, art work, and of course, reading." Mrs. Lois Habbe.

Third grade--"During the year we have spent a lot of time with Social Studies projects. One of the most interesting and most enjoyed by the class was our "Space Unit". This came at the end of the year and helped keep alive a keen interest in Social Studies even during the last few weeks of school. Since this is a very "science-fiction minded" day and age, it was self-stimulating. Each bit of information was kept in individual Space Booklets and became a prized possession of each and every child." Mrs. Joyce Ames.

"One of my main projects this year has been to teach the children to use reference books. Although they are quite young for much of this type of work, we have done some simple research on different topics. The children enjoy finding things out for themselves. They remember the information better. They are learning to use the library and they are developing more of an interest in books. We have even had simple panel discussions in connection with our library work. Several of the boys and girls find information on their subject--they discuss it--then open it to the class for questions. The children enjoyed this work with books. They learned to use them to their advantage--to go to them when information is needed." Miss Barbara Werner

Fourth grade--"This year was one of varied activities in Social Studies and Nature Study. We were very fortunate in having, in the class, children who had much to contribute in both of these fields. In our Nature Study program the unit about birds offers the opportunity for a great deal of individuality among the topics. This year a number of children offered to look up material about the birds where the Audubon Bird leaflets were lacking. Our room library has a wealth of material in Nature Study, and these "original" topics were every bit as good and interesting as were those where the leaflets were furnished. In each of the "original" topics there was an "original" picture of the bird, and some were exceptionally good.

Our Nature Study program included a variety of exhibits. At one time our science shelf contained a showing of: 1)several fine collections of seashells which the children identified in "The Shell Book", 2)some very interesting shapes of driftwood, and 3) a cherry tree with a dozen or more cherries on it which the class had the opportunity to watch ripen. The latter gave the class the chance to see, at first hand, a sample of one of Wiconsin's leading industries. While studying about Switzerland we were well entertained and well-informed by a talk by one of the fathers who had spent his childhood and early youth in Switzerland. This almost first-hand experience is very worthwhile. With each country which we studied, the children tried to find out in what ways their people are like our own people, and in what ways they are different and what causes these likenesses and differences. This year there was a larger percentage than usual of new-comers, to Dudgeon's fourth grade, from other school systems. In each case we made an effort to make the child feel not only "at home" but also to feel that he or she had something to offer which was different and worthwhile. It was like becoming acquainted with another country, only on a small scale. We have had a very interesting and challenging year." Mrs. Gertrude Wilson.

"To promote a continuous growth in social attitudes as well as related study skills and to enlarge understanding of broad fourth level social concepts, we developed our unit of the hot, wet land with its all-important river, the Congo, to fulfill general and specific objectives. By pupil-teacher planning we decided that to learn better self-control and have opportunities for more experiences in self-direction and self-realization, part of our study could be done by groups working together. We had opportunity for the use of many reference and resource materials. Three films were viewed, two of them ordered from our Curriculum Dept. and the third from the Audio-Visual Aids Dept. of the University of Wisconsin--"People of the Congo.". Photographs were brought from the National Geographic and Life magazines' Congo pictures as part of the full issue on Africa. We had hoped to invite an interesting lady born in the Congo who spoke to us last year, but we were unable to do so. Special pamphlets had been ordered which dealt with their farming, self-protection, homes, social activities, transporting themselves and goods from place to place, the education received, their history and village government and their traditions, customs and religious practices. Ten copies were available to the children, as were numerous story and fact books on all levels from the library. As background and motivation for further individual study, we received an endless amount of information from the geography textbooks at our disposal. How fortunate we were to have five texts for our class research, each with a fresh, current but level-geared approach! We divided into groups, read silently, read aloud or divided into reporting partners to gather and share this material. Great interest in special individual research resulted and library and free time work resulted in reports on subjects from pygmies to dug-out canoes. Culminating our unit we decided to divide ourselves into interest groups for work on a play using information we had learned about these jungle people.

Enthusiasm was quite high with accompanying vivid imaginations. We found we had made quite difficult goals to meet in our construction, but by simplifying our projects here and there, we found our objectives were reached without lack of interest. During construction as well as presentation, the children seemed to project themselves into the village life along the Congo River. We felt our study was meaningful in so many ways." Miss Martha McLean.

Fifth grade--"The task of preparing America's youth for the responsibilities and obligations of good citizenship is a challenging one. A large part of this responsibility lies with the schools. We attempt to develop their abilities, attitudes and habits in order to promote good citizenship in many ways in the classroom. One way in which we attempted to achieve this during the year was through a series of dindividual topics in connection with our Social Studies work. Our plan worked out very well in the fifth-sixth split grade situation. The fifth graders selected a particular state which they attempted to "sell" to the class, pointing out the advantages and opportunities offered by it. The series has made us appreciate, through a fuller understanding, what a wonderful country we live in. The sixth graders, on the other hand, chose and reported on another country in which they had become interested. The class soon realized that no one country can stand as an independent unit in our complex modern age and thus paved the way for developing the concept of being good citizens not only of the United States but also of the world. These indivhdual topics helped develop many skills that make for good citizenship. Reference work in the classroom and in the library was encouraged. Requiring a free hand map developed map-reading skills. The written report brought the language arts field into use. The final oral presentation gave them an opportunity to improve their speech and poise before a group. Constructive criticism by the class enabled the individual to see and understand weaknesses and how to go about improving in needed areas." Mr. Al Anderson.

"It has been my object to develop within my pupils a knowledge of the basic elements and principles of our American democracy; to provide a knowledge of the origins and knowledge of the origins and development of the democratic ideal; and to develop within the pupils those character traits which are desirable in a good American citizen. To carry out these objectives when the new class came to me, study was made of our heritage of freedom from old England, the Magna Carta, the Bill of Rights, the first Parliament; then the growth of democracy in early America tracing it briefly through our Bill of Rights, the Declaration of Independence and the Constitution. From that evolved the forming of a room constitution and a democratic form of room government divided into terms and patterned after our National government. There is a President, Vice President, Secretary and the President's Cabinet consisting of chairmen for the various activities which we decided to carry on this year such as Book, Health, Safety, Cleanup, Bulletin, etc. These are all elected officers. All the citizens are helpers if their daily citizenship justifies having this privilege.

Standards for judging of citizenship were decided upon by the class and individual record charts kept to measure this. This evaluation is done by a daily check made by the pupil with supervision and guidance by the teacher. Class record charts were also kept. A short Citizenship meeting is held daily to assess results, give announcements, make plans for various activities of the grade and pledge the flag. A longer meeting is conducted on Friday with a short pupil sponsored program. The children learn to be leaders, to take care of most of the government of the room and the teacher is the sponsor." Mrs. Mabel Day.

Sixth grade--"A word study program carried on simultaneously in spelling and reading appears to have contributed to better spelling and a greater degree of self-help in reading. We gave much emphasis to sound-letter relationships in our spelling and its reverse of letter-sounds in our reading. Combined with other spelling aid and word recognition devices the whole appears to serve well. Individual thought and mental curiousity received stimulus from the quantity of current outside material used to supplement our texts in all the "reading" subjects. This contributed not only to a well-balanced program of study but to the development of self-reliance, thought, and organization necessary to good scholarship. I spent a vast amount of my own personal time making individual diagnostic studies of arithmetic difficulties. The results were used as a basis for directing individual self-improvement. For many this specific aid proved to be a highly successful stairway to more rapid progress in both skills and understandings. (In so large a group there are still those who prefer life to be an escalator - not a stairway) Class sizes at present create time limitations upon desirable individual attention. Written work, especially, shows the results to be cumulative over the months and years. In the interests of good teaching I trust special classes may soon be held in other rooms so the teacher of basic subjects may with her materials at hand, have the quiet conducive to more intensive planning and study to offset this handicap to as high a degree as possible. Individualized specific material is a time-gain for the pupil--a time-consumer for the teacher. Perhaps the finest achievement of the year lies in the realm of the intangibles rather than in the development of any academic unit of study. We have striven for good work habits and an attitude and atmosphere of consideration for and co-operation with others. Stability and maturity in personal development in general have been satisfying--in some cases markedly so. I deem this good citizenship one of their chief assets for the future." Miss Elsie Rand.

Art--"At Dudgeon we have worked in the classrooms mainly, using the halls for extra space. Our supplies have been in store rooms and in the halls. The children have co-operated exceedingly well, being very helpful in carrying and taking care of supplies and using available space. Our projects and activities have been somewhat limited because of this, but I have tried to give them as many different things to work with as possible. We have put up exhibits for several P.T.A. meetings, had a meeting with parents at which time Miss Allcott and I tried to give the parents a little insight into what we were doing(this was a live demonstration with children participating), and I sent seven pictures to the Art Salon from my classes.

I feel that the faculty and children have worked well this year with the crowded conditions and the children have done some very nice pieces of work. If an art room is available to me next year, I hope to give the children a chance to work with many more materials, and a chance for some study of elementary art history in surroundings that will stimulate greater creative activities. Also, I hope more art programs, alone or in combination with the music department or library, can be given for the school, faculty and parents." Mrs. Virginia Peters

Children in primary grades shared many music experiences--use of instruments, appreciation of records, interpretive rhythms, use of tape recorder, study of many composers, etc. Older children enjoyed the harmony of two-part music, chorus membership and reading music. All grades shared in the Christmas program--four sections by grades--Easter special numbers, a song fest for parents in June followed by an all school sing the last week of school. "Dudgeon is a musical school and as we look at the happy faces sharing the experience of listening and singing together we know that music is fun!" Mrs. Ruth Kvalheim.

Physical Education--"We have endeavored to follow the curriculum program as outlined by a group of committees at work during the previous year with variations as needed due to facilities. The boys participated in a number of ball sports, principally soccer which we feel is excellent for all-around body handling. They progressed nicely in skills during class work and participated in 2 after school sessions weekly. Indoor sports were basketball, volleyball, tumbling and miscellaneous games of low organization with some work on general conditioning exercises. One of the fine parts of our work has been the large percentage of fifth-sixth grade boys who remained for intramural activities. Many of these were bus pupils who found other transportation on these 2 days because of their interest in team games. The boys acted as their own officials and did a good job....." Clarence Schwengel.

"The usual activities (line soccer, basketball and softball) were taught as well as deck tennis, where we had a doubles tournament in fifth-sixth grades, tumbling, folk dancing, and simple low organizational games. After school sports had a skating night, also. It was possible to work more to improve individual skills since one day a week the classes were smaller in fifth and sixth grades. Six girls qualified for the city finals in the jump rope tournament. The fourth, fifth and sixth grade girls who were interested also participated in the jack tournament." Mrs. Marge Roberts.

"The library with its "new look" this year created both problems and unique experiences. The "new look" was obtained by turning two-thirds of the library into a first grade classroom, with a partial partition reaching only three-quarters of the way to the ceiling separating the first grade from the library. The first of the school year found the librarian and books going to the classroom during a three day schedule.

The children and staff co-operated beautifully with this unorthodox library service but the time consumed carrying books to and from the library and the limited choice of books and lack of library tools left much to be desired, for the upper grades particularly. The situation was greatly relieved by rescheduling the librarian and the classes for a five-day week at the beginning of second semester. The fourth through sixth grades were allowed to come to the library by scheduling the boys in the library while the girls were in physical education and visa versa. However, there were still problems as some of the groups were twenty-two in number with only three tables to accomodate them. Also the room activity in the first grade and the library activity was easily heard over the partial partition. But the spirit of co-operation helped a great deal to overcome this problem. The librarian and books were still traveling to the first through third grade rooms. By having the pupils come to the library the normal activities of the library, such as card catalog, arrangement, reference, were carried on. Storytime and discussion were held to a minimum because of the partial partition. The librarian gained a wonderful insight to the interests of individual children during the first semester because of the requests they made for certain books to be brought to the room. This knowledge helped the librarian second semester to put the right book into the right hands. Also because of the need to co-operate so closely with the classroom, the librarian and library felt more closely allied with the school's activities and functions."
Mrs. Jo Ann Boggs.

We have had another good year. I wish to express appreciation of the staff who have done their job so well, to Mr. Falk, to all departments and to the Board of Education for their fine co-operation and help.

Special Problems and Recommendations:

Need for continuation of the plan for improved lighting.

Need for accoustical treatment in classrooms.

Need for a nurses room.

Need for completion of surfacing of playground.

Need for control of erosion on the playground.

Respectfully submitted,

Lucile Clock, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

Presented to the Board of Education
by the principal,

Emory C. Bainbridge

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

For the school year 1954-1955

EMERSON SCHOOL

Enrollment Trends:

Table I - June enrollment for the past eight years.

Table I

Grade	1948	1949	1950	1951	1952	1953	1954	June 1955
Kgn.	140	165	127	130	144	160	147	155
First	121	153	170	111	112	117	136	120
Second	104	131	132	156	114	107	104	127
Third	102	111	124	112	113	100	90	116
Fourth	90	110	111	121	120	111	102	91
Fifth	83	113	100	108	97	106	104	92
Sixth	102	91	114	95	89	97	105	106
TOTALS	742	874	879	833	789	798	788	807

Table II - Anticipated Enrollments 1955-1956 and organization

Table II

Grade	Enrollment	Sections	Average Size	Rooms
Kindergarten	155	5	31	107, 105, 8
First	128	4	32	100, 101, 102, 104
Second	120	4	30	100a, 103, 205, 106
Third	128	4	32	2, 1, 204, 4
Fourth	116	4	29	203, 207, 209, 201
Fifth	91	3	30	200a, 202
Sixth	93	3	31	200, 202

The above organization utilizes all available rooms in our building. The general organization will be very much the same as we have had the past year. All sections of grades one, two, three and four are now with homeroom teachers the greater part of the day, having classes with special teachers in art, music and physical education. For our fifth and sixth grades each homeroom teacher is responsible for two sections of the same grade and one with a combination of fifth and sixth. These sections are still heavily departmentalized, each having special teachers in social studies, science, art, music and physical education.

In programing classes for next year, the following changes are necessary:

1. According to the 1954 Madison Census, there are 153 three year olds and 153 four year olds in the Emerson district. This would indicate that our kindergarten enrollment for next year would be about 150 pupils which would require five sections, or 2½ kindergarten teachers.

2. Our kindergarten enrollment at the present time is 155 (five sections). A recent survey has indicated that 30 will not attend Emerson next year so that it will be possible to have four sections of first grade with an average size of 31.

3. Four sections of second, third and fourth grades will be required.

4. Three sections of fifth and sixth will be necessary as has been the practice.

Our total gross enrollment for this year was 876 as compared to 872 last year.

Changes during the year were as follows:

New Enrollees	Transfers In	Transfers Out	Withdrawals
54	22	36	33

Predictions at this time indicate that our total enrollment for next year will show a slight increase especially in grades three and four. This is the first year that no students have been transported by bus from outside our district. Although we are now at capacity, it is expected that we will be able to take care of all of our students for the next several years. No tuition pupils were admitted to Emerson during this year.

Achievements:

It is obvious that the removal of the class sections from heavily departmental programs, and arranging for classes to remain for a greater part of the day with one homeroom teacher has had its effect on achievement. One measure of this improvement is indicated in the results obtained from testing done in September.

Last year there were eight sections below standard median. In 1954, after one year in a more or less self contained classroom, there were three sections below the standard median.

Test results obtained in May show excellent achievement in all grades and have again been of great value in planning for the remainder of the school year.

Results of the California test given in sixth grade are as follows:

I.Q. range - 72 to 144

	Median Grade Level Range	Median Grade Placement for Total Test	
Arithmetic	4.6 to 7.8		
Reading	4.2 to 8.8	6-1	6-8
Spelling	4.6 to 9.0	6-2	6-4
Language.	5.3 to 9.0	6-3	6-9

The use of community resources has been more extensively utilized in improving and enriching our school program. Fifteen trips were taken by various grade levels such as to Bowman Dairy, State Historical Museum, Madison Water Department and Fire Station, Zoo and Chicken Hatchery. The following excerpts are taken from Mrs. Martin's third grade report:

"Our third grade was studying about different kinds of farms: Wheat, truck, cattle, and dairy. We first used a social studies textbook for some introductory information. When reading about dairy farms and dairies, the children suggested we visit one of the local dairies.

Permission slips were sent home with each child. A school bus was rented for the trip and each child brought fifteen cents to cover this expense. Two mothers of children in the room were contacted to assist on the trip.

While planning the trip, and in the follow up, we did a great deal of language and writing. First we discussed the things we especially wanted to find out at the dairy, then each child made his copy. On our return we answered our questions. We also sent a thank you note to the dairy farm. Each child wrote his own letter. Then the class selected the one to be sent. The children and the teacher were very pleased when a reply to our letter was received.

As one would expect, the trip to the dairy farm was very worth while. The trip on the bus provided new experiences for many. Interesting things were pointed out by one child and another. I believe the children thoroughly enjoyed the trip and really benefited by it."

Mrs. Gruender, a fourth grade teacher, reports the following:

"We had been reading together in Discovering Our World on "What Makes Things Move," when we became involved in a discussion on water power. We saw a film called "Water Power" and it was after this film and in a discussion about it that we started talking about Madison's water and

wondering from where it came. Many questions about it arose, so to find some of the answers we took a trip to the Madison Pumping Station. The projects which were the result of this work were explained by the children and then put into booklet form.

These are the groups:

1. City of Madison--these children drew a map of Madison on the chalk board and then made a papier mache copy of it about 30 x 13¼ inches. The children sketched the intersection which was closest to each well.
2. History--this group found their material from older Madison residents, history books, and from booklets given to us by the Madison Water Department.
3. Eau Claire to Madison--this group built a piece of land showing the various types of rocks and sand through which water must pass before it gets to Madison.
4. Madison Water Works--these children built a copy of the inside of our Main Pumping Station on North Hancock Street.
5. City Wells--this group built the pumping houses of wood, used hammer and nails and placed these buildings on the papier mache map.
6. Pipes, streets and houses--after a look down a manhole this group built an intersection showing the street and underneath it. Pipes were laid as they really are and a house was shown with this group's work to show the connections from the street. This house was built as a cross section of a whole one in order to show the plumbing.

The children wrote poems about their work, developed a word list of new words, gave oral reports on what they accomplished and learned, and explained just how all their school subjects were included in this.

One of the most gratifying experiences for the children was when the men came from the Madison Water Department and heard their reports. These men helped them so much through visits, booklets, letters and phone calls that by the end of the unit were very good friends of many of the children."

Mrs. Payne reports the following:

"We had a very interesting year in kindergarten. We took several trips, and visited many interesting places within our city. We visited the fire station and talked with many firemen. They showed us exactly what they do when they are not fighting a fire. We also learned exactly what happens when the alarm rings at the station. The firemen dressed in their fire clothes, jumped on the truck, blew the sirens, opened the doors and pretended they were going to a fire.

Another interesting project was the raising of baby-chicks. We had a large incubator in our room and regulated the temperature and humidity. We placed a dozen eggs in the incubator. A few days later the eggs began to hatch and we watched the baby-chicks peck their way out of the eggs. It was fascinating and exciting to watch the hatching. We were lucky enough to have eleven of the twelve eggs hatch. We later visited a hatchery and saw grown chickens. Our year was climaxed by a bus trip to the farm."

W.H.A. radio programs were used by a number of homeroom teachers. The French program on Tuesday, "Visitons Mimi" was used by several second and third grade groups. Mrs. Spencer, second grade teacher evaluates the program as follows:

"This program was broadcast every Tuesday morning from 9:30 until 9:45 with a rebroadcast the following Tuesday. The first programs that were broadcast were excellent. Everything was done very slowly so the youngsters could grasp it easily. The second semester programs gradually seemed to get harder and harder. Mademoiselle Jeanette talked much too fast and expected the youngsters to learn too much in such a short time especially for second graders. I believe that a teacher should have some background of French before listening to these programs. Otherwise pronunciations are given to the youngsters incorrectly which harms them more than it helps them. Also, in order to remember the French words it is necessary to keep reviewing the words through the week. I did this by having the morning message written in French. It is surprising the amount of French words the youngsters did remember. The French lesson was successful and I plan to continue it next year."

"The library program for 1954-1955 has been essentially the same as it was in 1953-1954. It serves as a materials center for supplementary books on subjects taught at Emerson at all levels of reading difficulty. It also provides for the individual and special interest children have that may not be touched upon in the classroom.

The library has been used more extensively in the fields of social studies and science since here the classroom work is organized around units of study rather than textbook.

A unit in social studies during United Nations Week became an especially successful library project. Since the children were working on a very broad subject, we were able to satisfy the children's demands more completely than we are often able to do for a more circumscribed unit. Even for a subject as broad as "birds", we often find the demand greater than the supply of good attractive books. However, when reports on some thirty-four countries were divided among ninety to a hundred children, through books, magazines, reference books, and pamphlet files we were able to provide excellent materials. All the children had a real opportunity to use their library techniques and skills without the discouraging experience of searching card catalog and shelf only to find that some enterprising children got there first and took all the best books.

Our library is in a strategic position to help the unusual child, both the superior thinkers, the slow learners and those who are emotionally unstable. Children come in hungrily for suitable books that satisfy their needs. A little Italian boy whose teacher felt his reading achievement was below his ability found Little Leo in the library and from that point on became an enthusiastic reader. A sixth grade boy who had artistic abilities but was so emotionally unstable that he could never settle down to work, illustrated books in the library. He began to find books to read until he took armfuls home and recently

confided to me that he "never knew before that reading could be so much fun." A sincere fifth grade girl who is a slow learner is getting special help in reading from a classmate and is coming to the library for practice material. These are just a few examples of how the library helps individual children with special problems.

It is very evident that Frances Henne's remark, "the school library functions to the extent that teachers motivate its use" is true. As soon as the teacher is convinced that there is value in this program there is an appreciable difference in children's attitude in the library. If homeroom and special teachers show that they are interested in the library books children check out, the children are stimulated to use the library. But if the librarian program is disregarded by the classroom teacher, whatever the librarian may try to say or do has a luke-warm reception. Many teachers have sent groups to the library during unscheduled periods to use reference books and other materials."

Mrs. Gilbert

"During the past year, the arts and crafts program was made more interesting through the use of teacher-produced 35 m.m. colored transparencies and used as an aid in the introduction to glazing in the Ceramic Units.

On a recent trip to Laguna, California, the art teacher visited many of the studios, factories and retail outlets of the ceramic industry. During these tours, many of the processes and techniques of glazing pottery were photographed. These colored slides were combined with some sequences taken in the art room of this school showing children actually working with the glazing process. These slides, showing the transition from commercial uses to the level of use in the art room were most effective. The children were exposed to some of the complexities of ceramic production and at the same time were shown that it is possible to do the same thing in the art room, by children their own age.

This simple technique of preparing teacher-produced aids has proven to be educationally sound and interesting. The children were able to apply the points stressed in the slides and made the preliminary instruction more meaningful."

Don Reppen

Special Services

"The same basic policy of assigning the psychologist to Emerson for a half day a week was followed this year. This is the second year that Emerson has had this type of service, and it seems to work out very well for the school. The psychologist has gotten to know many of the teachers on the staff and feels that both he and the teachers are more aware of the kind of things which can be done.

A great deal more of the psychologist's time was spent this year in contacts with the teacher who had made referrals. It was felt that both the psychologist and the teacher profited from these sometimes

extensive contacts. In all there were some fifteen specific referrals to the psychologist. In all cases the parent was contacted, usually by the teacher who then made a complete report to the psychologist. The results of the conference were discussed and it was hoped that the teacher began to see how a parent interview might become quite beneficial if used properly.

All of the children seen showed gains during the year. In particular, the one boy with whom most of the time was spent seemed to be on the way toward making a much more satisfactory school adjustment."

Mr. Bratrude

"The routine testing program which is an aid to teachers and administration in determining proper grade placement was made available to seventy-eight pupils. The majority were new enrollees who were given achievement tests and mental capacity measures. The worker gives the yearly kindergarten mental tests and assists the third and sixth grade teachers in administering the group mental tests, if necessary. Should it be the school's opinion that the sampling of abilities obtained on the group standardized test is inconsistent with what the pupil can do or has done in terms of his educational level, an individual intelligence test may be administered so that closer study might be made of the child's learning strengths and weaknesses. The retests needed for follow-up information included nine kindergarten rechecks, four third grade and five sixth grade tests, and eleven other follow-ups were found necessary throughout the year.

Emphasis on prevention of severe hearing losses has continued. Pure tone audiometric tests were given to all first, (119), third, (120), and sixth, (106), graders by enthusiastic and well trained P.T.A. mothers. The worker screened seven second graders, six fourth graders and three fifth graders and gave individual diagnostic hearing tests to first, third, and sixth graders found to have a possible hearing deficiency. The five pupils at Emerson who have some degree of lowered auditory acuity are under doctor's care. There are no children at Emerson School who have serious hearing deficiencies.

The speech survey in the fall of first grade pupils, new enrollees, and a recheck of those previously receiving speech help, resulted in speech therapy being offered to fifty children; forty-nine with articulatory defects, and one primary stutterer. Because good speech is so important to successful adjustment in social and academic living, speech training is begun at the first grade level to coincide with the child's initial instruction in reading skills. The articulatory problems indicated included lisping, and work with such troublesome sounds on the road to "Better Speech" as th, v, l, r, sh, ch, and j as in judge. The boy who is a primary stutterer has good control of his problem. The speech correction program is designed to meet each child's individual needs and there is close correlation between grade and speech class work. Speech therapy assistance resulted in twenty-one cases corrected, thirteen greatly improved, twelve moderately improved, and four showing slight improvement."

Miss Suliver

"The total number of children taught during the 1954-1955 year in the Remedial Reading class was twenty-six. Three were dropped at the close of the first semester because they were doing satisfactory work in their classrooms. They had received two or more years of reading help.

The children enrolled were from the various grades as follows:

Grade	Boys	Girls
III	4	0
IV	5	2
V	6	4
VI	4	1
TOTAL	19	7

The children were divided into five groups and met afternoons twice a week during the first semester and three times during the second. From the results of tests given it appears that the majority of the children should continue another year in receiving additional help."

Mr. Berger

"A summary of health activities and statistics is as follows:

Two hundred and eighty-nine children were given the Salk Polio Vaccine. These were first graders, second graders, fourth graders and those third graders who were not done on the field trials last year. Those who were absent or ill at this time will be given the vaccine at a make-up clinic. The tuberculin test was given to one hundred four first graders. There were two positives, but no disease. Out of a total of two hundred twenty-two third and sixth graders, one hundred sixty-two returned to school with signed certificates indicating they had been examined by their family physicians. Of the total first graders, ninety-four were examined by their family physicians either in kindergarten or before entering first grade. This year, space on physical blanks was provided for signature of dentist for children who had a dental check-up. An increasing number of children are being examined by their family dentist at regular intervals. Referrals from the vision screening done by the teachers were given to the nurse."

Miss Anderson - Nurse

We have again cooperated with the university in providing opportunities for a group of students in elementary education to observe in our classrooms. There were also ten juniors in Education 31 who were assigned to Emerson for the second semester. These people have been most helpful to our teachers in aiding with such activities as working with small groups, assisting with special projects, accompanying groups on field trips and supervising recreation periods.

In addition to regular scheduled programs, our P.T.A. has been very helpful in conducting our hearing tests, polio vaccinations, distribution of bond leaflets, physical examinations, and many other activities. They have been most cooperative and helpful. Membership this year reached five hundred.

Programs for the year were as follows:

October	Mrs. Carl Anderson, "Educational Television" Report on Emerson School--Principal
November	Open House Superintendent Philip H. Falk, "Educational Problems Facing Madison."
December	Christmas Program - Emerson School pupils
January	Rhythms and Hobbies - Sixth grade Physical Education pupils
February	Dr. Frank Estvan, "How Children Look at the World."
March	Pot-Luck Supper Open House
April	Panel Discussion - Mrs. Harry Hamilton, moderator "Helping Children Understand Human Rights."
May	Fifth and sixth grade violin concert Sixth grade choir

Physical Plant

All maintenance projects scheduled for the past year were completed and much credit is due Mr. Nelson and his department for the excellent service. During the past several years many improvements have been made for which we are most grateful. This year two rooms were equipped with new lights, leaving only six rooms in our building to be modernized. Three rooms were supplied with acoustical ceilings. In the next two years this program should be completed. Thirteen classrooms have been supplied with new pupil desks and five rooms have had desks refinished during the summer by the extended employment program.

Facilities for girls' physical education are now excellent with the many improvements in our gym and the new shower and locker rooms. In the old section of our building the floors in nine of the classrooms have been replaced with asphalt tile. Only one room in the basement remains to complete this project. Adequate steps are also being taken to modernize the toilet facilities, the heating plant, and temperature controls.

It seems evident that Room 8 in our basement will continue to be used as a kindergarten room. In making future plans, consideration should be given to making it more usable. Storage shelves or low cabinets should be built for storing paper, art supplies, small toys and games.

Some type of sound proofing material on the ceiling would be of great value in absorbing noises from the children and from the pipes. If at all possible, a sink should be installed as the lack of one constitutes one of the major problems.

Special Problems

Due to a decrease of time this year from five half days to four half days per week in the boys' physical education, it has been very difficult to schedule adequate time allotments for our fourth grade sections. An additional section needed for next year will make it necessary to decrease further the time for physical education.

To maintain a well balanced program in our fourth, fifth and sixth grades it is necessary to have a man physical education teacher for five half days per week as has been the practice in past years.

From a study of temperature reports, it is apparent that some of our rooms are consistently being overheated during the heavy firing season. This is due to lack of adequate temperature and ventilating controls. Plans should be made before another firing season begins whereby some of the thermostats be modernized in rooms that are consistently being overheated.

The problem of East High students cutting across our school grounds and through our building still exists. The riding of bicycles at high speed creates a hazard to many of our pupils.

There is urgent need for additional lockers in our second floor corridor to be used by our sixth graders. There are as many as three students to a locker, which creates a problem especially during the winter months.

Recommendations.

1. Remodel boys' locker and shower room to provide more adequate space for lockers and for dressing.

2. Blacktop the parking area.

3. Complete the modernization of fixtures in boys' and girls' toilet rooms.

4. Continue the lighting and acoustical treatment of our classrooms and corridors.

5. Consideration should be given in the near future to replacing the floor in the boys' gym. The floor is in very poor condition and the buckling that takes place creates a very hazardous condition.

Respectfully submitted,

Emery C. Bainbridge, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal

Armand F. Ketterer

June 21, 1955

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
1954-1955

Special Achievements

P.T.A.

Even a cursory examination of the reports submitted by the various officers and committee chairmen clearly demonstrates that much has been accomplished by the Franklin P.T.A. during the year 1954-1955.

Of special significance is the building addition and alterations under way at this very moment. As principal I have been concerned with planning of this project since last October. But the taxpayers, the voters, the faithful workers in Franklin as well as all other city P.T.A. groups made this plan a reality by their magnificent support of the April School Bond Referendum.

A conscientious and active group of officers, a faithful executive committee, and willing and dependable department chairmen have labored harmoniously to develop and maintain a high level of co-operation and community good will. No matter what problem arises between home and school, our experience points out that it has always been easier to work things out with parents who are active P.T.A. members than with those who are indifferent and inactive in P.T.A. work. Thus P.T.A. has made for a greater bond of friendship, for understanding, and for a keener appreciation between our school and our homes.

STAFF

It goes without saying that the Franklin Staff has acquitted itself well. Loyalty to the school, faithfulness to duty, willingness to accept suggestions and to offer ideas for the improvement of our school have been and are continuing to be evident. Professional spirit is high. Every member of the teaching staff belongs to the local, state, and national educational association, and this record has been maintained for the past nine years. Two members of our staff became life members of the National Education Association during 1953-54.

We do not wish to imply that we are perfect. We must constantly strive to improve our methods and our approach to the solution of problems. Pupils, parents, and teachers are all affected by our world tensions and unrest.

MUSIC

This past year has seen definite progress and improvement in vocal and instrumental music.

Those who attended the Christmas Program, "A Christmas Card Comes to Life", will agree that the combined music, dramatic, and art talent displayed

was exceptionally fine. The leading directors in the undertaking were Mrs. Nelson, Mrs. Gilbert, Miss Gilbertson, and Mr. Haugen. All classroom teachers assisted in the enterprise.

Many of our pupils participated in the annual music festival at the stock pavilion. In place of the usual combined spring music festival held in the gym, each room had a program for parents featuring songs, rhythms, plays, folk dances and instruments, and reading. Pupils participated in planning, preparing, and serving refreshments after these room programs which were very well attended.

The band, directed by Mr. Ralph James, and the stringed groups led by Mrs. Margaret Pickart, made a creditable showing. Both groups participated in various programs throughout the year.

Both groups have been somewhat handicapped for a suitable place for practice and instruction. However, with our new building addition we look happily forward to alleviating this problem.

ART

Besides routine art instruction grades one through eight, pupils at various grade levels undertook special projects throughout the year. Notable among these are:

1. Safety Poster Contest sponsored by the Lions' Club. Every seventh and eighth grade pupil submitted a poster and many of them received a prize. In seventh grade all-city competition, first and third place awards were won by Randolph Wold and Lorene Hanold respectively. In eighth grade, Beverly Vanderhoef and Norman Wold received second and fourth place awards. In addition, the following eighth graders won honorable mention awards: Marlene Doubleday, Howard Yaskal, Robert Jordan, Kay Van Dyke, Beverly Eggimann.
2. Eighth graders produced an annual or yearbook.
3. Service has been rendered the Red Cross in a number of ways; for example, the filling of Red Cross boxes for overseas children (the contents being supplied by the children); the project at the Red Cross headquarters of labelling bottles, etc. performed by our fifth and sixth graders. Each year we receive very favorable reports on the number of our pupils who participate, and upon their promptness, courtesy and reliability.

Mr. Haugen has rendered an extra service to the school by taking colored pictures of certain activities. These "pictorial records" elicited high interest at parents' meetings. The art department also produced large wall decorations for two major banquets.

PHYSICAL EDUCATION - GIRLS

The supervisors feel that some of the skills developed are above average. It is the supervisors and my belief that each year brings improvement in student teacher personnel. This has been especially true among those working with the upper grades. Thus, some difficulties experienced in the past have been noticeably declining.

Observation indicates that the pupil co-operation has been very commendable this year.

PHYSICAL EDUCATION - BOYS

Mr. Thompson has been in charge for the past two years and has done a creditable job. Because of his wide and varied experience he was able to develop a better co-recreational program in connection with the 6th, 7th, and 8th grade classes, and his plans for these activities were more closely co-ordinated with those of the girls' department. His readiness and willingness to adjust to emergency situations, and his help in connection with picnics is appreciated.

EIGHTH GRADE

This class of 36 pupils consisted of 21 boys and 15 girls. The range in I.Q. based on the California Short Form Test of Mental Maturity given March 25, 1955, was from 130 to 76, with 28 scores above 100 and 8 below 100. The average I.Q. was 109.

In achievement testing programs throughout the year, the class averages ranged well above grade level in word meaning, paragraph meaning, arithmetic computation, arithmetic reasoning, language usage, grammar, and spelling.

An algebra aptitude test given in March, 1955, indicated that three fourths of the class would perhaps experience no difficulty in handling algebra in ninth grade. Thus we are pleased with the record compiled by this class.

MANUAL ARTS - HOME ECONOMICS

The Manual Arts and Home Economics departments were in charge of Mr. Sam Anderson and Miss Kathryn Counsell respectively. The work in both departments has been very satisfactory.

Reports indicate that for the most part both seventh and eighth graders adjusted well in these classes.

GENERAL

The less desirable effects of TV seem to be decreasing, and interest in home reading seems to be on the increase.

Smoking among intermediate and upper grade pupils seems to be much less in evidence than it was a year ago. As mentioned before the staff of this school has been continually alert to the problem, and by precept and example do exert a positive influence regarding the whole matter. Again, for the benefit of the record, Franklin teachers do not smoke on the job and to the best of my knowledge practically every one is an abstainer in "private life". Thus their influence should act as a definite deterrent, to say the least.

There was a period when reference to smoking was more or less taboo, but in the light of present day findings and discussions on the matter, it might appear that those who have not succumbed to the habit in the past were really smarter than some people would give them credit for being.

In general, 90 per cent or more of our pupils in all grades are well adjusted to school, and achieve satisfactorily in all areas. Members

of the minority group do create problems for the school staff, and some cases are or may become chronic. While there are many situations that cause this form of "delinquency", we have been most effective in curbing or curing the offenders when we have had the whole-hearted support of parent or parents. Our most persistent problems are children from broken homes, and occasionally from homes where both parents work away from the home.

PHYSICAL EQUIPMENT

During the past several years, Franklin School has enjoyed some fine and needed improvements. Among these is surfacing of playgrounds. Some portions surfaced eight years ago are in need of repair and renovation this summer lest the damage become too great.

We have improved lighting in four of the older classrooms and these rooms are now undergoing changes with respect to walls and floors.

By far the most significant improvements to Franklin School are embodied in the present building addition and alterations in progress at the present time. Completion of this work by the time of the opening of school is the present hope and prayer of all of us including Superintendent Falk, the Board of Education, Gordon Nelson, Cliff Hawley, and others who have had a hand in the planning. The completion of the project will in large measure determine the ultimate organizational plan for this school.

HEALTH

Our school has been more free from any epidemics than usual this year.

Our nurse, Miss Anna Borge, retired in March and her acting successor, Mrs. Dorman, completed the year in a most creditable fashion. We have found her friendly, understanding, businesslike, and efficient. Under her supervision and with the help of teachers and parents, our 1955 polio program proceeded smoothly in every way.

EXCURSIONS

Outstanding among other excursions made by Franklin pupils, was that made by the eighth grade class on June 10, 1955. The trip involved a train ride in a special coach to Chicago, a bus tour of a portion of the city, and stops at the Museum of Science and Industry, The Shedd Aquarium, The Chicago Natural History Museum. The tour party left Madison at 6:00 a.m. and returned at 9:05 p.m. after a big day. An interesting sidelight is the fact that for many of the pupils it was the first train ride, and very few had ever eaten on a dining car. This excursion was made possible through the co-operation and efforts of Mr. Hurlbut of the Milwaukee Railway, of Miss Bartholomew and Mr. Haugen, teachers, and Mesdames Frank Rogers, Robert Boyter, and Ernest Eggimann, P.T.A. room mothers who assisted the principal in chaperoning this group. The expenses of the trip were paid with funds raised through various class activities throughout the year.

During the year several room groups took field trips to the Fire Station, the Post Office, a dairy, and other spots of interest.

SPELLING

Franklin School has been happy to participate in city-wide spelling bees since they were begun about six years ago, but our interest in better spelling goes back much farther. Our concern has been, and shall continue to be, improved spelling for all, rather than to train a handful or an individual to "compete" in any contest, however worthy it might be.

This year Jeannette Rogers, an eighth grade pupil took 9th place in the city-wide spelling bee.

COMPARISON OF SPELLING STATISTICS
1946 and 1955

Grade	Enrollment	Perfect Scores	Scores below 90%	Scores below 75%
1946				
2	46	20	0	0
3	33	8	13	8
4	46	7	15	8
5	50	5	17	8
6	39	4	20	8
7	34	2	23	8
8	37	0	27	15
	285	46	115	55
1955				
2	51	32	7	3
3	50	36	3	1
4	40	6	18	12
5	37	17	7	0
6	48	16	12	3
7	30	4	11	3
8	36	9	11	4
	292	120	69	26

* * *

During October of 1953 all Franklin pupils in grades 2 through 8 participated in a nationwide spelling survey conducted by the Research Department of the University of Iowa. The results of this survey were published in October of 1954. This study is the most comprehensive ever attempted. A comparison of the scores of Franklin School pupils with the scores of 625,000 who participated indicates quite clearly that our pupils exceed the national average scores on all grade levels.

* * *
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This summary of standard spelling test results for Franklin School first semester, 1954-55 shows: (1) individual scores, (2) range.

Grade Room	2 103	2 112	3 101	3 205	4 203	4-5 206	5 207	6 210	6 213	7 201	8 217
						4th					
	100	100	100	100	98	100	100	100	100	100	100
	100	100	100	100	98	98	100	100	100	100	100
	100	100	100	100	93	93	100	100	100	100	100
	100	100	100	100	93	93	100	100	100	98	100
	100	100	100	100	86	91	100	100	100	98	100
	100	100	100	100	86	91	100	100	100	98	100
	97	100	100	100	84	91	100	100	100	98	100
	97	100	100	100	80	88	100	100	100	96	98
	97	100	100	100	75	82	100	100	100	96	98
	97	100	98	100	75	80	100	100	100	96	96
	97	100	98	100	72	80	98	100	100	94	96
	97	100	98	100	67	75	98	100	98	94	96
	93	100	98	100	64	72	98	98	98	94	94
	90	100	98	100	62	67	98	98	98	92	94
	87	97	95	98	60		98	98	98	92	94
	85	97	95	98	58		98	98	96	92	94
	85	93	95	98	56	5th	96	98	96	90	92
	80	90	88	95	56	100	96	96	96	90	92
	80	80	80	95	47	98	96	96	96	90	90
	73	63	75	95	38	98	96	96	96	88	84
	73	57	68	93	29	94	94	96	96	88	84
	70	47	58	93	27	94	92	96	96	88	82
	57	17	55	93	18	92	90	92	90	84	80
	37		53	90	5	90	90	92	78	84	76
	27		12	90		90	88	88		72	76
				63		88	78	80		70	76
				55		88	68			68	74
						62				66	74
										64	70
										54	68
											64
											62
											60
											54
											52
											40
Franklin Averages First Semester	88	89	87	95	68	4th 86 5th 90	95	97	97	87	83

This summary of standard spelling test results for Franklin School second semester, 1954-55 shows: (1) individual scores, (2) range.

Grade	2	2	3	3	4	4-5	5	6	6	7	8
Room	103	112	101	205	203	206	207	210	213	201	217
						4th					
	100	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	98	100	100	100	100	100	100
	100	100	100	100	96	100	100	100	100	100	100
	100	100	100	100	94	100	100	100	100	100	100
	100	100	100	100	94	100	100	100	100	98	100
	100	100	100	100	92	98	100	100	100	98	100
	100	100	100	100	90	98	100	100	100	98	100
	100	100	100	100	90	96	100	98	100	98	100
	100	100	100	100	86	94	100	98	100	98	100
	100	100	100	100	84	94	100	98	98	96	98
	100	100	100	100	84	94	100	98	98	96	98
	100	100	100	100	82	92	100	94	98	96	98
	100	100	100	100	78	92	96	92	98	96	98
	100	100	100	98	76	92	96	92	96	96	98
	100	100	100	98	72		96	92	96	94	96
	97	100	100	98	72		96	92	96	94	96
	97	100	100	98	72	5th	96	86	96	94	96
	97	97	100	98	72		94	86	92	92	94
	97	97	100	98	64	100	94	84	90	90	94
	97	97	100	98	62	100	90	80	84	88	94
	93	93	100	98	60	100	90	80	82	86	94
	90	83	100	88	56	100	86	78	80	84	92
	88	70	100	83	44	100	86	72	66	84	90
	81	33	98		40	98	80	64		82	90
	77		93		24	96	78			82	90
	57		65		2	94	76			80	88
						92				80	88
						92				70	86
						90				70	86
						88				66	84
											78
											76
											72
											70
											68
											46
Franklin Averages Second Semester	95	95	98	98	73	4th 96 5th 96	94	91	94	90	91

ORGANIZATIONAL PLANS
for the years
1955-1956

It has been evident in the past that continuing the seventh and eighth grades at Franklin has been in keeping with the wishes and desires of the parents of these upper grade pupils, and continuance of seventh and eighth grades is now virtually assured with the expansion of our school plant.

It is now planned to covert room 217 (the small auditorium which has served as a music room for the past several years and as an eighth grade classroom during 1954-55) into an auditorium for multiple uses. The present manual arts room will be reorganized by moving the music classes which have been held there in part of the room, to room 201. It is planned to shift the seventh and eighth grades to the second floor of the new addition and also to use the other new classrooms when they become available.

I recommend that arrangements be made to have about 12 to 15 fifth, and the same number of sixth graders, assigned to Franklin School so as to round out two full sections of each of these grades and avoid a combination grade in 1955-56.

Thus the plans would shape up like this:

Teachers	Names	Grade	Rooms	No. Pupils
1	Peterson	Kdg.	107	70
2	Walsh, Scheel	1	106 - 108	54
2	Purcell, Hudek	2	103 - 112	54
2	Duncan, Schultz	3	101 - 205	56
2	Jensen, (?)	4	203 - 206	55
2	Gilbertson, Goldman	5	207 - 210	50*
2	Ralph, Gilbert	6	2 rooms in new addition	50*
2	Reed, or (?)	7	2 rooms in new addition	52
1	Bartholomew	8	1 room in new addition	33
				474

201 - used for music and rhythms
217 - auditorium for visual aids and special activities
213 - Band, Strings, Orchestra

½ Home Economics
½ Industrial Arts
2/5 Physical Education - Boys
3/5 Physical Education - Girls**

* - Includes proposed transport pupils
** - University of Wisconsin Department of Physical Education

Theoretically with eight new classrooms we should be able to accommodate 200 more pupils than we have this past year, but actually and functionally this figure ought not exceed 120 - 150.

NEEDED IMPROVEMENTS

Though we are not scheduled for interior painting until 1956, some thought should be given now to the type of paint to be used. When the decorating

was done in 1947 we were assured that we were receiving a washable paint. Experience shows that this is not the case. Then too, serious thought should be given to methods of brushing and cleaning walls annually or semi-annually to keep them cleaner especially over radiators, stair wells, etc. Some means have been devised whereby custodians can do such work effectively.

In view of the fact that additional janitor help may be needed, I recommend that serious consideration be given to the employment of a competent, part-time janitress, whose work schedule should be carefully planned. I should like to request also that the principal be consulted before any person is definitely assigned to this particular job.

Improved lighting in the gymnasium, which is presently being done, will bring our gym up to par with others in the city.

When the new addition is completed, all rooms should be re-numbered according to a better system than now prevails.

More attention should be given the grounds during the summer months. A more intensified weed-control program should be carried out. Two ways are suggested: (1) periodic spraying of lawns; (2) preventing large weeds and young elm trees from getting established along the stone walls and in the shrubbery.

A second telephone, possibly a pay phone, is badly needed.

ACKNOWLEDGMENTS

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

To the Madison Board of Education, to Superintendent Falk, to the various supervisors and department personnel who have helped in may ways, particularly in planning our building addition and modernization of portions of the existing building, we acknowledge gratitude and appreciation at this time.

Respectfully submitted,

Armand F. Ketterer
Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report
LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
Maurine Bredeson
June, 1955

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1954-55
LAPHAM SCHOOL

Enrollment data

For several years now our school population has been quite mobile, both the proportion which comes from Truax and the part in the Lapham school district proper. For the first nine months of this school year, there have been 35 transfers out and 48 withdrawals. In addition, we know of 18 changes which will occur by September and many more contemplated soon thereafter. The notices sent to residents of the Truax housing project whose incomes are too high to permit residence there have caused some of these moves, and also brought about a restlessness in families who so far have not found other housing. As in previous years, the transfers in and new enrollees almost equal the numbers who have left, so that our total enrollment shows but a slight decline. The pattern which has been established in the last year or two to care for Truax children has been followed again.

Lowell School has been able to accomodate those first graders we have had no room for, and Lincoln the added section of fourth grade. We have tried so far as we have been able to create as few situations as possible where children from one family must attend two elementary schools, but it is occasionally inevitable.

Achievements

Curricular

The main emphasis of the school continues to be the instructional program which has gone on with quite successful results. September reading test scores were as follows:

	Lapham School	Madison
Gates Primary Grade 2	2.26	2.23
Gates Primary Advanced Grade 3	3.2	3.5
Durrell & Sullivan Grade 4	3.9	4.3
Iowa Silent Grade 5	5.4	5.3
Iowa Silent Grade 6	6.3	6.7

In the California Achievement tests given in April to the sixth graders, median grade placement results were as follows:

	Lapham Medians	Madison
Reading vocabulary	6.9	7.0
Reading comprehension	7.5	7.4
Total reading	7.3	7.2
Arithmetic reasoning	7.4	6.8
Arithmetic fundamentals	7.8	6.8
Total Arithmetic	7.8	6.8
English mechanics	7.8	6.7
Spelling	7.3	6.7
Total language	7.5	6.7
Total battery	7.6	6.9

Though median results remain approximately the same throughout recent years, we note an increasing number of children in our school who fall far below the median and fewer who achieve well above it. Where there are discrepancies between the educational achievement of a child and what his mental ability would lead us to expect him to achieve, there are often serious family or personality problems which interfere with the child's ability to work to capacity.

Other aspects of the language arts continue to receive attention. Vocabulary development needs considerable emphasis in our community. Many approaches have been used - word study in connection with spelling as well as reading, dramatic play in the early grades developing into creative dramatics in several of the older groups, and the use of puppets in connection with reading and social studies to create a freedom from inhibitions in the use of new and untried patterns. The new tape recorder has also proven a good stimulus in many situations. Every opportunity to make functional the language skills being taught has been used - telephone calls to arrange for excursions, letters to children who were ill, thank you notes to people who have contributed to class activities, business letters to the weather station, foreign offices and other groups which could furnish needed material for study, reporting to the class on topics of special interest, creative writing, conducting a club meeting and others.

The present arithmetic texts have been in use long enough now to confirm the earlier feeling we had that they present a sound emphasis on understanding the meaning of number.

Though in the main social studies interests continue to fall into the same pattern, a progression from young children's interests in people and events close at hand to the older children's study of other times and nations, several new units

have been taught this year. One such was a third grade study of the Tlingit Indians of southern Alaska which culminated in a Pot Latch shared with mothers and the other third grades. A seven foot totem pole was dedicated with appropriate dances, games and refreshments and one game particularly took its place with other American games on the playground. Another such unit was on the fishing industry. It grew out of our children's interest in local fishing and added another type of industry to those customarily studied at that level. Many culminations of social studies interests were shared with parents and with other children. Among them were: a program on Switzerland by a fourth grade, a play about life in the Louisiana Territory by a fifth grade, an original Easter story written and dramatized by a third grade, several Christmas programs throughout the school, and an "Animal Fair" by a first grade. It used original animal riddles, animal songs, the reading of charts containing poems and stories about animals and the dramatization of an animal story.

Many science experiences have been afforded this year. The deaf department shared its hatching baby chicks with the school. Many rooms have planted seeds and bulbs and several groups have watched emerging cecropias. Some rooms have studied weather and kept records of temperature, wind velocity and precipitation. One group made a study of common rocks. Many pets have been in evidence, some for long visits, some shorter ones. These number rabbits, turtles, kittens, puppies, polliwogs, fish, mud puppies and dogs. One group has done considerable study on simple machines including the construction in miniature of some of them. Magnets, electricity and sound are other subjects which have had attention at various grade levels. Always there has been an effort to encourage a scientific attitude and learning through experimentation and other first hand media.

The addition of a small electric kiln has stimulated the making of copper enamel ware by both teachers and children. The librarian has been of inestimable service to classroom teachers in supplying material for subjects being studied, in developing techniques of research and an emphasis on verifying facts as well as in promoting recreational reading and the enjoyment of literature.

Physical education and music continue to enrich our elementary curriculum and Lapham School is grateful for the excellent quality of instruction given our children in these areas.

Civic

The emphasis being made by current curriculum committee work in social studies which points out the aspects of behavior development running through the study of community institutions, history, and geography has been very important. Our teachers

feel that such an emphasis pervades all elementary school subjects and make a serious attempt to help every child to feel his personal worth and recognize his potentialities. Many of them feel that more and more is being entrusted to the school; from encouraging personal cleanliness to developing habits of industry, responsibility, and helping children to find security in a troubled world. This necessitates different approaches being used, more listening to and careful watching of the behavior of children to determine what their real needs are, more flexibility in what can be expected of a given group, a greater variety in techniques of motivation, often more praise for attainment of a specific goal than once was necessary and usually many more repetitions of a new learning to insure its mastery. Respect for others can come only after true self respect has been learned, and that seems harder to achieve these days with many of our children.

As in previous years, children have assumed certain civic responsibilities; patrol boys, cadet girls and a service group helping with safe and efficient conduct of school routines. Many classes had school clubs conducted by the children. Lapham groups participated in Junior Red Cross activities, in the elementary music festival, the children's art salon, the city spelling bee, and in certain Parent Teacher Association activities.

The program of cooperation with the University continues with students observing, participating in recreational programs and doing some student teaching with us.

The Parent Teacher Association has been active, in addition to its monthly programs for Lapham School parents, in such civic programs as the school bond drive, the polio inoculation program and the discussion of proposed one-way traffic past Lapham School; a proposal which now has City Council approval in spite of the protest of that group.

Problems

A major problem at Lapham School lies in the field of mental health. Problems exist in every class room at every grade level, and there is scarcely a room where there has not been at least one acute manifestation of such trouble this year. The critical outbursts range from running away from home, which is a chronic symptom of one six and one seven-year old, through the gamut of taking merchandise from stores and destroying neighborhood property, to actually breaking locks and windows to enter property, with both damage and petty larceny resulting. Two examples of the latter come to mind, one perpetrated by second graders, one by sixth graders. Many of these situations are known to the police, who have talked with both children and parents. In other instances, parents have

taken the initiative with regard to corrective treatment. Four such have, either on the school's suggestion or of their own volition, instituted treatment at Dane County Child Guidance Center and all seem to show improvement. One very satisfactory conference of the clinic and school staff proved very helpful to the school. While I recognize that family irregularities do not necessarily create problems, there is undoubtedly a broad correlation. This study of our records may be interesting.

Grade	Enrollment	Broken Homes	%	Other Serious Problems	Total	%
Kdg.	123	16	19.5	8	20.1	
I.	97	20	20.6	10	30.9	
II.	88	19	21.6	5	27.3	
III.	85	19	22.4	11	35.3	
IV.	62	20	32.3	7	43.5	
V.	68	17	25.0	9	38.2	
VI.	44	18	40.9	3	47.7	
Total	567	129	22.7	53	32.1	

Conclusion

Lapham School has had a good year. We appreciate the resources which are ours and the excellent quality of the leadership given us. It is a pleasure to work for the Madison Board of Education under the keen and inspiring leadership of our superintendent.

Respectfully submitted

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Helen Simon
June 1955

Annual Report

For the School Year 1954-55

LINCOLN SCHOOL

Enrollment at Lincoln during the school year 1954-55 was as follows:

Grades	Sept.13,1954	June 17,1955	Gross enrollment was
K	60	52	65
1M	27	27	35
1-2W	28	27	32
2	35	33	39
3	32	31	35
4H	32	30	34
4B	28	21	31
5	28	28	32
6	29	28	32
Totals	299	277	335

The following figures show the mobility of the year's attendance:

27 New Entrants	39 Withdrawals
9 Transfers In	19 Transfers Out

The comparatively large number of withdrawals and transfers are due to people buying homes in outlying areas, and changes in military personnal. In September we enrolled 28 fourth graders from Truax who formerly attended Lapham, and sent 10 fifth graders, who live at Sherman Terrace to Lapham to equalize enrollment. These were pupils who were brought to school by busses. Many of the pupils from these areas change schools frequently because their fathers are in military service.

The enrollment at the beginning and close of each year for the past five years has been as follows:

	1950-51	1951-52	1952-53	1953-54	1954-55
Sept.	352	378	306	286	299
June	332	269	291	264	277

It is our aim, so far as we are able, to help each child reach his optimum growth, mentally, physically, emotionally, socially and morally. Every school activity must be tested as to how it contributes to growth in one of these areas which together make a wholesome personality. When the close of the year is at hand, a backward look tells us where we have succeeded in our attempts, and where, perhaps we have failed. We analyze the causes of our successes and failures, and out of these experiences plan for new approaches to our problems in the future.

Our second grade teacher, Ruthmary Morris expresses it as follows:

Looking Backward Toward Tomorrow

As I looked around that hot September morning and counted thirty-five faces, some sweet, some dirty, some sweaty but all darling, I hoped, as each September I hope, that I could be one influence for good on these children who had been put so trustingly into my care. Could I, and would I be all the things they needed? Mother, nurse, counselor, referee, panty buttoner, zipper-fixer, good friend, teacher? Could I take this heterogeneous group of nineteen boys and sixteen girls and help them feel needed, wanted, and a joyous part of a unified group, <u>our</u> class? Could I help each child to keep the differences of personality that made him so individual and at the same time help him to grow and work happily with others? We'd see! We'd hope, together, to work for:

1. improvement in self-control
2. improvement in self-direction
3. improvement in self-realization of capabilities
4. respect for other people's capabilities
5. ability to evaluate our own work and attitudes
6. improvement in our <u>kind</u> sense of humor
7. developing a feeling of kindness and understanding of the differences of individuals
8. developing a feeling of joy in the success of others as well as ourselves
9. developing the ability to work and play together with the maximum of fun and the minimum of trouble
10. developing, always, the wonderful childish trait of curiosity about his world and all worlds, and to use the scientific method wherever and whenever possible in the quest for learning
11. to learn more personal habits of grooming and manners than we knew before
12. to grow a bit each day in the ability to be responsible for our own actions - to have pride in a job well done, our own, another's or the groups

14. to enjoy creating things of beauty on our own level
15. to enjoy seeing and hearing things of beauty on many levels
16. to participate in any way we can in group activities (some only watch at first!)
17. to have confidence in each other and be as happy, in our pretty room, on the last day of school as on the first!

Have we done it? To a degree, I hope. We've travelled a short distance on this rocky road together and I really think we are at least going in the right direction!

* * * * * * * *

Miss Conlin, kindergarten teacher reports:

Making apple sauce for our first party in the fall gave opportunities for learnings such as:

1. how to make apple sauce
2. how to take turns
3. how to serve
4. how to behave at a party
5. vocabulary words, such as host, hostess, guests, placemats, etc.
6. manners
7. meet principal, custodian and secretary as our guests

Another highlight of the year was our trip to the fire station. We talked about firemen, trucks and alarm boxes. Then we made a set of questions to ask the firemen.

In midwinter two cocoons were brought to school. We watched them and watered them daily. In the spring one of the moths came out. We watched her lay eggs. This gave many opportunities for showing it and telling stories about it to other classes.

As a culmination of some of our year's work we had a circus. Many of the rhythms, song and dramatic play that we had during the year was presented at the circus.

Some of the things stressed all year were:

1. manners
2. cleanliness
3. safety
4. sharing with others
5. work at a task until complete
6. to think constructively and form a judgment
7. to listen attentively
8. care and respect for his own and others toys

Some skills developed:

1. singing - help child find his singing voice
2. muscular coordination (large)
3. hand manipulation - scissors, etc.
4. care of books
5. drawing and coloring
6. telling stories

Readiness for first grade begins the first day of school and continues to be developed all year. A few of the readiness activities are:

1. recognize own name
2. count to 10
3. knowing the colors
4. recognize likenesses and differences
5. be able to count 10 objects
6. some recognition of numbers
7. tell stories in sequence
8. follow directions
9. listen to stories
10. speak clearly and be able to be heard
11. know own name and address
12. difference between left and right
13. know many songs
14. sizes and shapes
15. courteous to others
16. please and thank you

We have striven to give the children pleasant, happy, meaningful experiences in their first year at school.

* * * * * * *

As first and second grades each ranged about forty, it seemed necessary to make a combination group of grades 1 and 2. That fine work can be done with such a combination, is attested by the report of the teacher Margery Webb.

An assignment to a first and second grade room made me momentarily unhappy when I received it late in August. After a year with these 28 children, I have found my work challenging and fun.

The first grade was a group of fourteen selected by their teacher and principal for I.Q.'s and readiness for reading. At the end of the school year, I realize what a good selection it was as is shown by the following chart:

Name	IQ	C.A.	M.A.	Read.	California Grade norm	California Total Read.	Achiev. Read. Age
John	114	6-3	7-2	Av.	1.9	4.2	9.4
Nancy	113	5-9	6-6	Av.	1.9	3.6	8.10
Cathy	100	6-6	6-6	Av.	1.9	3.5	8.9
Johnny	133	6-4	8-5	Ex.	1.9	4.0	9.3
Darrel	101	6-8	6-9	Av.	1.9	2.7	7.11
MaryJo	134	6-7	8-10	Ex.	1.9	3.3	8.7
Diane	106	6-6	6-11	Av.	1.9	4.2	9.4
Vicky	111	6-4	7-0	Av.	1.9	3.3	8.7
Richie	104	6-2	6-5	Av.	1.9	2.9	8.2
Linda	118	6-1	7-2	Av.	1.9	3.5	8.9
Tommy	118	6-2	7-3	Ex.	1.9	4.1	9.4
David	109	6-9	7-4	Ex.	1.9	3.6	8.10
Jane	119	6-8	7-11	Ex.	1.9	4.9	10.2
Raymond	102	5-11	6-1	Av.	1.9	3.8	9.1

These children, with the exception of one, have worked up to capacity. The median I.Q. was 1134, the chronological age 6-5, mental age 7-0 the median in achievement 3-6 and median reading age 8-10.

The second grade was a good average group which I kept together in spite of the range in ability in the fall.

The following chart shows their growth during the school year:

Name	IQ	C.A.	M.A.	Gates Test Sept.	Cal. Test June	Read. (Age
James	104	7-10	8-2	2.36	4.5	9.9
Robin	94	7-5	7-0	2.88	4.5	9.9
Dean	103	7-3	7-6	1.95	4.0	9.3
Esther	97	6-11	6-9	2.85	4.6	9.10
Rita	93	7-5	6-11	2.51	4.2	9.4
Richard	110	7-5	8-2	1.97	4.0	9.3
Tommy	101	7-6	7-7	3.27	5.2	10.4
David	106	7-1	7-6	2.89	4.8	10.0
Carrie	87	6-10	5-11	2.26	4.3	9.7
Jeanette	100	7-2	7-2	2.78	4.3	9.7
Mary	94	7-4	6-11	2.10	4.5	9.9
Karen	94	7-6	7-1	3.0	4.5	9.9
Lucile	128				5.0	10.2
Ricky	115	7-7	8-9	2.78	4.4	9.8

The median I.Q. was 102, chronological age 7-5, mental age 8-2, median reading grade in September 2.78, the reading grade in June was 4.5.

These children worked well as a group: the first grade was stimulated by the thinking of the older children and the second grade gained much from the ideas of the younger. All in all I think we had a very happy year.

* * * * * * *

Since the combinataion grade took many of the "top" first graders more in the middle and low groups were left for the first grade. Miss Melrose tells of her work with these:

This has been an interesting year. I had eight in my low group which was more than usual, and I suppose I liked the challenge. I was gratified to have two graduate, three become good readers and the other three come to read at all. They all have attained some phonic sense and since four of them were bad speech problems besides, they really have advanced. They made much progress in speech correction. The two student teachers I've had were helpful and it has meant much for them to help those who had difficulty. All the children in the low group are going in to Second Grade next year - except one who came from California for the last six weeks. One of the children was deficient in writing. The student teacher took her for special help and now she writes legibly. Part of the trouble was poor eyesight, part a lack of muscular coordination.

* * * * * * *

The third grade reading results, based both on teacher's judgment, and end of the year test results, were very satisfying. Every child displayed a great interest in Reading and the May standard tests showed a median growth of 1 year 2 months. The range of Grade scores was Grade 3.3 to 7.3. Mrs. Newton, third grade teacher reports as follows:

I feel that the third graders this year have developed well socially. At the beginning of the year I felt that these children were not too well adjusted socially, and they were very dependent upon their classmates and teacher. They have gained the independence which they badly needed, and are now able to work by themselves; but also they are able to take stock of their own work to see what needs to be done. Also they are able to use their spare time to very good advantage.

As far as good social adjustment and work habits go, I feel that I have had a very successful year with this group of children.

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Emphasis in Social Studies in the fourth grades was on map reading, and foreign countries typifying life in areas having similar geographic features. Some of the areas covered were Iceland, Norway, Switzerland, The Sahara, Congo and Australia.

Many interesting Science Units stemmed from nature items brought into class by the pupils. Insects, turtles, frogs, flowers, snakes, all were beginnings of exciting units. Others covered were Magnets, Planets, Reptiles, Amphibians, Mammals and Birds. A trip to the Poynette State Game and Fur Farm with the 5th and 6th grades was a fitting culmination of the year's study.

Miss Hahn, fourth grade teacher, reports:

> My primary objective this year has been to develop a healthy, happy emotional climate in my classroom. I have attempted to encourage habits of consideration for others and diligence in work. I have also tried to enable each child to succeed in some area but to accept his limitations in others realistically. Working toward my major objective has entailed, among other things, curbing the selfish, overly-aggressive child and attempting to create more self-confidence in the timid. (Perhaps both types of personality may indicate feelings of insecurity). As an individual example: I am glad to express the hope that my most serious personality problem, apparently has matured sufficiently in his attitude toward himself and his ability to do his work, so that I trust that next year he will not exhibit any spasmodic moods of obstinate disinclination to do his work.
>
> An important problem of our schools today is that of the tired, excited child. Such symptoms as marked inattentiveness, yawning, restlessness, noisiness, confused thinking, and frequent running to the toilet, as well as serious nailbiting and pencil chewing, listlessness, flushed cheeks, highly-pitched tense voices, and an anxious, strained facial expression are apparently increasing. The fast pace and pressures of our modern life are taking their toll. Perhaps the cooperation of more parents can be enlisted in seeing to it that there is less excitement for Junior, such as too-stimulating T.V. programs, just before bedtime, and more hours of relaxing sleep!

* * * * * * *

Mrs. Borthwick, the other fourth grade teacher says:

> The group of children which came into this class in the fall was made up basically of children from four different classrooms. The majority of them were bus riders

from Truax Field and consequently were together from morning to night - coming to and going from school, in the classroom and playing together after school hours. This may have been one factor toward making them a noisier group than many.

* * * * * * *

The fifth grade Social Studies stressed the areas of the U.S., emphasizing economic and geographical features which underly occupations of people living in the areas. Special emphasis was put on Special Days, map study, Wisconsin, and the Westward Movement. As in Social Studies, in other grades, much use was made of Visual Aids, especially film strips; several field trips were made specifically to the Dairy Display at the Capitol in the fall; trips to the Historical Museum in connection with Pioneer Life and study of Wisconsin; and the State Game and Fur Farm at Poynette. The library was a wonderful source of information for supplementary work by individuals and groups.

Science is a wonderfully thrilling experience in elementary school. Many nature objects were brought into 5th grade during the year and became the initial interest to find more information.

Besides the units initiated by the nature objects brought in, units on Trees, Weather, Causes of Season Changes, Health, and Rocks were covered. Again film strips and the library were used as sources of information.

Because of broadening interests in many fields, Reading grows naturally (with help where needed). The best criteria of growth in ability to read is the observance of the joy with which the pupils read, and the many requests for books and the question asked often: "May we have some extra reading time today?" Tests are a means of checking this subjective judgment. In 5th grade this year our Reading results were Median Reading Grade 6.1 with a range of 3.5 to 15.5.

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As an example of a culminating activity of a Social Studies Unit, Mrs. Kjell, sixth grade teacher reports:

One of the highlights of the sixth grade this year has probably been our program about Germany. With the help of Miss Hurst our Art Teacher, the pupils designed their own costumes.

Keeping in mind that children are the same the world over, we studied the culture of the Germanic peoples. We learned some German vocabulary and some songs. With the help of Miss Dunham our gym teacher, the children learned two German dances.

Understanding foreign cultures and tolerance of foreign ideas were always underlying aims in our study of Europe in Social Studies.

The children also planned a coffee hour for the parents after the program. They were the hosts and hostesses, and the responsibility for a successful afternoon was on their shoulders.

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Miss Kremer, Public Health nurse who visits our school gives the following report:

Very few eye defects were screened out this year, however, glasses were prescribed for three children.

Physical examinations:

	1st grade	3rd grade	6th grade
1951-52	93%	52.9%	50%
1952-53	98.3%	53.4%	53.3%
1953-54	98%	76.3%	78.7%
1954-55	92.5%	96.7%	71.4%

Tuberculin Testing: 36 first graders were tested this year.

Dental Survey: 40 children were included.

Polio Vaccinations: 124 second, third and fourth graders received Salk Vaccine.

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The work of the Speech Correctionist who comes two afternoons a week is a valuable aid to the classroom teacher. Mrs. Bylsma reports:

A total of 24 children have received speech therapy at Lincoln School this year. Because of the small number of children, the therapist was able to work with four children individually for a semester or more.

In addition to the usual first and second grade articulation cases, there were classes of fourth, fifth and sixth graders who worked on carry-over in the speech class. Quite a few of the new entrants to the school, from out of the city, needed speech work. This is characteristic of Lincoln School which has a highly transient population since it draws from the Sherman Terrace apartments.

The therapist was able to work with voice problems and slight articulation problems, because the caseload was so small.

In the area of extra-curricular activity the speech therapist in cooperation with the itinerant art and music teachers, helped with the production of "Hansel and Gretel", a fourth, fifth, and sixth grade operetta.

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Exerpts from the librarian's report (Mrs.Arceneaux) follows:

The Lincoln School Library is open five days each week with a librarian in charge on Wednesday, Thursday, and Friday. Since February the schedule has included two one-half days of unscheduled service. During this time children come in small groups or as special committees to do research.

A Library Club was organized in the fall. The twenty-five members are 4th, 5th, and 6th graders who are especially interested in library work. These children, with supervision, card and shelve books, read the shelves, and plan the bulletin boards. The children make their own schedule and work in small groups in class and after school.

Teachers check out groups of books for class room use, both as recreational reading and to add information to unit studies. Some of the subjects that have been called for this year are planets, animals, strange sea life, history of the earth, Indians, volcanoes, and various countries.

Various television programs, particularly the Walt Disney show, have influenced children's reading interests. No effort has been made to supply completely the demand for Davy Crockett. Instead, that interest has been used as a stepping stone to other good frontier stories, ie., Daniel Boone, The Santa Fe Trail, The Lewis and Clark Expedition, California Gold Rush, and many others. On many occasions pupils ask for help in distinguishing history from folklore.

Much time has been spent with children discussing the importance of choosing the right book. Classes have discussed citizenship, respect for the right of others, and care of books.

Teachers are informed of new material by printed notices and by informal visits. Most of the books on the last order were selected from the buying list by the teachers. During the year 450 books have been added to the collection, making the present book stock 3,170. Twenty-two titles have been rebound. The circulation for 1954-55 is 10,340.

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In general the work in all the grades in the "tool" subjects, Reading, Writing, Arithmetic and Spelling has progressed in a satisfactory manner. The need for these tools in everyday living is the stimulus every teacher uses to develop skills in the various fields. Our Arithmetic texts have proven very satisfactory in building concepts logically from second through sixth grades. Much work is done in the primary grades to build concrete concepts so pupils progress from concrete to semi-concrete to abstract as they move from grade to grade.

Spelling is carefully watched, not only in lessons from the texts, but in every day writing. This is a field which needs special emphasis.

Again, as in previous years, the P.T.A. has given valuable services to the school. Chief of these are the assistance to the nurse in administering the polio shots; helping with the T.B. shots and the hearing tests, and being responsible for the Pre-School Tea in the spring, at which mothers are instructed how to prepare children for kindergarten entrance in the fall.

The faculty at Lincoln has given unusual service as cooperating teachers, to the University Elementary School of Education this year. Every teacher, not a beginner, has had a student teacher for at least a semester, four have had one both semesters. That this service has proved mutually beneficial is reflected in the fact that teachers request students for another period.

Insurance Claims (WIAA) this year amounted to $175.00. Amount received to date is $132.00. All except three claims were paid in entirety. In these three a total of $19.00 was not granted ($6.00, $5.00 and $8.00).

Due to anticipated increased enrollment we will need two additional classrooms for next year. They can be provided

by using Room 104 which has been used as a multiple-purpose room; and the Music Room 202. The Music Room will be moved to Room 2 on the balcony which has been used as an extra playroom for the kindergarten.

RECOMMENDATIONS

Continued work on modernizing the building - there still are four rooms needing better lighting, eleven needing acoustical ceilings and sometime we hope for better surfacing of the hallways.

Plans are underway for work on the playground this summer to overcome the cause of serious erosion on the east side.

If we continue to use Room 1 as an Art Room, a new sink, and new flooring should be provided.

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The faculty at Lincoln wishes to express their thanks to everyone, parents, committee members, administrators, school board and the Superintendent for their efforts to make teaching in Madison a vital, stimulating, satisfying experience.

Respectfully submitted,

Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
Walter H. Argraves
June, 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1954-1955
LONGFELLOW SCHOOL

ENROLLMENT TRENDS

From the first fall attendance reports in September.

Grade	1951	1952	1953	1954	1955 (Est.)
Kdg.	(3) 121	(4) 128	(4) 140	(4) 114	(4) 135
1	(2) 42	(3) 82	(3) 83	(3) 87	(2) 64
2	(2) 53	(2) 48	(3) 93	(3) 72	(3) 78
3	(2) 65	(2) 56	(2) 51	(3) 91	(2) 62
4	(2) 48	(2) 69	(2) 53	(2) 42	(3) 81
5	(2) 57	(2) 55	(2) 67	(2) 63	(2) 45
6	(2) 50	(2) 55	(2) 54	(2) 56	(2) 58
Total	(15) 437	(17) 493	(18) 534	(19) 525	(18) 523

( ) = Number of class sections.

The above figures indicate a leveling off of our enrollment. An average of between eight and nine Waunona Way area children are included at each grade level in the September, 1955 estimate. Any projection of our enrollment may be thrown off due to the fact that the parochial schools in the neighborhood are crowded. Also, according to a questionaire sent out the first part of May, thirty-one families planned to move by September. While it is quite certain that the rental units vacated will be re-rented how many incoming children will there be? What grades will they be in?

Three remedial rooms will again be with us next year.

ACHIEVEMENTS

1. The Wisconsin Interscholastic Athletic Association accident benefit fund paid a total of $212.50 on seventeen claims for this year plus one from last year. One claim is again pending. Payments ranged from $3.00 to $41.00 for a single accident. The 1953-54 school year saw $228.00 paid in benefits on 18 accidents with the payment ranging between $3.00 and $60.00 per accident.

2. In March of this year the state distributed federal subsidy on milk was increased. This changed the cost to the child from four cents to one cent per half pint. From the table below the sharp increase in consumption may be noted. Not only more older children took milk but many children in grades one through six had two and even three

pints of milk per day.

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
1953-54	3315	4576	3464	4720	4972	5605	3360	3828
1954-55	3315	6311	4465	7399	5520	8340	9465	11548

The above figures are bottles per month.

Our enrollment for the two years was approximately the same. Some variation may be attributed to factors other than increased subsidy, (note January figures) but probably most of the great difference during April and May was due to the low price to the child.

3. Mr. Walter Berger again conducted remedial reading classes for about twenty-five third, fourth, fifth, and sixth grade boys and girls. Mr. Berger met these children three times a week the first semester and twice a week the second semester.

Mrs. Virginia Mock, clinical assistant to Professor T. L. Harris, also conducted classes in remedial reading. She was assisted by seven graduate students enrolled in Professor Harris' course in Remedial Reading.

The children were chosen on the basis of (1) intelligence (only children of average ability or better were taken) and (2) achievement in reading based on teacher judgement and standardized tests. Physical and social immaturity as well as academic retardation was noticed in some. Others had moved around attending as many as six schools in five years of school. Lack of stability in the home environment was a factor with others.

The remedial work for these children was planned individually. Sharpenning of work attack skills was important. However, building confidence was possibly the biggest achievement. Wide reading and sharing the stories read in dramatic play were very important avenues of improvement. Individual improvement of simple study skills helped comprehension with social studies and science work.

The remedial reading teachers worked very closely with both the homeroom teacher and librarian in all cases.

4. In years previous we have shown the movie "Human Growth" to sixth graders and discussed "growing-up" physically with them. This year on an evening following Orientation Day Mr. William Haugen, Guidance Director from Central Hunior High School, met with sixth graders and their parents. With the help of slides the junior high school program was discussed from a social point of view as well as the academic. Following this Miss Betty Dempsey, Public Health Nurse, discussed growing up physically after showing the movie "Human Growth." (The parents had the opportunity of previswing this film without the

presence of the children on a previous evening.

About seventy-five percent of the parents and children attended. This two-purpose meeting seemed to find strong parent support. We hope it will supply a common basis for child and parent to work from in discussing these closely related areas (junior high school and "growing-up") in the future.

5. P.T.A. "Go to School Night" and the Spring Program and Open House afforded two of the most valuable contacts between parents and teachers. Samples of each child's work was available in the desks for inspection by the parents. These two visitation dates fell just after the first and third report card periods ended. Appointments for numerous conferences were made to discuss individual progress with parents.

6. The Longfellow News, a one page weekly bulletin to parents, has brought home news of many kinds in addition to routine announcements. Reports on social studies, art, music, speech, physical education, science, reading, and library projects were written by the members of the classes concerned. Insofar as this type of school-home communication stimulates the interest and pride of children in their work this weekly reporting serves two purposes.

7. This year five new teachers were assigned to Longfellow, three with no experience and two with one year of experience. Two of these five new-comers will be with us next year with two pregnancies and a transfer accounting for the three leaving. These new teachers received much valuable help from their "buddy" teachers throughout the whole year. Frequent planning meetings were held with individual staff members and the principal. General curriculum problems were worked out with frequent attention given to individual pupil problems.

The fine professional spirit of all staff members did much to give us a good year. 100% of the staff are MEA, SWEA, and WEA members. 75% are NEA members and a number are A.F.T. and M.F.T. members.

8. Our faculty and the community felt keenly the loss of Miss Venice Slagg who died as a result of a heart attack last fall. Miss Slagg had taught the parents of many of her second graders and had earned the respect of all. Mrs. Joyce Johnson and Mrs. Mabel Smith completed the year in a way that necessitated a minimum of adjustment by the boys and girls.

Mrs. Carrie Styles, our food service worker, passed away suddenly last fall. Remedial boys and girls, staff members and neighbors have missed her kindly thoughtful ways.

PROBLEMS AND RECOMMENDATIONS

1. While possibly we have no more socially and emotionally disturbed

children than any other district they do present a problem. Teachers working patiently with the help of Mrs. Holcombe of the Department of Child Study have accomplished much. However, other than the Dane County Child Guidance Center there is no agency to work with children and their parents on the diagnosis and treatment of problems of this sort. It would be very helpful if a part-time psychiatrist was again on the staff of the Child Study Department for consultation on individual cases and to assist with in service training of teachers to cope successfully with cases of this type.

2. A number of the classrooms have received improved lighting and acoustic treatment. This has done much for pupil and teacher efficiency. It is hoped that this program will be continued.

Sincere appreciation is expressed to the Board of Education, the Superintendent and the staff of the cental office, and to the Longfellow Staff for making this a profitable and successful year for the boys and girls at Longfellow.

Respectfully submitted,

Walter H. Argraves, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education
by the Principal

A. Kermit Frater

June 1955

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report
For the School Year 1954-55

LOWELL SCHOOL

I SIGNIFICANT DATA

Enrollment Trends (End of Year):

	1951	1952	1953	1954	1955	1955 Sept. Estimate	No. of Sections
Kdg.	135	138	236	126	135	141	4
1	100	92	138	116	110	103*	4
2	115	92	82	101	115	110	4
3	103	116	98	60	98	115	4
4	86	95	108	68	64	98	3
5	85	89	99	73	70	64	2
6	88	81	88	66	72	68	2
Totals	712	703	849	610	664	699	23
Remedial					30	30	2

* Includes 8 Truax children to be transferred from Lapham.

Analysis of Enrollment:

	1954-1955				1955-1956 (Estimate)			
Grade	Lowell*	Truax**	Washington Heights**	Totals	Lowell*	Truax**	Washington Heights**	Totals
Kdg.	119	1	15	135	126	---	15	141
1	79	22	9	110	82	8	13	103
2	70	27	18	115	79	22	9	110
3	83	5	10	98	70	27	18	115
4	61	1	2	64	83	5	10	98
5	61	5	4	70	61	1	2	64
6	69	1	2	72	58	6	4	68
Totals	542	62	60	664	559	49	71	699
Remedial				30				30

* Includes District #8.
** Transported by bus.

Lowell will about reach its capacity again next year for the first time since the Schenk School opened. Room 204, which was used only occasionally this year, will have a regular class. This leaves only the basement activity room which, if possible, should be left as an extra kindergarten room, also for violin and miscellaneous services.

II SPECIAL ACHIEVEMENTS

Remedial. With the passing of Lowell's Nutrition Center came the problem of utilizing space to the best advantage. Although the third floor kitchen and dining rooms are still unoccupied, a use was quickly found for the large sleeping room. An inexpensive partition was constructed to make two rooms for remedial classes. One group was transferred from Longfellow and the other newly organized. The rooms are fairly satisfactory except for inadequate lighting (211 in particular).

There has been only insignificant demand for the nutrition service. The three legitimate requests that came up during the year were solved by providing transportation home for the noon lunch.

Report Cards. Probably no topic provokes more discussion among educators than the reporting system. There is little agreement on what should be reported to parents, and less agreement on how to report it. As a result, it is common for a school to have a "report card committee"--and Lowell is no exception.

After months of work during the 1953-54 school year, including parent meetings, questionnaires, and considerable research on report cards now in use in various parts of the country, a report form evolved. It included many of the ideas being tried in other city schools.

It was put into use this past year in grades one through six. Returns on a questionnaire sent to parents indicate that it is being well received:

6% wanted to discontinue the report card in favor of parent-teacher conferences. Most replies, however, indicated a desire for conferences in addition to the report card.
90% favored the "Grade Level" reporting.
99% felt that the "citizenship" items were important.
87% favored receiving the cards in sealed envelopes.

From these returns it seems safe to assume that parents want to know more about how their children are maturing as individuals in addition to a more objective reporting of academic progress:

- How their children compare with what is expected at the various grade levels.
- Whether or not their children are working up to their potential.
- Whether or not they "respect rightful authority".
- Many features of the former card.

In recent months, a committee of elementary principals again pooled ideas and recommended a card including the above features, but a greatly simplified method of checking. It will be used in all elementary schools next year.

Public Relations

Occasionally we hear the term "frills" used in connection with some of the activities carried out in present day schools and we sometimes find it difficult to arrange opportunities for interpreting to the public the school's activities in terms of educational values. This year the PTA provided funds for preparing a program of pictures to be presented at the last meeting of the year. The theme was centered around "the 3 R's plus" or the things that are done to strengthen and enrich the basic subjects. A volunteer committee helped plan and write a script that was recorded and syncronized with the slides. Although this is not a new technique, it had never been tried here before. Judging from comments received, the project was quite successful. People learned that field trips, radio programs and movies are more than just entertainment, that they are a vital and forceful part of modern teaching. They also learned that making butter or cookies has meaning in arithmetic and language arts. In all, it resulted in one of the better projects in public relations that Lowell has had in recent years.

Arithmetic

First graders are always fascinated by numbers and the construction of a simple "life-size" television set stimulated even more interest than usual in our room. Various quizzes and games involving numbers were played. Children took turns acting as the quiz master while the rest of the class formed the enthusiastic audience.

In first grade we do not drill for mastery of a set of selected facts, but attempt to lay a foundation of readiness for the number needs of later years. The children had experiences using meaningful symbols such as the making and use of traffic signal lights, marking weather calendars, reading experience charts where number words were used, and doing simple seat work where number words were accompanied by pictures of objects. All of the children learned to count, read and write number symbols to 10, most of them can go on to 100 and some as high as 1000. Games were played also, to locate pages in a book and help build up an understanding of words denoting size and place such as "tall, taller, tallest", "above and below", etc.

No pressure is put on the children to reach any particular goal as failure to succeed should never be experienced by a child in any readiness program.

Everyone seemed to enjoy our number work this year and the youngsters are happily anticipating second grade and "real arithmetic."

Greta Fortney - First Grade

Excitement ran high last September as eager little faces peered into their second grade rooms. Just the previous September they had come to school with the query, "When are we going to read?" This year it was, "When do we start arithmetic?"

The first two or three weeks of number work must have seemed pretty dull to them. After all, drill in counting, writing numbers, playing number games and coloring objects was mere baby work and they had done these things in the first grade. Of course they didn't realize it, but this was the planned "Arithmetic Readiness" program--getting ready for what was to come.

Well, what was to come? It wasn't long before they found out. The large cardboard clock, and the small individual ones were taken from their storage space and the children soon learned to tell time.

Exercises involving words such as how many, measure, count, smaller, smallest and many, many more were taught so that children would develop an adequate understanding of terms used in number work.

The "Abacus" and "Flannel Board" were then introduced, followed closely by denominations of money, the "Spino's", Number Boards, measuring instruments and last but not least the flash cards.

Now they started to learn the combinations. Oh yes, they had worked with smaller number stories such as adding to zero and adding to ones. Likewise, they had learned the corresponding subtraction stories right along with the addition. Next, they had the task of learning the difficult combinations--those with answers up to ten.

Along with all this work they were given exercises that developed their thinking and reasoning, and the teachers hope that at the end of the school year each child will have had enough concrete experiences with numbers for an understanding of them, and we will feel well paid for our time spent when we hear some youngster say, "Gee-do we ever know arithmetic!"

June Stryhn, Second Grade

Some of the things we try to teach children in the third grade are: feeling of security in figuring what they need and want in normal living situations, also a feeling of confidence in their everyday uses of arithmetic. We always re-teach the basic ideas of arithmetic at each grade level. Some of the main topics to be covered in the third grade are: The relationship of numbers in series (49 comes before 68 in finding pages), knowledge of simple fractions, ability to write symbols to 1000, understanding of the meaning of +, -, ÷, x, =; simple addition and subtraction, addition and subtraction with carrying and borrowing, two column addition; measuring (using inch, foot, yard, pint, quart, etc.) and solution of simple thought problems. We also started easy multiplication and division facts.

Last fall when the third grade was studying about the "Truck Garden", we went on an excursion by bus to a truck farm. Since many of the children had never seen a truck garden, this trip proved to be very interesting and very educational. The excursion immediately provided a rich, meaningful, experience for our arithmetic work. The truck garden owners sent back several big baskets of fresh vegetables with us. In our room the children made a big "roadside" fruit and vegetable market. They had experience in planning the stand, measuring the required space, sorting cucumbers, tying carrots into bunches, weighing cabbages and cleaning the vegetables before exhibiting them. Children then made up problems about them which involved addition and subtraction, weights and measures and other requirements of third grade arithmetic.

Emma Stoddard, Third Grade

At the beginning of fourth grade, we review all addition and subtraction facts, using blocks and other counting objects to help us gain a concept of what these processes really mean. We progress from the objects to the drawing of pictures, and then to using only the figures. This three-step system is used in presenting each new process in arithmetic.

The first completely new work in this grade is borrowing in subtraction. Here, we try to give experiences in using a set of "tens blocks", and dimes and pennies, in order to gain a concept of borrowing not a "one", but a "ten" which becomes ten ones.

We begin multiplication by showing its relationship to addition: 2 + 2 + 2 is the same as three 2's or 3 x 2.

Our last major task in this grade is to learn how to divide. We learn to check both subtraction and division examples.

Experience in solving "story problems" is provided, emphasizing the importance of careful reading to determine what is given and what is asked for in the problem.

To add interest and variety, we use several games and flash cards which the children seem to enjoy.

Florence Ives, Fourth Grade

In the fifth grade the children "make sure" of what they have learned about understanding large numbers, addition, subtraction, multiplication, division, fractions, measures, decimals and problem solving. They then learn more about them during the year.

It is very important to survey the group and recognize that some of the children have only partly grasped the ideas and skills presented in the previous grades and that others have made unusual progress beyond that expected at this grade level. It is necessary to continually give them the opportunity to re-learn, to deepen their understanding, to give them greater insight into the relationships and gain greater skill in using what they have begun to learn by reteaching at a higher level.

One of the units of work this year was the making of graphs. Some of the work was suggested by the exercises in the "Weekly Reader".

Graphs were made to show rainfall, forests, etc., in the United States. Graphs in the Weekly Reader to show the fractional part (7/10) of Thailand's people who can read and write were worked out. These helped develop a better understanding of 70%, 70/100, 7/10, etc.

Bar graphs were made to show the height and weight of the children in the 5B class. The children made line graphs of their arithmetic scores. Miss Daehn, the student observer, helped the children enlarge this idea with a class graph. In science, temperature records were kept.

Learning to read tables of large numbers and answering questions of comparison and relationship were also part of the unit.

Mildred Kaeding, Fifth Grade

Many new skills are developed in the sixth grade: reading and writing of large whole numbers; adding, subtracting, multiplying and dividing larger (3, 4 and 5 digit) numbers; adding, subtracting, multiplying and dividing fractions, mixed numbers and combinations of them; using units of measure such as liquid, dry, length, area, time, weight, money, etc.

When a new skill in arithmetic is introduced, pictures can be drawn on the board, or concrete objects can be used to explain the principle involved in the new skill. The class may then deduce the reason for using the formula suggested by the text. This is done by using simple problems at first. When more difficult problems are encountered, the class will be able to use the formula with insight.

Learning the skills is not of value unless they can be used to interpret thinking. They meet reasoning situations not only in their arithmetic texts, but in Weekly Readers, newspapers, story books, social studies materials, science, radio programs, etc.

Everyday the sixth graders have an opportunity to apply their newly acquired arithmetic skills on reasoning: maps, graphs and charts to be interpreted in social studies; problems rising in science experiments; reading of fractions, decimals and large whole numbers in the Weekly Reader; weighing and measuring each other for the school records and figuring distances on maps and globes by use of the scale of miles.

Blandina Kneifl, Sixth Grade

Music

In spite of--or maybe because of--"Davy--Davy Crockett," this year at Lowell has been very satisfying in the music department. The fundamentals stressed in regular class work carried over into performances--by audiences as well as performers. Children who sang for programs had worked on intonation, tone quality, balance, attacks and releases, expression, phrasing and diction. Children in audiences listened with attention and with appreciation of the fine points demonstrated.

The primary children gave the Christmas program; the fourth and fifth graders gave the spring program which was created around poetry they loved and included original music as well as music which fit in with their ideas; the sixth graders presented a program for their annual banquet, using "dinner music" and creating a television show with original singing commercials as well as "good" music.

The choir chosen from the fifth and sixth grades had an unusually busy year. They attracted many parents to their 7:45 a.m. rehearsal during American Education Week, sang for the P.T.A. Council in December, appeared on television just before Christmas, sang for an April P.T.A. meeting, took part in the all-city music festival and made recordings of seventeen of the twenty-one songs they had memorized throughout the year. These recordings were made available to interested parents. Several of the recorded selections were also used as background music for colored slides shown at the final P.T.A. meeting of the year.

Needless to say, it was exceptionally gratifying to work in a situation where all this was possible, and to have children full of ideas, who refused to be daunted by the difficult passages in their music.

Margaret Franz, Music

Physical Education

The physical education program attempts to provide the children of all grades with the same basic training as other elementary schools in Madison. Scheduling, however, inevitably determines the amount of time for achieving the parts of the program.

In the first and second grade, for example, Lowell School follows a system of rotating reading groups through three half hour periods, one of which is gym class. This schedule has a double advantage in allowing the classroom teacher to conduct the reading program with approximately two-thirds of her class in the room and in affording the children with 120 minutes of physical education time per week. The length and frequency of these classes enables ample time for instruction in games, singing games and rhythms, individual stunts, and body skills and for the development of desirable social traits and democratic principles.

At the third and fourth grade level, boys and girls have separate classes totalling 60 minutes and 90 minutes each week, respectively. The emphasis of training for the girls is on lead-up games to various sports and developing good body skills, especially with a ball. In addition, one half hour period a week, in which boys and girls are combined, provided for continued instruction in co-recreational games and activities.

The girls in fifth and sixth grade have a yearly program which includes seasonal team sports, folk and square dancing, low organized group games, individual skill work, and health and sex education. The latter is correlated with a unit of study initiated by the classroom teacher, which culminates with the showing of films on sex to those sixth graders who are accompanied by one or both parents.

The addition of two special ungraded classrooms to the Lowell enrollment this year, broadened the scope of the physical education teacher's work. Children in these rooms had two half hour gym periods per week. Their needs made it necessary for half of this time to be devoted to showers in the interest of cleanliness and improved health conditions. Thus with essentially one class period each week, retention of material and work presented was the crux of the problem in achieving progress in physical development. The techniques and methods of working with these children are naturally quite different from those used in other classes. Special training in this area would be ideal; however, I feel that given adequate time and through a close-working relationship with the teachers of these rooms, the contribution of the physical educator can justify time devoted to these children.

To supplement the regular physical education program, an effort is made to work with classroom teachers in correlating activities whenever possible. This is best done through the medium of dance. Our third graders, for example, broadened their understanding of a unit of study on cowboys through learning some western type folk dances in the gymnasium.

The influence of television on the enthusiasm for square dancing is in evidence throughout the grades. Fourth, fifth, sixth graders incorporated square dancing with their various programs during the year. For these special programs the speech, art, music, and physical education teachers work together with the children. An outgrowth of the study of Strauss'

life and his works in a sixth grade music class was the desire to learn to waltz on the part of some of the children. Additionally motivated by the opportunity to make an appearance at the annual Sixth Grade Banquet and program, "Television Times", these boys and girls were able to learn a skill generally considered quite difficult for this age level.

In summation, this has been a personally gratifying year for physical education program at Lowell. Yes, even satisfying when bright-eyed, enthusiastic second grade Johnny comes rushing up after finally learning to correctly catch a fly ball....only to report: "My Dad taught me how!"

Wilma Beadle, Physical Education

III SPECIAL PROBLEMS

As a result of splendid reconditioning and maintenance in recent years, much of the building is now in reasonably good physical condition. The old part of the building, however,--the old gymnasium area in particular--has been neglected. This neglect has been due primarily to inability to decide on how it can best be adapted to serve the school and its program.

The original building was planned and built before the First World War. At that time physical education was not generally accepted as part of the regular daily program, hence no conflict was foreseen between a gymnasium and classrooms opening directly into it. On the other hand great economies were visualized in heating, use of the balcony and main floor as corridors, accessability, etc.

Fortunately, we have another gymnasium so that it is necessary to use this one only part of the time. But several questions are appropriate at this time:

1. If this gym is to be continued in its present form, an extensive plan of renovation should be inaugurated. Can we justify large expenditures heaped on an area that no longer satisfies educational needs?

   A. If it must be used for physical education and similar activities, can we continue to tolerate interference with academic work in the surrounding classrooms?

   B. If it is not used, can we justify heating and maintaining this large area just to provide corridor needs?

2. If remodeling is to be contemplated, it should be extensive enough to provide needed facilities: a segregated gym or activity room more accessible from shower and dressing rooms; more adequate nurses quarters; more accessible teachers lounge, testing and speech correction rooms, etc. Can this greater expenditure be justified in an area that is not of fire proof construction? that has an obsolete heating and ventilating system? that is awkwardly joined to the rest of the building?

We hope that some of these questions can be answered in a study that is now being planned and that the means be found for carrying out the recommendations so that children, teachers and people of the district can enjoy and profit by the benefits of better, more efficient and practical facilities.

IV RECOMMENDATIONS:

1. The proposed study of the old part of the building should be thoroughly and seriously tackled, so that a permanent and satisfying solution can be found.

2. Serious consideration should be given to ways to increase the playground area--it is far too small for a school of this size.

3. As more of the bigger items of maintenance are completed, more attention should be given to smaller items, many of which directly effect teaching efficiency: squeaky floors, worn-out locks, lights that interfere with radio reception, inadequate temperature control, etc.

4. Continue the splendid efforts to provide the kind of facilities and equipment which are conducive to good teaching.

Important as physical facilities are, they are all minor as compared to the importance of the human element--from the city officials down through the administration and staff--that provides the kind of atmosphere so necessary for a good teaching situation. In this respect, we in Madison are most fortunate.

Respectfully submitted,

A. Kermit Frater

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Marquette School

Presented to the Board of Education
by
Lillian Simonson, Principal
June 1955

ANNUAL REPORT

For the School Year 1954-55

Marquette School

I. STATISTICAL DATA

The Marquette School had a gross enrollment of 775 in 1954-55 as compared to 822 in 1953-54. Seventy children entered Marquette this year while there were 56 new enrollees last year. There were 71 transfers out and withdrawals this year and 70 last year. The end of the term enrollment was 695 which is 43 less than last year. There is greater mobility and a lower enrollment.

II. ACHIEVEMENTS

Philosophy. The philosophy of the Marquette staff is summarized by Doris Helmke, fifth grade teacher, as follows: The Marquette School philosophy emphasizes that education helps each child mature intellectually, socially, emotionally and physically through problem solving, creative expression and the skills.

Children learn to solve their problems of living from the simple to the more complex. Children learn by doing. Constant practice of defining problems clearly, thinking them through, doing research, organizing findings, and then arriving at a solution becomes part of the daily life.

Creative expression involves independent thinking, artistic expression and appreciation. However, it is not limited to special classes such as Art and Music; it is in the classroom. Problem solving is a high form of creative expression.

Skills are a very necessary part of our curriculum and we work toward the development of them. We know that skills in reading, writing, spelling, and arithmetic facilitate problem solving and creative expression. Many good ideas fail to get recognition because the skills needed to express them are lacking.

Problem solving, skills and creative expression are all interwoven in our curriculum. A combination of the three are necessary for the goal of education - and the goal of education is good citizenship. We at Marquette are constantly striving toward that goal. We believe every child should be working toward good citizenship. He should be working to his capacity to better himself, and to make what contributions he is capable of making to the entire group.

We also believe that children should acquire a certain sense of values

which lead to good citizenship. We call these human or moral values, and they are a part of good citizenship. Human values are those things or conditions which people want or need. People need security, they need to respect themselves and feel they're worth something, as well as they need to respect others and their rights. They need to share with others, give service to others, cooperate and to be independent. To acquire a sense of values, a child must have freedom to attain them and the feeling of responsibility needed to develop them.

We feel that we are giving children an opportunity to work toward good citizenship through letting them practice it in the classroom. Not only do we stress good citizenship orally, but we constantly practice it. We practice it in working together as a group, following group decisions, deciding certain policies, and by planning together. We strive for self-discipline, i.e., knowing and wanting to do the right thing rather than doing it because the teacher is watching.

Problem solving, creative expression and skills help children become good citizens. Through problem solving, they're better prepared to solve their own problems and make their own decisions as adults; through creative expression they're better able to think for themselves, develop appreciation, and develop good attitudes towards efforts of others as well as their own; and, through a knowledge of skills they can more easily solve their own problems and facilitate their creativeness.

Problems. These brief discussions of problem solving activities at the various grade levels illustrate the application of our philosophy:
Kindergarten - Nancy McGill
Unit - Children of the East and West
Two beautiful books dealing with Japanese family life in comparison and contrast with American family life provided the material for this very fine unit. These books are part of Tuttle Bros., Publishing Co., of San Francisco and Nagasaki series to promote better understanding between Japanese and American children and youth. The outstanding portion of each book was the pictorial arrangement showing the Japanese-American version of the same thing, the house, the rooms and their uses, furnishings, clothing, play materials. The first part of the book showed more of contrast; as we came to the fun side for the children we found that all over the world children have many playthings in common - the kite, the ball, the jump rope, etc., and for pets the dog, the cat and tame birds are all loved.

In the areas of problem solving these items were noticed in the slower group of children: 1) limited knowledge of race - knew a Negro child, possibly an Indian, only two had ever seen a Japanese or Chinese. 2) In looking at the large pictures in these books they could not see the connection between the uses of Japanese mats for wall protection in day time and use as a bed at night. 3) Many had never seen a globe - could not understand the meaning of day here and night there. 4) Saw more quickly the items that were alike than were able to see those in contrast; were not able to see their uses, or why.

With the brighter children they not only saw more in the pictures, but were able to explain differences as well as likenesses, and they arrived at simple conclusions. Many articles were brought from homes such as dolls, scarfs, mats, kimonas, etc., all gifts from relatives in the war areas; these children were able to tell very interesting things about how they were made or how mother now uses it in the home.

Conclusion: Better world relations rest upon understanding - person to person as well as nation to nation. We cannot begin too early to teach children that in many ways we are different, but in many more ways we are alike, and these similarities are strong enough to finally bind all people together.

First Grade - Joan Trummer
Problem: Which birds stay here in the winter? Sub-problems: What do the birds like to eat? Will the birds come to our feeding station? What are the individual characteristics of the birds? Why can some birds stay here during the winter? (What characteristics do they posses that enable them to stay?)

We read stories and books about a few of the common birds: cardinal, blue jay, chickadee, downy woodpecker, sparrow, and others. As well as taking two walks to look and listen for some of these birds, we read about them, composed chart stories, made paper construction birds, and organized and presented a play in the auditorium.

All of the children - slow, average, and gifted - made contributions in all of these areas. The average and gifted performed with greater facility in reading the charts, but the slow children contributed information. The art activities and dramatic presentation afforded participation by all, with the more gifted children performing in leadership roles. Each child made his own costume. One of the songs used in our play was a product of the children's creativity, and they participated in rhythmic expression in a creative manner also.

Other activities were listening to bird calls on record, then listening for them again outdoors; bringing food for the birds, placing it on our feeding station, and watching for our visitors to come.

Teacher-pupil planning took place on all levels and at all stages of the unit. I felt the unit was one in which all children felt bound together by a common purpose and interest.

Second Grade - Clara Steinhoff
The Post Office Unit suggested these major problems:
1) How mail is carried all over the world today. 2) What happens to a letter after we drop it in the mail box? 3) How was mail carried long ago?

The better readers read on each problem and transmitted the information to the group. The others learned from pictures and from our trip to the Post Office. Then arose the problems of building a post office, making envelopes, stamps, money and signs. We made a good working vocabulary list. We sang songs and drew pictures about mail. We needed a directory. Postal clerks

were needed. A Civil Service examination was given. Other problems followed: 1) How do we address an envelope. 2) How can we write a letter? 3) How do we make change for a dime? The children helped each other on these problems.

Finally, a large mural, done in colored chalk, was the culminating activity in which every child participated.

Third Grade - Beverly Melms
"Where do we get our food?" was our problem that evolved as part of the year's discussion on the necessities of life - food, clothing, and shelter. The scope of this unit included answering this question by showing how dependent we are on other parts of our country and on other countries, and by illustrating the interdependence of allpeople through their occupations and professions. We broadened this unit into the health area through a discussion of what foods our bodies need. Teacher-pupil planning at the outset of the unit took the form of setting up questions which we hoped to answer during the unit. These questions provided the bulk of our sub-problems and provided the basis around which our committees were formed. We referred to these questions during the unit to see that we were accomplishing what we hoped to. Special reports provided opportunities for the children to use the reference material and make contributions at their own level.

Fourth Grade - Aileen Manogue
Information which appeared in the first March issue of the fifth grade Weekly Reader concerning the transatlantic telephone cable which will carry thirty-six separate conversations "sparked" our science unit on sound.

Questioning minds and a challenging attitude brought up problems of sound movement and vibrations, methods and materials used to control sound, variations in vibrations, cause of echoes, operations of vocal chords, traveling, and speed of sound through air and other substances, use of acoustic tile, operation of a megaphone and the reason for differences in loudness, pitch and quality of sound.

The below average children evidenced interest and understanding of all general facts. A few of them were very apt in producing good tones and melodies when working with instruments of sound.

Many of the average pupils made objects suggested, such as sounding boards or boxes, a telephone from two tin cans and waxed string and a paper megaphone. Others prepared several sets of musical bottles.

The gifted pupils showed interest in the materials and experiments but seemed satisfied to accept scientific facts and to report to the group when they found printed material or examples that solved the problems in question.

Fifth Grade - Doris Helmke
We had a unit on conservation in connection with a unit on the group of states in which we live, i.e. Central States. Since they are called the food basket of our nation and are largely agricultural, we set about to answer our major problem - "What is the effect of the conservation of natural resources on agricultural production as well as other industries?" Our problem was evolved in a planning session in which we decided other industries besides agriculture may be affected.

Children in the lower group had as their problem: Of what value are wild animals and how are they protected? Problems about game, non-game, and fur-bearing animals were made out together. How does it look? (characteristics), what does it do, where does it live? (habitat) How many are there in Wisconsin? (abundance), What does it eat? (eating habits), of what value is it? (usefulness), How is it protected? Not only did the children in this group learn of the value of animals to the citizens of the Central States, but they also learned to express their problems, search for information on it, organizé their material into a topic, and present it to their own group as well as other groups in the classroom.

The average group had as their problem - How are our forests valuable to all citizens and what methods are used to conserve them? Among the wide variety of uses of the forests - (products, beauty, recreation, etc.) We discovered that forest conservation went hand-in-hand with soil conservation as soil holders, windbreaks, watershed protectors. Conservation of forests was shown on charts displayed on the bulletin board, along with topics. These children were also learning to organize topics under certain headings with a display, using more advanced research material and presenting it to other groups.

The upper group tried to find answers to the following problems which were suggested in our discussion. In what ways does the farmer get the most out of the land which he owns? What modern methods of soil conservation have increased agriculture production and improved standards of living? What effect does wise use of the soil have on our economic system and improved <u>all</u> citizen's standards of living?

This major problem applied to us as well as other citizens in the Central States. To find answers the children gathered all available material, and after doing research, reasoning and organizing, they presented their topics to the other groups with the aid of charts, maps and diagrams.
The upper group not only had to find answers to their problem and organize material, but test its solution in it effect on other industries and to our economy.

Encyclopedias were a valuable source of information, especially in the upper group. We also wrote to the State Conservation Department, and received usable material from them. We also studied about conservation of minerals, human resources in this unit, and we learned what each of us can do to conserve resources.

Fifth Grade - Josephine Bolton
Unit - Simple Machines
Since machines are an integral part of our daily lives, the children were enthusiastic about developing the problem "How do machines help us?" The brighter children contributed by doing research on resourcefulness of early man, history of machines, and industrial impact of machines on different countries. They made bibliographies and evaluated books.

The average group, after experimentation, made a display of machines used at home, and studied them to discover the combination of simple machines in each. They drew illustrations showing how machines have contributed to our way of living. They did much vocabulary work.

The slower children through group work, and after experimentation, arranged a display table of the six simple kinds of machines. They read much material suited to their ability, and listed words new to them.

Sub-problems: 1) What is a machine? 2) What are the six kinds of simple machines? 3) How did early man get along without machines? 4) Why do some machines fail to work? 5) Who are some inventors we should know? 6) Why do some countries fail to make much use of machines? 7) What effect have machines had on the development of our own country?

Sixth Grade - Eugene Sturdevant
Problem solving provides opportunities for all children to work and make contributions on a common vital interest at all grade levels.
Problem: What type of life do we have on the earth?
This problem was divided into two different units of study, one unit was concerned with the importance of plants while the other stressed the place of animals.

Our problem evolved as a part of our overall planning for the year. As we began our pupil teacher planning, we found that the main interest of the majority of the group was in the beginnings of things. We realized that the first thing that had to begin was the earth and proceeded to consider that. The earth had to change a great deal before life could be found here and this provided us with our next study. After a unit on the changes that took place on the earth, we felt we should know what the earth is made up of and in this way discover how it was possible for plants and animals to begin.

At this point our problem stated above really got under way. With a problem concerned with what types of animal life we have on the earth, the children easily identified many sub problems. We had certain basic problems that the entire class considered. Some of these problems were as follows: How might the first animals on the earth looked? What were some of the better known prehistoric animals? How did these early animals differ from the animals of today? How are the different animals of today classified? After carrying out these problems, we turned our efforts toward group projects. The problems designed for the slow child were as follows: How do animals adapt themselves to different conditions? How do they protect themselves? How do they adjust to different climates? How do they adjust to change in seasons? The average children were

concerned with the part that all animals have in the balance in nature. The gifted children were challenged with the problems that follow: How do animals reproduce? Of what value are animals to man? (Economic, recreational, esthetic).

Sixth Grade - Catherine Lee
What are the characteristics, similarities, and differences in folk stories, legends, and myths from many countries? This was a problem that evolved in a sixth grade class (302) after discussing ways in which we could learn about other people by reading books that had qualities we liked, such as adventure, courage, humor, etc. Each student selected his own stories, and since only library materials were used, it was possible to satisfy various children's reading needs. The slow and average students told others about their reading through plays, in which they originated their own lines, props, and costumes, or by story telling, or box theater plays. The gifted children solved other problems, such as how our scientific explanations today are different from those of the myths; and what similarities are there in folk stories from different countries?

Our reading of good literature continued with more recently written stories and humorous literature.

Special Areas contribute to our general school program by providing opportunities for integration and enrichment, for discovering and developing special talents, and for permitting children additional ways to work and to give to the group.

Art in Marquette School - Elvira Alexon
In art classes we have tried to provide opportunities to experiment and work creatively in a variety of materials. This experimentation makes it possible for every child to find areas in which he feels successful.

The art room provides space, materials, and guidance (to pupils and teachers) for producing articles which further the understanding of units studied in the classroom.

For one of the P.T.A. meetings, children arranged a workshop where they demonstrated various art activities. Parents participated in several of these under the guidance of the children. They were especially interested in copper enameling and working with wire and liquid plastic. Other activities demonstrated were clay modeling, papier-maché, block printing, silk screen printing, finger painting, weaving, soap carving, painting and drawing.

The Library Program - Helen Bickel
Our library program is designed to give full cooperation to pupils and teachers as they take the first steps in the reading process in first grade, up through wide reading in special interests, to the periods of problem solving in all areas. A wide variety of books on every subject and at every reading level is made available. Instruction in the use of the library is integrated with the problem solving activities in the classroom so that maximum motivation is achieved. The goal is to help the child to become

increasingly and happily self-sufficent in finding his own materials.

To help children realize that books are "living" things several activities were initiated here at Marquette. The book parade, now a tradition, was held in the fall. Two authors, Mabel Leigh Hunt and Alice O'Connell, gave charming talks to many of our fifth and sixth grade classes during the winter. And this spring a rash of creative dramatizations has broken out in all upper classes. Some of them were completely delightful and a fine motivation for reading.

As boys and girls come to the library to solve their problems, they are forming life-long habits of going to authoritative sources for useful and reliable information. As they read widely in the school library, they not only learn to enjoy reading for recreation, but often find answers to deep-seated fears and frustrations. Thus they build toward the inner security of the mature adult, and grow to be competent citizens who tend to solve problems by reading and disciplined thinking.

The Music Program - Juanita Sullivan

The Music Program functions with and thru the help of the classroom teachers at Marquette. With their suggestions we work out integration of activities which can supplement their area of study. Music has contributed to a fuller understanding of people living in other lands, nationality backgrounds in our country, historical events out of which patriotic music was born, and primary grade units of study. Wherever a classroom unit of study has culminated in a program, music has added to this final activity. Special contributions of the music program were: the dramatization of Silent Night at Christmas, All-City Music Festival, and our Spring Concert. Music offers an opportunity for a child to express himself in a field of art which has given enjoyment, satisfaction, and beauty to people for years. Thru some musical activity, we hope the child will be helped toward a personal and emotional adjustment as well as be part of a group spirit working together to make a worthy musical achievement. While they are broadening their cultural life, some children discover music interests and occupations they incorporate in their later lives. If we can infuse them with an interest in a worthwhile leisure-time activity such as music and give them the beginnings of a working knowledge and skill in interpreting music for themselves, we feel our elementary music program has been successful.

Physical Education - Patricia Browning

Physical education has a program of skills in relation to sports and all forms of movement; and it has a creative emphasis in relation to dance. Our program is continuous from first through sixth grade. At the fourth grade level boys and girls are separated for most activities; but they work together in dance and games for a definite number of periods each year. Correlation with home room activities is shown in this report: With four third grade classrooms of 28 children, the story of Ranch Life was broken into three units to provide workable groups in acreative and interpretive movement, square dancing, and story telling. The units were Spring Round-up, Saturday night Jamboree, Fall Roundup with Campfire.

The gymnasium was used for the staging and thereby some elementary principles of theater-in-the-round. In the Round-up scenes, the children created

movement relating the process of round-up and its tensions. They were based in fact and aided by parts of the Grand Canyon Suite. Though some of the movement remained pantomime, some of the children did attain creativity and originality.

Square dancing at the Saturday night Jamboree was spirited but well-controlled by the children. They had opportunity to square dance until its fast flowing rhythm came naturally and easily.

Climaxing the program was the campfire scene of Pecos Bill stories and cowboy songs.

Interpreting the school program was the main purpose of P.T.A. programs this year. The first meeting was broken into discussion groups according to grade levels. This outline was used as a basis for discussion: I. Philosophy of the school (emphasize in all groups). Three point program: 1. skills: reading - numbers - writing - spelling 2. problem solving: social studies - health - science 3. creative expression: music - art - dance - gym plus creative thinking in all fields. II. How we teach reading (primary grades) 1. kindergarten as a readiness program 2. reading readiness in first grade 3. differences in pacing and techniques for the three groups 4. seat work - work books 5. experience reading charts 6. experiences which increase vocabulary III. How we teach writing 1. demonstration of manuscript writing 2. grade placement of cursive writing IV. How we teach spelling V. What children learn in arithmetic VI. Problem solving in Social Studies VII. Problem solving in Science 1. The Curriculum 2. How problems emerge 3. Teacher-pupil planning 4. Integration 5. The role of the library in the school. 6. Why "discipline" cases are kept at a minimum if work is challenging. 7. How we provide for individual differences. 8. How school experiences help children mature socially, emotionally and physically as well as intellectually. VIII. How parents can help their children have a satisfying school experience. 1. Observing health rules 2. Maintaining stability in the home 3. Showing interest in learning experiences 4. Providing stimulating activities. 5. Helping child with work he cannot complete in school.

The theme "Know Marquette School was further developed by the following programs: Visiting days during American Education Week; Mr. Falk "School Building Plans for the Future ; Mr. Klose, Miss Sullivan, Mr. Hamel: Music at Marquette; Mr. Waller, Miss Suliver and Mr. Bratrude: Special Services at Marquette; Miss Allcott and Miss Alexon: Art at Marquette; and Miss Moss and Miss Bickel: Library Services at Marquette. The Christmas program and the spring program demonstrated the music teaching; and the gym program conducted by Miss Browning and Mr. Rall gave an excellent demonstration of pupil activities. Homeroom teachers and special teachers gave a series of culmination programs which were extremely well attended.

III. PROBLEMS

Marquette School problems are created by the increased mobility of teachers and pupils. However, we have an excellent plant, fine equipment, no congestion, schedules which permit one half hour of unscheduled time per day for teachers in grades 4-5-6 to be utilized for planning, and divided sections for special classes which makes it possible for teachers to conduct individual and small

group work with ease. These advantages compensate greatly for the problem of mobility.

I wish to express my appreciation for the fine cooperation and the high performance of the staff; and for the work of the superintendent of schools, other administrators, and the school board which make a good school possible.

Respectfully submitted,

Lillian Simonson
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MENDOTA SCHOOL

Presented to the Board of Education
by the Principal
Richard W. Lee
June, 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1954-55
Mendota School

The Mendota school district has increased considerably in the past few years. This growth has necessitated an addition of four more class rooms, plus an all-purpose room. The latter was used for music, physical education, auditorium, and the hot lunch program.

In the old building the fourth grade room was converted into a kindergarten and the upstairs office was remodeled into a library. Downstairs, the kitchen was made into a teachers' lounge and the hot lunch room into two rooms--a storage room and a projection room.

Statistical Data:

We started the school year with an enrollment of 280 and ended with 276 pupils. This included the Oak Park Trailer children who were transported to Mendota to relieve Sherman School. Our enrollment did not increase throughout the year because the number of Oak Park children dropped from 95 to 56. The children from Oak Park who were lost were replaced by children moving into our own area. We should have room next year for the same arrangement as we did this past year, providing the enrollment from Oak Park does not jump to 95 again.

Even though the Oak Park enrollment remains the same, our classes will run from 30 to 35.

The following is the organization for next year. It will be practically the same as the past year with all teachers returning.

Organization for 1955-56 at Mendota School

Grade	Teacher	Expected Enrollment
Kindergarten	Mrs. Anita Pierce	30 a.m., 30 p.m.
1st grade	Mrs. Helen Nicholson	32
1st grade	Mrs. Margaret Saager	31
2nd grade	Mrs. Ruth McCullough	31
2,3 combined	Mrs. Wilma Foye	13 second, 15 third
3rd grade	Mrs. Roberta Kiesow	32
4th grade	Harlan Siebrecht	35
5th grade	Evelyn Smith	28
6th grade	Richard Lee	31

COMMUNITY RELATIONSHIPS

Again we had very good cooperation from the P.T.A. and the community as a whole. The annual Father-Son and Mother-Daughter banquets were put on with good results. The P.T.A. sponsored the end-of-school picnic with approximately 500 people attending.

HOT LUNCH PROGRAM

About 25,444 meals were served by the hot lunch program. This is a very high percentage of pupil participation. The menu committee was made up of members of the P.T.A. who met periodically to make out menus.

TEACHING

Kindergarten - Anita Pierce: Mendota School initiated its first kindergarten in September, 1954 with an enrollment of 58 children. We had many surprises the first few months of school, such as receiving new furniture, toys and equipment. In November we had a P.T.A. meeting in which our parents could come and see what we had accomplished thus far. The P.T.A. purchased some drapes for the kindergarten room which added much color and gayety.

We were very fortunate to have with us two practice teachers from the University who shared our experiences with us. Many different fields were covered during the course of the year. One we will particularly remember is our musical unit. Instruments of various types were discussed, and pictures and recordings were used for motivation. Famous composers of the past and present were studied. For activities we drew and painted pictures of bands and made instruments. We had a visitor who played the different instruments for us. The climax of the unit was a concert to which we invited the parents. We made our own costumes and invitations. Songs of every type were sung. Our favorites (Davy Crockett, Don't Sit Under the Apple Tree, Dark Town Strutters Ball, and Dance With the Dolly) were acted out. We feel that we had a successful and eventful first year.

First Grade-Mrs. Nicholson and Miss Quam: The two first grades had many interesting units throughout the school year. One of the most interesting was the circus. Both rooms had the unit at the same time, but the rooms looked entirely different. One room had large wild animals in cages made out of paper. Cages made out of cardboard had stuffed animal toys in them. The room definitely had a circus atmosphere. The children learned about circus people and their way of life. They also learned about the care of animals. As a finale of the unit a program was developed around Merle Evans' recording of circus music. The children transformed themselves into cowboys with galloping horses, lovely

tight-rope walkers, elephants, a fat lady, and funny clowns.

In the other first grade, the room was fixed to represent the Big Top. Red and yellow crepe-paper streamers were hung from the ceiling center to the walls and red and yellow scalloped edges were hung around the room to give the effect of a tent. Various circus activities were carried out, and as a culmination a "circus" was written, costumed, and presented to both sections of kindergarten and the other first grade. There were various circus animals and performers, all presented and directed by a pupil ringmaster, performing to musical rhythms. Mrs. Dennis, the music teacher, assisted us. The youngsters had a lot of fun preparing and presenting it and through it all gained a broader understanding of circus people and circus life.

Second Grade-Ruth McCullough: A study of birds was a part of our science. We learned to identify many different kinds. We read about them, drew pictures, wrote compositions, and arranged an interesting bulletin board about birds. Our art teacher, Joan Hurst, helped us make large colorful birds of crushed paper covered with crepe paper. Some of these were hung from the light fixtures; others were placed in a tree planted in a box of sand. The tree was a sumac presented by one of the parents. A picture of this tree with some of the children around it appeared in one of the local papers.

Third Grade-Roberta Kiesow: Each and every one of us had a wonderful time with our "Christmas Fruit Cake Bake." We were studying foods at Christime time--how the grocer, wholesale market, and growers handled and obtained different types of foods. Fruit became a big topic of discussion, probably because of the different situations and regions in which it is raised--pineapple in Hawaii, cherries in Wisconsin, oranges in California, etc. With the end of the unit came our project of planning for the fruit cake. Pupils had to learn to measure ingredients by cups, spoons, and pounds. The recipe had to be enlarged and abbreviations had to be mastered before the actual process could begin.

After making it and baking it, came the eating which was shared with the other 2 and 3rd grade room, plus the first hand information from our 31 bakers to our guests as they read stories, showed pictures, maps, and charts which they had made.

Fourth Grade-Harlan Siebrecht: One of the most worthwhile units studied in the fourth grade this year in terms of pupil interest, knowledge gained, and training in working together was a study of the Indians of the Andes Mountain region of South America.

First of all, the pupils had made a list of questions which they wanted to have answered about these people. The class then separated into small groups to do research to answer the questions.

After the research was completed reports were heard and discussions were held. Work in music during part of this time concentrated around a study of songs and instruments common to this area.

Illustrations or models of articles bought or sold during a market day or fiesta such as Indians of the Andes might attend were constructed. Costumes and animals were also made. All of these articles were used the final days of the unit for a culmination activity using the medium of creative dramatics. The desks were arranged in a square and the children created possible scenes from a market day or fiesta. All materials the children made plus pets brought from home were used in their dramatizing.

This final activity provided a means of self-expression for the children and an evaluating device for the teacher.

Grade 5-Evelyn Smith: We have had a fine year and one of the several classroom activities which we engaged in was creative writing. The radio program "Let's Write" was a help, not only to promote the pupil's personal growth, but through his writings came to know and understand him better. A child will put something of himself into the stories, poems, and letters he writes. Individual improvement, rather than comparison of one pupil's work with another's, was used along with comments rather than grades on the papers. Sometimes the best writing had the most mispelled words and the mechanics of written work were lacking. These were a guide in a great deal of the work in language arts.

Music-Lois Dennis: The Mendota School Christmas program was presented by the 4th, 5th, and 6th grades on December 16, 1954. Mrs. Anita Pierce and Miss Margaret Quam opened the program with a two piano number, "Christmas Fantasy".

The 5th and 6th grade choir sang a group of songs: "Here We Come a Caroling", "We Wish You a Merry Christmas", "Lullaby on Christmas Eve", "Bring a Torch, Jeanette, Isabella","Christmas Bells", and "Cantique de Noel". A choral reading "For Curiosity's Sake" was presented by a group of 4th graders, followed by a group of songs by the 4th grade.

The program closed with "The First Noel", a presentation of the Christmas story in tableau and song. (A narrator told the story while the choir furnished background music for the tableau.)

Speech Correction and Services-Helen Bruce: Seventeen children received speech therapy during the school year 1954-55. Most of these children were in first and s econd grade. They were seen once a week, but those with serious speech problems were worked with twice during the morning. Teacher participation in carrying out the suggestions in regard to therapy have been excellent. These teachers have been able in their daily classroom activities to help the child establish good sound patterns.

The majority of the minor cases have been corrected by the end of the school year.

Home calls were made at the end of the school year to those parents whose children have a serious speech problem. They are informed of the child's progress and of the therapies which have been used, with suggestions for the parents to help their child during the summer.

Kindergartners and all new pupils entering Mendota for the first time were given a mental test. Those falling below the normal limits were given a Binet or Weschler.

Children who were referred for general adjustment were seen by the worker. If the problem needed further treatment, the case was referred to the school psychologist.

For the first time, the group screening hearing program was conducted by the parents. Grades 1, 3, and 6 were tested. If a hearing loss was found, the child was referred for an individual audiometric test. If a loss was found here the case was referred to the school nurse for follow-up, with the child having an opportunity to attend the Otological Clinic which is sponsored by the State Bureau for Handicapped Children.

Library-Reba Arceneaux: The Mendota School library started functioning as a centralized library in February. It is difficult for any one person to evaluate the services rendered by the library since its resources are in constant use and no one individual observes all of these activities. The library is open during school hours with a librarian in charge on Monday and Tuesday. Both teachers and students have been very cooperative in using the library and very appreciative of its services.

The library is housed in a small but attractive room with a seating capacity of fifteen. Each home room except the two first grades is given two thirty minute periods in the library each week. The schedule provides for the library classes to alternate with gym, the boys coming on one day and the girls on the next. This plan seems to work very nicely. The first graders do not come to the library to check out books. The librarian goes to these rooms for a weekly story hour. Teachers check out groups of books for their class room use.

All teachers select books for use in the rooms, both as recreational reading and as information for unit studies. Children are always eager to search further for information on unit topics such as aviation, various animals, foreign countries, plant life, fish, western expansion, and many others. However, reading interests are not limited to unit topics. Sometime they come from television or from experiences outside of school, and they often spread through a class

quicker than the measles. One second grade boy gained a great deal of attention by making a light bulb from the directions he found in his library book. The Davy Crockett "craze" has offered an opportunity to introduce many good pioneer stories. Children often ask for help in distinguishing history from folklore.

Fourth graders have been particularly interested in using the card catalog. Instruction in the arrangement of books and in the use of the catalog has been given to 4th, 5th and 6th graders. This instruction has not been complete and in some respects inadequate. Children enjoy reviewing and evaluating books and authors in class. Some display unusual ability in this activity.

During this school year 637 new books have been added to the collection; 100 have been re-cataloged. The present book stock is 1900. A book truck, pamphlet file, and a magazine rack have recently been added to the equipment. The average monthly circulation is 854, and the enrollment is about 280.

A determined effort has been made to round out or balance the collection. More books are needed in the general field of science, aviation, and various European countries; however, most of the specific needs have been met by borrowing from other libraries. Books are now on order to meet these needs.

SPECIAL PROBLEMS AND RECOMMENDATIONS:

Most of our problems have been taken care of by our new addition and remodeling of the old building. All available space has been put to use this year and for next year. We will continue to have two classes of kindergarten each year, while losing only one sixth grade class.

The Mendota School staff feels that this has been a very successful year. We would again like to express our appreciation for the many advantages and priveleges we enjoy as members of the Madison school system.

Respectfully submitted,

Richard W. Lee
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MIDVALE SCHOOL

Presented to the Board of Education
by the Principal
Paul J. Olson
June, 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1954-55
Midvale School

I. Significant Trends (enrollment data)

	End of Year 1951-52	End of Year 1952-53	End of Year 1953-54	End of Year 1954-55	Est. September 1955
Kindergarten	124	189	195	226	165
First	82	91	147	143	120
Second	79	91	94	144	110
Third	61	88	106	113	115
Fourth	68	68	89	107	92
Fifth	50	74	77	100	95
Sixth	49	53	74	76	80
	513	654	782	909	777

In our last year Midvale outgrew itself. It was necessary by action of the Board of Education to revamp the Midvale boundaries to bring enrollments more closely in line with typical class sizes.

As a result of these boundary changes, the predicted enrollments for next September are:

	Total	Sections	Class Average
Kindergarten	165	6	27.5
First	120	4	30
Second	110	4	27.5
Third	115	4	29
Fourth	92	3	31
Fifth	95	3	32
Sixth	80	3	27
	777	27	

Our closing enrollment in June, 1955 was 909. The fact that we need the same number of classrooms to house 777 - a loss of 132 youngsters - indicates the efficacy of adding a youngster here and there. One additional pupil per class in a 27 class section school means 27 more pupils, or the equivalent of an additional class section of typical size.

With the exception of first grade, September class sizes at Midvale in 1955-56 will be ideal. Growth in the area west and south of Midvale continues unabated and this area remains in the school district. Hence during the year we anticipate a further growth of an estimated 30 pupils. This is in line with our previous gains:

1954-55 - 30 net gain
1953-54 - 22
1952-53 - 29

These thirty additional youngsters can be readily accommodated, if they are not first graders.

The boundary problem, however, remains for 1956-57 and beyond. We will be short one classroom in 1956-57, as our four sections of first, second and third move through the grades. It appears that without further growth, the Midvale district is a four section district, and we have, by using music, science and craft rooms, a three and a half section school. As the newer areas grow it is quite possible that the district as currently constituted might become a five section district. Thus, further boundary changes appear as a yearly thing until a stable population is reached. Any marked parochial shift would further aggravate the problem. All "guesses" are now made on a 30 per cent parochial population.

II. Special Achievements

Instructional Program

The largest function of a school is to build an ethical underpinning for society. Further values and interrelated ones are a competency in skills and a factual background of knowledge. This grasp of knowledge and the ability with skills are the types of things most readily tested and form the basis for most judgments about schools. They remain, however, to my mind only struts and gears, types of intellectual manipulation, upon which the real values of the schools are built.

I know of no way to measure these values on which I set so much store. I suppose that they are not immediately apparent, and if they are later emergent are confused with a whole galaxy of intermediate and contributing factors. Nevertheless such values to me are paramount. This report, then, recognizes the primacy of ethical training but will of necessity discuss largely the more apparent tasks of the schools.

Excursions

Forty-two bus trips were made by class groups to points of interest in Madison. There were many more neighborhood walks, especially by the younger children. These walks were to such diverse places as home and church building, road construction, safety routes to schools, and similar community activities.

Incursions

Madison is fortunate in having a great many people who have "been there". Talks at school varied from visitors to China, Japan, Mexico and Norway to policemen, firemen, representatives of the telephone company, and the electric company. A great many parents came to talk at school and in the lower grades pets were very popular visitors.

Presentations

Our total of 16 presentations for parents is a considerable reduction from a year ago. It is my belief that the use of our auditorium for music classes contributed largely to this reduction.

I remain surprised and pleased with the easy manner of our children. Audience presence, which came hard for my generation, seems easy to modern youngsters.

Television

Midvale was made the gift of a T V set during the year. Some programs were viewed, but no enormous enthusiasm developed. There are very few programs of value during school hours. Television, because it is "of the moment", is most difficult to schedule, and up to now I have seen nothing except some special events (i.e. inaugurations, coronations) that movies could not do better. Much work remains before T V makes more than a ripple in education.

Radio and tape recording

These are gadgets which are really useful at Midvale. We find now that most programs used are recorded - few are used live. Recording permits easy scheduling as well as "previewing" of programs.

University Participants

Nine university students participated in some fashion at Midvale. Five junior students, one senior student, and three specialists observed work at our school.

P.T.A.

Our P.T.A. membership probably reached an all time high of 954 adults. With a smaller school in the offing, some drop off can be expected. Five programs exceeded 500 in attendance. We had 824 guests at an opening pot luck, some 700 at Go To School night, well over 1000 at our double Christmas program, approximately 500 at a gym demonstration, and nearly 600 at the showing of the Midvale Story. We were, of course, flattered by such community acceptance.

Midvale Story

Chapter III - 34 minutes, colored, sound movie on art at Midvale, was this year's May showing.

Teacher-Parent Relations

All teachers had a group conference with parents of their youngsters early in the year. The conference was to outline the aims of the grade and to explain the techniques to be followed. Few practices are as fruitful as this early conference. Parents showed an eager acceptance and a willingness to help which comes from mutual understanding.

Many teachers also called parents to report special commendations. We felt that while certainly attention should be called to errors by pupils, too often recognition for achievements is taken for granted. Keeping in touch during prolonged illness is another technique employed to keep a large school still a personal school.

Speech Correction

During the school year of 1954-55, Midvale School has been visited by a speech correctionist twice a week. During the year, 56 pupils have received speech therapy. Each child has worked on his speech individually or in group work with the correctionist in class periods of fifteen to twenty minutes. These children were selected for special help with their speech through a speech survey of all first graders and new-comers in the Madison Public Schools, teacher referral, and holdover cases from the previous year. Following is a breakdown of the case load:

Type of Case		Grade Frequency	
Articulatory	53	First	18
Voice Disorder	3	Second	20
		Third	11
Dismissed as corrected -	17	Fourth	4
Moved away	1	Fifth	2
		Sixth	1
		Total	56

Speech Correction (cont.)

In addition to the speech corrective work, testing of intelligence and achievement, both group and individual, has been carried on. In April, Pintner-Cunningham group tests were administered to all kindergarten children. During March, cooperating with the Bureau for Handicapped Children, a hearing survey of the children in the first, third and sixth grades was taken. Final audiometric tests of these children failing the initial survey and of others through teacher referral was done by the speech correctionist.

-- Phyllis A. Peterson

Psychological Assistance

As was the case last year the psychologist was assigned to Midvale School on Wednesday mornings. This procedure seems to encourage teachers to talk rather freely with the psychologist and not have to have the specific referral in mind in order to discuss a youngster. There were a great many of these informal contacts during the year which did not result in a specific referral but in which the teacher and the psychologist learned a good deal about a particular youngster. From some of these contacts specific referrals did come.

There were 13 such new referrals during the year. Of these referrals nine parent conferences were arranged between the psychologist and the parent involved. The psychologist averaged two contacts with these parents during the year. Only two parents were seen for just one time while all the other parents were seen two, three or in one case four times during the year.

This increased emphasis on parental participation stems from the belief that most children can alter their behavior whenever the home atmosphere alters significantly. This is particularly true of the younger children. The psychologist also employed psycho-diagnostic testing in approximately half of the cases referred to him during the year.

In addition to these 13 new referrals follow-up studies were conducted on seven children. These were children who had received some attention from the psychologist during the previous year. In all cases the seven children showed growth and it was not felt necessary to see them during the current year. However, in two of the seven cases it would have been appropriate for them to have received attention if there had been more time available on the part of the psychologist. It was often necessary for the psychologist to postpone or just not accept a specific referral because of the pressure on his time.

Psychological Assistance (cont.)

In particular, Midvale School had two exceptionally disturbed children this year. It was necessary to ask both children to be withdrawn from school before the end of the year.

In view of these things it would seem that Midvale could profitably use at least one full day of a psychologist's time rather than the half day now being spent.

-- Donald Bratrude

III. Special Problems

Midvale faces its fifth year with no problems of a special nature. The building appears "shook down", and is in excellent shape physically - instructional materials and apparatus exist in ample quantity and fine condition - the class sizes are smaller and should be more manageable - the administrative pattern has been tried and changed to become most workable. In short, our fifth year should be our most excellent opportunity to serve the children of our community.

IV. Recommendations

Organization plans have already been filed.

V. Acknowledgements

Midvale would again like to thank the Board of Education, the Superintendent, the directors and supervisors of the special departments, for their cooperation and permissiveness during the past year. Any achievements were made because Madison is the kind of city and has the kind of top level administration which develops a climate and desire for achievement.

Respectfully submitted,

Paul J. Olson, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
Nakoma School

Presented to the Board of Education
by the Principal
Walter W. Engelke
June, 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1954-55
Nakoma School

PUPILS

Enrollment statistics:

Grade	1953-54	1954-55	Increase	Decrease	Non-Resident
K	84	88	4		17
1	111	99		12	22
2	71	119	48		14
3	73	70		3	8
4	71	74	3		7
5	73	71		2	2
6	69	74	5		10
Totals	552	595	43 (net)		80*
7	46				
8	36				
Total	630				

*Of this total, 10 were transferred to other schools after first week of school and 32 were annexed to the city in May, but residence was considered retroactive to December 17, 1954.

The following observations concerning comparative enrollments for the past two years may be of interest.

(1) The complete transfer of the junior high grades to West High resulted in a drop in total enrollment of only 35 pupils, or about 6%.

(2) There was an increase of 43 pupils in grades Kdg-6, or about 8%.

(3) It was necessary to transfer to other schools all non-resident pupils in grades 3-6 living in areas which had not petitioned for annexation to Madison.

(4) It was again necessary to have a group of 50 pupils in the morning kindergarten group handled by two teachers in the same room, and an afternoon group of almost 40 pupils with only one teacher.

(5) Three sections of first grade and four sections of second grade enabled us to keep these rooms to a desirable average of 30 pupils.

(6) The third grade and sixth grade had two sections each with enrollments in the 4 rooms standing between 35 and 37 pupils.

(7) The fourth and fifth grades were able to average 30 pupils per room by resorting to a combination 4th-5th grade room. Carefully selected pupils, an experienced teacher, and cooperative parents enabled this group to gain a better educational experience than would have been possible in oversized classes.

CURRICULUM

The effectiveness of the curriculum is usually thought to be measured by the difference it makes in children. Pupils themselves, parents, teachers, and others concerned with the educational program find it sometimes difficult and at other times easy to observe growth and development.

The curriculum philosophy which Miss Leary has fostered during her association with Madison teachers has meant a great deal to the confidence and success which new and experienced teachers feel in working with children and materials. The warm, friendly personality combined with knowledge and experience has made us all eager to seek her help and advice, knowing that it would be freely and graciously given. The experience of working on curriculum committees has become a privilege that teachers seek.

This year has been characterized by some interesting trends in curriculum work, among which I would list the following:

(1) A greater appreciation of and reliance on the library. Despite the drop in total enrollment, circulation of books increased markedly. More important has been the increasing acceptance of the librarian's function as a regular teacher.

(2) A more critical evaluation of units in terms of what they contritute to the learning experience of the child instead of merely the ease of obtaining information and materials.

(3) An improvement in the selection and use of educational films and particularly filmstrips.

(4) Greater use of a variety of aids to learning, such as the tape recorder and the opaque projector.

(5) Enriching field trips by showing slides of the places to be visited, and elimination of former trips that were not geared to the child's level.

(6) Increasing emphasis on developing skills through an understanding by the pupil of their importance now and later.

STAFF

The staff changes during the year have been typical of most other schools and presents a real challenge to the administrator to obtain the best efforts from every member. Here again the picture may be presented most graphically by listing the following:

(1) Mrs. Beverly Marshall and Mrs. Beth Pressentin, first grade teachers, resigned during the year. Mrs. Joan Erickson and Mrs. Iva Hansen replaced them.

(2) Miss Joan Luschei was transferred during the year and was succeeded by Mrs. Violette Wartzok, a former Nakoma teacher just returned.

(3) Miss Floy Kendrick and later Mrs. Wartzok substituted the first semester for Miss Mabel Boyle who was on leave of absence.

(4) A series of custodial workers have been assigned during the year to our school in an effort to find adequate replacement for Mr. Peter Emmerich.

(5) A total of seven university students preparing to teach elementary school have been observing in various classes for a total of 4 hours per week during the year. They have been helpful in many ways and have gained much in return that will assist them next year in their practice teaching.

(6) We expect that four teachers from our present staff will not return next year.

COMMUNITY RELATIONS

The school continues to function as a community center with an ever increasing number of families who no longer have children of elementary school age.

A measure of the strong school support in the community can be seen in the overwhelming vote in favor of the recent school bond issue.

The PTA has had excellent programs and through capable committees and officers has carried on the many activities in an amazingly successful manner.

BUILDING

Continuing efforts have been made to bring the physical plant to a point where pupils and teachers would have modern working conditions. These have included such things as:

(1) Fluorescent lighting for all rooms on main floor except kindergarten, with 2 additional rooms scheduled each year until all are done.

(2) Acoustical tile in ceiling of kindergarten and library.

(3) Removal of home economics stoves and use of room for art classes.

(4) Refinishing tops of pupil desks, some with formica.

(5) Relocating gym exit to provide quicker, safer egress.

(6) Remodelling of boys shower room with modern tile partitions and showers.

(7) Installation of new gym lockers for boys.

Respectfully submitted,

Walter W. Engelke
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

RANDALL SCHOOL

Presented to the Board of Education
By the Principal
H. RALPH ALLEN
June 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-1955
RANDALL SCHOOL

I. ENROLLMENT DATA

Overview of Enrollments

Grade	Annual Gross Enrollment 1951 1952	1952 1953	1953 1954	1954 1955	June 1955	Anticipated September 1955
Kdgn.	141	165	136	137	127	140
1	102	119	117	98	90	100
2	108	108	111	116	107	90
3	131	103	104	102	97	100
4	111	105	93	104	98	92
5	96	101	106	94	89	92
6	92	86	96	101	94	84
Totals	781	787	763	752	702	698

Three non-resident pupils were enrolled this year - one in kindergarten, one in second grade, and one in sixth grade.

Enrollment Changes for 1953-54 and 1954-55

Year	New Entrants	Transfers In	Withdrawals	Transfers Out	Net Enrollment
1953-54	744	19	51	16	696
1954-55	727	25	39	11	702

At no time during the year did the enrollment exceed 717 pupils and at no time did it go below 698 pupils.

Class Size

In June of 1955, class sizes ranged from 25 to 33. The average number of pupils for each of the twenty-three class sections was was 30.5 pupils.

II. ORGANIZATION

The self-contained classroom was featured in the kindergarten and in first, second, third, and fourth grades.

Instruction was departmentalized for the six sections of the fifth and sixth grades. Each of these six sections had long uninterrupted periods daily for reading, language (including

II. ORGANIZATION (cont.)

handwriting and spelling), social studies, science, and a arithmetic. Each section was scheduled for forty-five minutes of music, art, and physical education two and three times each week.

III. STAFF

The twenty-three class sections were served by 24.7 teachers:

2 Kindergarten teachers
10 Primary grade teachers
8 Intermediate grade teachers
1 Art teacher
1 Music teacher
0.1 Violin teacher (one half-day each week)
1 Librarian
1.3 Physical Education teachers (one served full-time and one served three half-days each week)
0.3 Speech Therapist and General Adjustment Worker (two half-days each week with additional time for home calls and testing)

IV. ACHIEVEMENT

Curricular Achievement

Evaluation of achievement is made in terms of outcomes and objectives which we hold as a part of our educational philosophy. Although standardized test scores are the most objective data we can use, teachers' opinions and judgments with respect to growth and changed actions and reactions in children are valid and important in evaluation.

According to test scores, Randall pupils again made good academic growth and progress - as they have in other years.

Continued efforts were made this year in helping children to improve in such areas as: work-study skills, attitudes, accepting and following instructions, application of scientific method, identifying and defining a problem, basing judgments on facts, critical thinking, and evaluating.

Because our levels of aspiration are high with respect to these objectives and outcomes and because of individual differences among pupils and among teachers, we have the usual experiences of feeling encouraged by some of these achievements and at other times we feel that we are not achieving so well. Written evaluations and expressed judgments at our meetings indicate that we are on the right track. We feel that net gains have been made.

IV. ACHIEVEMENT Cont.

Curricular Achievement Cont.

More time was given to formal instruction in handwriting in fifth and sixth grades this year. The Cole handwriting materials were used for this instruction. However, we developed our own evaluation materials which are based on Freeman's Handwriting Guide. The quality characteristics evaluated were: formation, slant, alinement, quality of line, and spacing. Each month samples of each pupil's writing were evaluated with the pupil. It was intended that each pupil develop a concern for high quality in his own writing. This seems to have been achieved in most cases since 85 percent of the fifth grade pupils made very good gains from October to May. Seventy-five percent of the sixth grade pupils evidenced quality improvement during the same period. Although speed was not introduced as a factor, teachers felt that almost every fifth grade pupil's rate of writing increased.

Extra-Curricular Achievement

French: Fifty-two pupils of fifth grade and 28 pupils of sixth grade elected to receive instruction in French this year. Two classes were organized for the fifth grade pupils. The sixth grade pupils, all of whom had taken French last year, comprised one class group. Each class met twice a week from 8:00 to 8:30 in the morning. Instruction started the third week of school and continued until June 10. Four pupils moved away and seven dropped out. The remaining 69 pupils were regular in attending the classes.

The following statements are taken from reports submitted by the two French teachers at the close of the school year. It is not to be interpreted that inclusion of these statements indicate value of this program over any other part of the school's activities - but rather they are included for the sake of record, since foreign language instruction at this level is not as common as it may be sometime.

"We aimed primarily at ear training in fifth grade, so that the pupils would learn to hear French properly, not only individual sounds but also the more subtle rhythm of a whole sentence. Pupils were asked to answer questions using full sentences that were taught as a unit. There was very little sentence analysis, no phonetics per se, no grammar. They were required to learn to recognize a series of patterns and to give proper responses to them. Care was taken that children understood what they were saying because it is so easy for them to parrot their answers without understanding them.

Also in fifth grade we learned French songs.

Extra-Curricular Achievement Cont.

Learning to count involved us with French coins, their values, and incidentally the metric system. French stamps and a map of France with French products led us into topics of discussion in which we learned to speak in French.

The fifth grade classes were given the first ten unit-lessons in mimeographed form and learned to read them. We covered about 20 units orally. The French program in May, with its costumes, its discussion of foods, the posters, and the dramatizations involved all of the pupils."

"The greater maturity of the sixth grade pupils, as well as the more sophisticated nature of their other school work, required a different technique.

After we had reviewed and relearned last year's materials, the children were given each lesson mimeographed and were required to do some writing at the board. Although very little new vocabulary was added, each lesson was analyzed, broken down, and sentences (or parts of sentences) from one lesson were combined with words from another to form new patterns. All this helped to acquire a certain fluency and got the pupils ready for some simple grammar exercises and phonetic analysis. We also had two sets of simple grammar exercises, each including one part to write after having done it orally. This class group had the experience of composing the ending of a story. The interest aroused was so great that it was difficult to keep the pupils working in French.

On the cultural side, this group of children was especially rewarding. As we discussed some French history, they were particularly interested and contributed much to discussions about William the Conqueror, Joan of Arc, Napoleon, and Lafayette. We did as much of this discussion as possible in French. All this work is valuable preparation for further language study. This particular group of children is now ready to begin a rather sustained reading French class, with some emphasis on writing and grammar. It is understood, of course, that the greatest part of the time should still be devoted to oral work."

String Instrument Lessons: Ten fifth grade pupils and ten sixth grade pupils met once a week for violin and cello lessons. The teacher stated, "all of the pupils made satisfactory progress according to their individual abilities. Of the sixth grade pupils, all but one intend to continue instrumental work next year in junior high school."

V. SCHOOL ORGANIZATIONS

Patrol and Hostess Groups: Thirty-two boys and forty-one girls constituted the school boy patrol and hostess groups this year. The patrol boys served as two teams, alternating by weeks. Ten stations outside of the building were patrolled by the boys. The girl hostesses served as two teams, alternating by weeks. New plans for use of girl hostesses in the building next year have been made.

Dorothy Rollefson was honored with a trip to Washington, D.C. to attend the National Safety Patrol Assembly this spring.

Student Council: Our student council is a good organization for promoting school unity and is a good clearing house for matters of school-wide concern. Each class section, starting in third grade, is represented on the council. Officers report to the kindergarten classes and to the first and second grade classes to explain matters which have been discussed at council meetings.

Boys' Choir: About 35 boys from fifth and sixth grades reported regularly from 8:00 to 8:30 one morning each week for Boys' Choir rehearsals. This was a voluntary group and attendance was not required.

Girls' Chorus: About fifty girls from fifth and sixth grades reported regularly from 8:00 to 8:30 one morning each week for Girls' Chorus rehearsals. Like the Boys' Choir group, attendance was voluntary and attendance was good.

Folk Dancing: Fifth and sixth grade boys and girls had the opportunity to participate in folk dance activities one afternoon each week from 3:35 to 4:30 during the second semester. This activity was conducted by one of the intermediate grade teachers who requested the opportunity. About 40 pupils (very evenly divided between boys and girls) participated regularly. It was well planned and well conducted. Dances of many countries (Germany, Italy, Sweden, Denmark, Norway, Mexico, and the United States) were learned. The backgrounds and origins of the dances were discussed. The activity promoted wholesome boy-girl relationships. Manners, behavior, and respect were seriously discussed by the children and they were especially serious and sincere in offering suggestions and asking for advice. It gave them a chance to react creatively to music and rhythm through dancing.

The culminating activity was a Folk Festival in costumes. Parents volunteered and provided fruit juice and cookies. About 75 parents and grandparents attended.

VI. COMMUNITY RELATIONS

Pre-school and Kindergarten Parents' Group: Seven meetings were held this year. Topics for six of the meetings were: "Getting Off To A Good Start", "Building Stronger Personalities," "Radio and TV For Children," "Fun In Your Future", "Schools In Other Countries", and "What Is A Good Parent". The final meeting of the year was the Summer Round-Up meeting.

Randall P.T.A.: Attendance at the PTA meetings was very good. Three of the meetings included pot-luck suppers.

October - Pot-Luck Supper - "Get Acquainted
November - "Go To School Night"
December - Christmas Program by pupils
January - Pot-Luck Supper - "Discipline and Freedom"
February - Pot-Luck Supper - "Teaching Children to Write Better"
March - "Bad Children From Good Homes"
May - Spring Music Program by pupils

Conferences With Parents: Although all teachers had some conferences with some parents, we do not make as good use of conferences as we should. This is an instrument which can be employed to acquaint parents with particular problems of every grade and every group and should be used more. We shall work to improve in this respect next school year.

VII. RECOMMENDATIONS

1. The improvement of lighting and accoustical treatment of our classrooms should be continued.
2. Continue the modernization of the boys' and girls' toilet rooms.
3. Blacktopping the balance of the upper playground as soon as feasable is strongly recommended.
4. Replace noisy and irregular floors in Room 1, room 104 and room 206.
5. A program of summer cleaning which would include the washing of classroom walls every few years.
6. Serious planning for providing improved facilities for physical education - shower and dressing rooms, and providing a kitchen in the basement.
7. Convert the storeroom next to room 207 into a nurse's room.
8. Build shelves in Art room.

We express our appreciation to the Board of Education and to Superintendent Falk for the fine cooperation we have had in making this a good school year.

Respectfully submitted,

H. RALPH ALLEN

Principal

T H E M A D I S O N P U B L I C S C H O O L S

M a d i s o n W i s c o n s i n

Annual Report

HERBERT SCHENK SCHOOL

Presented to the Board of Education
by the Principal
Ansgar Svance

June 1955

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

Annual Report
For the School Year 1954-1955

HERBERT SCHENK SCHOOL

ENROLLMENT DATA

The total number of pupils enrolled during the year was 591 as compared with 512 on September 12, and 558 on the tenth attendance report, a net gain of 46. In the fall of 1953, 399 pupils enrolled and the tenth attendance report in June 1954 reported 404.

No changes in the organization of classes were necessary during the year. Consequently the school was organized as follows:

Enrollment 1954-55

Grade	Sections	Sept. 13	Feb. 4	June 10
Kindergarten	4	120	129	129
First	3	81	95	98
Second	4	117	124	120
Third	2	61	61	63
Fourth	1 1/2	42	48	50
Fifth	1 1/2	43	44	45
Sixth	2	48	49	53
Total	18	512	550	558

Kindergarten summer round-up (ought to be called spring round-up) and school census reports indicate the establishment of a third full-time kindergarten, since the prospective enrollment as of May 12 stood at 176 and the census reports indicated 162 children five years of age as of June 1.

A factor which could materially affect the organization of the school during the year 1955-56 is the tremendous building boom within a stone's throw of the East wing by two contractors and the continued expansion of the Dempsey Road area. These are the plans as of June 9 of the following builders:

Elkind Construction	115 homes
Silverberg, Inc.	67 homes
Gunderson Bros.	15 homes
Total	197 homes

These are expected to be completed by November 1, with permits for 165 homes already having been issued.

However, the organization for the school year 1955-56 is planned as follows:

Grade	Sections	Classrooms	Approximate Enrollment
Kindergarten	6	3	180 - 190
First	5	5	120 - 130
Second	4	4	105 - 115
Third	5	5	125 - 130
Fourth	2	2	65 - 70
Fifth	2	2	50 - 55
Sixth	2	2	48 - 53
Total	26	23	693 - 743

SPECIAL ACHIEVEMENTS

Emphasis

In this second year of operation of the new school, teachers and pupils continued working on the goal of a high standard of school citizenship. The construction of the new wing seemed conducive to much tomfoolery during after-school hours with the result of window breakage, a small per cent of which our own pupils were responsible.

However, the pupils maintained a good record, on the whole, both in and out of the building. The accident toll was also low, to which fact both the type of building and the expansiveness of the playground contribute.

It is the teacher who is the key person in the building of school citizenship, and the teacher's influence can be directed most effectively through affection for children, love and understanding.

Citizenship Projects

The following excerpts are taken from the several summaries written by the teachers on the citizenship activities carried on during the year.

A kindergarten teacher reports: "Kindergarten is the children's first experience in living together. Therefore much emphasis is placed on sharing, taking turns, safety, health, and remembering to respect other pupils and their things. To help emphasize these we did such things as:

1. Watched the movies 'Let's Play Safe', 'Teeth are to Keep', and 'I Never Catch a Cold'.
2. Listened while others were talking.
3. Said the magic words, 'please', and 'thank you'. (Used the record, 'There Are Two Little Magic Words')
4. Lined up without pushing.
5. Let everyone have a turn by keeping track of who was the office helper, the straw passer, the milk passer, the painter, the block builder, the 'teacher' for records, etc.
6. Praised those who remembered to push in their chairs, put away their crayons neatly, etc., so that the room looked nice for the other group.
7. Let the office helper (changed daily) straighten up the room during rest time, and let them be the leaders besides going to the office.
8. Played games such as, 'The Farmer In the Dell', 'Bluebird', etc. and waited our turn.
9. Finding out a little about the flag and its meaning."

First grade teachers report: ". . . We usually start our citizenship discussion with the home. Mother and father are to help us become good citizens. Older brothers and sisters sometimes help too, as well as aunts, uncles, grandparents. Then at school, our teacher takes the place of parents, helping, protecting, teaching how to get along together. . . . 'Who helps the President?', was asked, and many at once said, 'God' —, so we agreed that God does help us all."

". . . During this year in our first grade, we have probably had no more than two outlined projects concerning citizenship.

1. Pledge of Allegiance — First, we learned the words, then we discussed the various phrases so we understood what we were saying, and then we started each day by saying the pledge.
2. What Is a Tattle-Tale — We had a lengthy discussion of the characteristics of a tattle-tale, who likes a tattle-tale, and how not to be a tattle-tale. Through this project the children learned better ways of settling little difficulties between themselves in a friendly way and the means to avoid being a tattle-tale."

Second grade teachers report: ". . . Our room has a citizenship club whose purpose is to realize the importance of each child in the room and how we all can be good citizens. Because we feel everyone must have a part, we have leaders to do various jobs in our room to make it a happier, more liveable home for us while we are at school." ". . . We continue with the pledge to the flag. Every morning a different child takes great pride in beginning it for us. Often a short discussion follows if a few of the group seem particularly bursting to tell something important that they have seen or done the evening before. We take turns as to what reading group comes to the board first — so that each one at different times, has the chance to be first, so important to a child."

". . . Sociodramas helped us realize others' feelings when behavior problems came up. Laughing at the playful push and the vengeful shove gave understanding and emotional release. Since one of our girls couldn't stand the idea of her making a mistake, we had many discussions on how to like ourselves even though we didn't always do everything we should." ". . . Court — Held on Friday. Eight in jury, a judge, prosecuting and defending attorneys. We attempted to follow proper court room procedure and dialogue. Discipline problems were decided in this manner."

Third grade teachers report: ". . . Important accomplishments were learning to respect the opinions of others, realization that the majority rules but the minority is considered, and concluding that for better classroom living, preventive measures to escape the undesirable are better than setting punishments after the negative has been accomplished."

". . . We have tried daily to say the pledge and sing a patriotic song. In addition we have frequently had discussions on good sportsmanship, playing fair, working with others, etc. Our communications unit in social studies began with a discussion of sharing, for example."

Intermediate teachers report: ". . . A conducted sharing time for telling experiences. This gives the child an opportunity to participate not only by telling or showing, but also by listening to his classmates."

". . . We would suggest several science units and then choose the one most people seemed interested in. Then a chairman and a secretary were chosen for each unit. The children asked questions they would like answered about the subject, and then each would choose one or two of these to study. At the end of the unit, they would give their reports and perhaps illustrate with pictures or a simple experiment." ". . . All year we operated a citizenship club which called the room to order in the morning, took roll, discussed news of the day, talked over the problems of citizenship around school, held an election of officers every month and learned a lot about parliamentary procedure. Our holiday parties were handled through the club officers also."

". . . We formed a 'Better Personality' Club. It met once a week and we discussed things we could do to become better citizens. We discussed ways in which we could improve ourselves so that we could make our community a more pleasant place in which to live. We made a list of mottoes to follow and developed bulletin boards around these mottoes." ". . . This part of my responsibility (concerning the personality and character development of my pupils) I discharge by the way I relate myself to each child, understand his problems, give him responsibilities, discipline him, set goals for him, and evaluate his progress and discuss it with him."

Primary pupils, their teachers and custodians again cooperated in a rocks-and-sticks cleanup campaign, and the school joined in the city-wide "Don't Be a Litterbug" program.

All-pupil school assemblies were held at various times, and because of increased enrollment, with some difficulty. So it is planned to hold separate primary and intermediate assemblies during the next year.

INSTRUCTIONAL PROGRAM

A school's success is measured in terms of its instructional program. This is made strong mainly by the school's corps of teachers and adequate instructional materials. Madison in so many ways provides rich educational resources, evidences of which appear in excerpts from the following reports submitted by the teachers:

Kindergarten ". . . Made hand placques as gifts for mothers. Participated in clothing drive. As an outgrowth of a train trip to Sun Prairie we built a train out of large blocks, left it up for some time for dramatic play, including ticket selling etc. Read stories, poems, learned songs about seeds and plants. Each child planted flower seeds in cottage cheese cartons, watered them daily and took home to transplant."

". . . Built a farm from cardboard boxes, painted them. (Brought the animals from home.) Watched tadpoles grow to frogs; watched guppies. Planted seeds for Mother's Day plants."

First Grade ". . . A walk around the neighborhood in connection with our home unit, studying house construction, machines and materials used, and types of homes. A walk to observe winter preparations and seasonal changes." ". . . First graders as a group entered into the Christmas program. It included the story of the birth of Christ done to music and narration."

". . . To Vilas Park Zoo for the first grade picnic. Although this day

was primarily meant for fun, it also had its learning aspects. A great deal of teacher-pupil planning took place in the days preceding the picnic. We discussed rules of bus safety, good group behavior in a large place, kinds of food to pack for a balanced and adequate lunch, etc. At the park each child had the experience of buying one bottle of pop and paying for it. A great deal of learning took place on their trip that could never have taken place in the classroom."

". . . Silhouettes -- a life-size silhouette was made of each child. These were placed on the bulletin board where the children spent many minutes trying to identify themselves and their friends. Each child gave his silhouette to his parents as a special Christmas or Valentine gift. In doing this, letters were written to the parents by the children asking them to come to school to receive their gift. There was much pleasure expressed by the children and their parents."

". . . Davy Crockett project -- stories, pictures, records and clothing, unusual art work and learning of many unusual words (Congress, Alamo, etc.)."

Second Grade ". . . Field trips to the bakery, new houses under construction, Vilas Park Zoo, Central Fire Station and the U. S. Post Office." ". . . Used a Spitz Junior Planetarium to learn some of the constellations. . . . A bulletin board of pupil-made valentines for each employee in the building." ". . . Grocery store -- constructed of orange crates and crepe paper. Made play money. All customers limited to two purchases and all items sold for under 10¢." ". . . Lincoln Day skit -- composed, costumed and acted in by our room after reading about an incident during Lincoln's earlier life while he was a postmaster (in correlation with post office unit)." ". . . A play, 'The Pancake Man', with costumes given for the kindergartens."

". . . For practice in reading an uncontrolled vocabulary and following directions (reading with understanding -- not Mr. Flesch's kind of reading), the children made cupcakes from a mix. They made enough batches so every child got the feel of beating the dough and smoothing out the frosting. Later, when they baked bread, they got the entirely different feel of a yeast dough -- literal this time since they all got to knead and pat out a few rolls. We used measures, numbers, spelling, language, phonics (you can't write 'knead' on the board without getting into phonics) and writing in connection with our bread. Science entered in when we studied the carbon dioxide from the baking powder in one case and from the yeast organism on the other."

Third Grade ". . . In the beginning of the year, each child started a choral reading booklet. Each child or group had its own speaking part and throughout the year there have been many pleasant moments of expression. There are poems for many moods and many times they have provided the spark for enlivening an apathetic atmosphere or have provided a channel for excess energy." ". . . Wrote letters to boys and girls in the western part of the U. S. for information about ranches. Had a representative from the Madison Gas and Electric Co. show an exhibit and talk about lighting. Had a truck driver from the telephone company talk and climb a telephone pole in connection with communications unit. A telephone company representative also visited the class and brought a kit for our use."

Fourth Grade ". . . In connection with an animal and conservation unit a field trip was made to the State Game and Fur Farm at Poynette." ". . . Used white rats for a health unit experiment on what effect the diet has on growth and health." ". . . Brotherhood skit on America as a melting pot of people from many nations." ". . . Weather displayed daily by symbols on the bulletin board."

Fifth Grade "Visited the legislature in session at the state capitol, the State Game and Fur Farm at Poynette, and at Marquette School for their Science Day. Published a school paper at Christmas time; wrote letters to Chambers of Commerce of various cities requesting information." ". . . Planted different types of plants -- seeds, tubers, bulbs, slips." ". . . Collected quarts, pints, gallons, cups, spoons, etc. for display of measuring vessels." ". . . Made a village of houses from around the world. A world map on which various products of the world were displayed. A United States cut-out map on which each state was shown with its important products." "We had two speakers, both from the University Extension Division Agriculture Department. One spoke on soil conservation, the other on animals of the farm."

Sixth Grade ". . . Field trips to the University Electrical Research Farm, the University Observatory and to the Historical Museum. In connection with a unit on government, visited the State Senate and Assembly in session." ". . . Collected paper money and coins from various foreign countries. A science program, 'The Earth and Its Surface', was presented several times to various rooms. Constructed a solar system ceiling display." ". . . Set up a French cafe in the auditorium as a part of the culmination activity to a unit on European coastal countries. The children presented folk dances, sang, played violins, and served parents and other guests at a 'kaffee klatsch'."

Music

The music classes met on Monday, Wednesday and Friday of each week. The fifty-voice glee club of fifth and sixth graders performed at the Christmas program, at the all-city music festival and at the May P.T.A. program. The Christmas story was presented in song and narration by the first and second grades.

The string classes had a total of fourteen members -- thirteen violinists and one cellist. The climax of their year's work came in May when they performed for the student body at a morning program and for the P.T.A. at their regular meeting.

-- Virginia M. Johnson

Art

The year 1954-55 offered Herbert Schenk School three days of art time. Every class in the school, except the kindergarten sections, came to the art room; the fourth, fifth and sixth grades had art twice weekly, and the third, second and first grades once weekly.

The bulletin boards and showcases exhibited outstanding work and presented projects to our "school population".

Our Christmas endeavors were noteworthy -- Elaine Anderson designed a

nativity scene the full height and width of our art room window wall, the sixth grades painted the drawings with tempera paint. (later, washed away every trace of paint). During the holidays, the window was lighted with flood lights and many people mentioned their having driven over to see the window.

The children made tree ornaments of many beautiful materials which trimmed attractive showcases and the auditorium tree. Six large white "group made" star mobiles decorated the background of the window. A "three-D" star, vari-sized glittered stars and shepherds crooks helped with the Christmas play.

Every grade was represented in the all-city art salon. The children received numerous compliments on the high caliber of their entries, the originality of the use of industrial waste and wire, and especially on the excellence of their copper enamel jewelry and plates.

— Duella LaDuke

Physical Education

Intermediate Girls and Primary Children This year's program included a wide range of activities (team sports, individual activities, rhythms and dance, posture and health) designed to give students an opportunity to develop skills, knowledges and understandings in the area of movement.

In coordination with classroom learning, classes experienced rhythmic activities typical of various countries about which they studied. Also in the area of rhythms and dance there was opportunity for co-educational learning. Some of the mixers, square and folk dances which were learned in physical education classes were experienced by both students and parents at the annual Family Fun Night. Additional activities participated in at this affair were relay and circle type games.

Intramural sports for girls were held to enable students to increase skills learned in the physical education classes and to further develop traits of leadership, followership and sportsmanship.

— Charlotte A. Coffey

Grades one and two had periods of 30 minutes each. The emphasis included thorough coverage of all fundamental skills and some elementary games.

— Patricia V. Browning.

Intermediate Boys The physical education program of the fourth, fifth and sixth grade boys was divided between seasonal sports, formal work, games of low organization and rhythms. We had what we felt was a very successful intramural program. The children and their parents thoroughly enjoyed Family Fun Night at a parent-teacher meeting. This was sponsored by the school and the physical education department.

— Gerald FitzGibbon

Library

"YOU SURE HAVE GOOD BOOKS" When the children make the remark, "You sure have good books in the library", there is real pleasure felt by both the child and the librarian. It has been our good fortune this year to hear the above remark made frequently. The Landmark and World Landmark books have been a most popular addition to the library collection, as are the many excellent new books in the field of science.

Our collection is expanding along lines necessary to augment the classroom study program as well as supply the children's demand for recreational reading. When our book shelves appear rather empty, we do not become alarmed. Our books are in use as they should be -- not resting on the shelves. As of May 31, 1955, our book collection total is 2,764 volumes. We have added 836 titles since June 1954. The circulation from September 13, 1954 through May 31, 1955 was 18,872.

The library aides have been active in many departments -- slipping books, shelving, working on exhibits and displays, special library reports, mending and in general learning more about the library and books. Two of our girls have started small libraries in their homes. They have modeled their libraries after the one at school.

Library exhibits which have met with general approval included the "Christmas in Other Lands" display. We gave special attention to the customs and traditions of foreign lands. The Easter display was worked out by the library aides. It included a rabbit family, mobiles and a bulletin board theme. A list of Easter poems prepared by the library and circulated to the teachers, was used extensively. Bulletin board displays and drawings motivated by the poems listed were clever.

The "Wisconsin in a Book" TV program series viewed by the two fifth grades led to some good work by the children. As a culminating event for the four programs, Miss Moss, who conducted the series, came to talk to the children. A committee was selected by the children to plan a program in which all the fifth graders participated in some capacity.

The May theme, "Circus Book Fun Under the Library Big Top", was most enthusiastically received. A large clown, merry-go-round, and pictures were made by the children. Ringling Brothers sent circus posters for the display. Circus book markers were given to all the children. At the end of the first day of the exhibit all circus books in our library had been charged out by the children. We borrowed thirty books about the circus from three other schools to meet the demand. A film strip on the circus was employed for instruction in the use of an encyclopedia.

Children in all fourth, fifth and sixth grades have been given an opportunity to check out books during their regularly scheduled library periods. Library awards will be given to ten children for their work in the library. This work was done outside of the regular school time.

Our plans for next year include the organization of a picture file. We started collecting material this year and have received some excellent pictures as a result of letters written. A library club will be started, it's name and activities to be decided after consultation with the children who wish to participate. Plays which carry out book themes will be one activity.

Ideas for book exhibits and displays have been formulated for next year. After a summer at the library school and a course in Children's Literature and Advanced Reference, the librarian will have other ideas and goals to improve the library program.

It has been a pleasant year and at this time we extend our grateful appreciation for support and encouragement to Mr. Svanoe, Mrs. Montgomery and all of the teachers at Herbert Schenk School.

To Miss Moss, Mrs. Smith, Mr. Steffensrud, Mrs. Bast, the clerical and

mending department and to Wayne in the delivery department, our thanks for prompt and efficient service. We feel it has been a good year.

-- Martha B. Nehmer

Public Health Service

Conferences were planned with each new teacher to discuss the health program for the coming school year. Vision screening of all children from first grade through sixth grade was done by the teachers with the assistance of the nurse where needed. Home visits were made on health problems referred by the teacher.

One hundred and twenty-four kindergarten children out of one hundred twenty-eight were examined by their family physicians before entering school in the fall of 1954. There were seventy-eight out of eighty-five first graders with negative tuberculin tests, one questionable and one positive. These children had no active tuberculosis.

Out of one hundred and fourteen third and sixth graders, sixty-five returned their physical examination forms signed by a physician. Eleven had a check-up but no signed forms returned. Out of one hundred first graders, eighty were examined by their family physicians before entering kindergarten, eight were examined before entering first grade.

The dental survey in October of all first, third and sixth grade children who were not checked by their own dentists, showed a slight increase in dental defects.

Two hundred and sixty-five children of the two hundred eighty-seven eligible were given the polio vaccine.

-- A. Anita Anderson

Child Study

The same basic policy of assigning the psychologist to Herbert Schenk School for a half day a week was followed this year. This is the second year such a plan has been in operation at the school. In last year's report it was noted that certain benefits were gained by having the psychologist at the school on a fixed basis. During this year such benefits became more apparent. In particular, the teacher felt that he could discuss a child without making a referral. This functioned to increase the amount of service the psychologist could give because it did not tie him down as a specific referral does.

There were twenty specific referrals. Of these, six were resolved by the teacher after a series of conferences between the teacher and the psychologist. Often times the teacher had one or more contacts with the involved parent. This type of contact should grow as teachers become more experienced in handling such an interview. The psychologist saw the remaining fourteen referrals. Of these, four were continued from last year and were in the nature of a follow-up. Follow-up teacher conferences at the beginning of the school year were held for each of the children seen last year. One child was seen through the summer as well.

In all cases the parents were contacted, usually by the psychologist or occasionally by the teacher where this seemed the better approach. In all, the psychologist had interviews with eight different parents, and with one of these parents there were five separate interviews.

Herbert Schenk School could beneficially use at least one whole day per week. This is particularly true in view of the prospective increase in enrollment and the new wing.

-- Donald J. Bratrude.

Speech Correction

During the school year of 1954-55, Herbert Schenk School has been visited by a speech correctionist twice a week. During the year, 32 pupils have received speech therapy. Each child has worked on his speech individually or in group work with the correctionist in class periods of fifteen to twenty minutes. These children were selected as needing special help with their speech through a speech survey of all first graders and new-comers to the Madison Public Schools, teacher referral and holdover cases from the previous year. Following is a breakdown of the case load:

Type of Case		Grade Frequency			
Articulatory	27	First	12	Dismissed as corrected	12
Voice disorder	4	Second	9		
Stuttering	1	Third	8	Moved away	1
		Fourth	2		
		Sixth	1	Boys	17
		Total	32	Girls	15

In addition to the speech corrective work, testing of intelligence and achievement, both group and individual, has been carried on. In April, Pintner-Cunningham group tests were administered to all kindergarten children. During March, cooperating with the Bureau for Handicapped Children, a hearing survey of the children in the first, third and sixth grades was taken. Final audiometric tests of those children failing in the initial survey and of others through teacher referral was done by the speech correctionist.

-- Phyllis A. Peterson

COMMUNITY SERVICES

Parent-Teacher Association

The Parent-Teacher Association had a successful year of programs and activities, most noteworthy of which was the panel-discussion program directed by Robert McPhee of the University Bureau of Information and Program Service. Several problems of concern to parents of the Herbert Schenk locality were discussed and solutions posed. Other successful events were the Family Fun Festival (approximately 1100 in attendance) and the Family Round-Up. The P.T.A., the Mothers' Club and the many Scout groups cooperated wholeheartedly in staging the Fun Festival in November, most of the profits of which were expended for more kitchen equipment, camera and film, and tables for the school's auditorium.

Nearly sixty-five P.T.A. representatives distributed pamphlets in behalf of the school bond referendum.

Mothers' Club

This group also had a series of successful programs during the year. Financially they interested themselves and expended a sizeable amount for music and story records and play equipment for the kindergartens.

Youth and Adult Centers

The Department of Recreation again sponsored the Saturday morning youth center with an average attendance of 165 children each time. The Thursday evening adult center was again sponsored by the Department of Recreation and the Adult and Vocational Education School. The average attendance per evening was 111. The Tuesday afternoon sewing class was very popular.

ADMINISTRATION

The pre-school days continue to be very busy days for the office staff because of increased enrollments, new and additional teachers, and the quantity of educational materials to be accounted for.

Again, a monthly "Calendar" has been sent home, at the beginning of each month. - - - The teaching staff have at various times discussed the report card presently in use, and sent recommendations to the principals' report card committee. Parent reaction has also been solicited and the basic intent of the experimental card has been overwhelmingly approved.

Many members of the teaching staff have participated in the teacher-training program of the University Education Department.

Seventy of our upper grade children had the privilege of attending Science Day at Marquette School. - - - Much appreciated was a visitor's remark made at the conclusion of one of our Air Raid Defense drills, "How do you do it?"

One of our teachers planned and contributed to a splendid article on reading, which was published in the East Side News. Another teacher took the role of the school's photographer and P.T.A. representative at the Wisconsin Congress of Parents and Teachers. Two others contributed to good public relations by being advisors to the Junior Red Cross and to the School Safety Patrol. One of our first grade teachers accepted the invitation of the M.E.A. Radio and Television Committee to put on a reading demonstration over a local T.V. outlet.

The Christmas program, "The Littlest Angel", was elaborately presented by pupils and teachers of grades 1 and 2 to a jam-packed house. Several parent groups assisted in this endeavor.

A most successful Summer Round-Up meeting was held and a visitation schedule was set up for the prospective kindergarten pupils and their mothers.

The Staff

Two changes occurred during the year. Mrs. Dorothy Chapek replaced Miss Joan Green in the kindergarten. Mr. Alfred Spilde was secured as half-day custodial help. Ten new or additional classroom teachers are planned for 1955-56.

RECOMMENDATIONS

Detailed recommendations relative to the organization of the school for 1955-56 have been made in letters to the Superintendent and the department supervisors. In brief they are:

The use of nine rooms in the new wing

Return of music classes to the music room (very likely only temporary)

Additional music, art and physical education time allotment

Use of the auditorium for physical education classes

Blacktopping of an area west of the gym and adjacent to the rear entrance of the new wing. (summer 1956)

SPECIAL PROBLEMS

The major special problem, that of providing housing for the increased enrollment is superlatively handled by the Superintendent of Schools, the administrative assistants, department heads and members of the Board of Education.

Inability to stay within the budget, to estimate future enrollments, to plan for adequate teacher needs and adequate educational materials continue to plague the principal. A year ago it was thought our school would be a 19-teacher school (not including specials) by September, 1955. Our plans now indicate twenty-three. September 1956 teacher needs appeared a year ago to be twenty-three. Now these same needs are closer to twenty-nine.

Acknowledgements

We owe sincere thanks to Mrs. Emery Hanson and Mrs. Julius Hoffland for their outstanding and painstaking work in connection with our Pre-Kindergarten Round-Up these past two years.

Herbert Schenk School again desires to express sincere appreciation to the Board of Education, the Superintendent, assistants and department directors for their cooperation in and understanding of our mutual problems, and to say thanks for the opportunity to serve "as best we can".

Respectfully submitted,

Ansgar Svanoe
Principal

THE MADISON PUBLIC SCHOOIS
Madison Wisconsin

Annual Report

SHERMAN SCHOOL

Presented to the Board of Education
by the Principal
Anthony A. Farina

June 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-55
SHERMAN SCHOOL

The Community

Residential building in the Sherman Park area is continuing at a steady pace. New homes are in various stages of construction on nearly all the lots that were vacant a year ago. A four unit apartment is up directly behind the school. O'Neill, Ruskin, and Crowley Streets have been developed one more block each, and additional basement excavations appear each week. A new street, Sachtjen Street, has been platted beyond Manley, and the first foundation for a new home has been dug. Brentwood Village continues to grow, with a dozen homes in various stages of completion. So, while residential building is not in a spectacular rise, the growth is strong and steady.

Sherman School is the center of community activities. PTA, of course, is the main activity sponsored by the school. Attendance was good for most of the meetings, but particularly for the individual grade banquets, where both children and parents shared pot-luck and entertainment. The Adult Recreation program also served to draw members of the community to the school, participating in such activities as square dancing, ballroom dancing, golf lessons, knitting, rosemaling, cake decorating, sewing, and lectures on interior decoration. About 275 different adults enrolled in these activities. The Saturday morning recreation program for children attracted an average of 220 children each week.

Sherman Park is a community of solid, middle-class citizens. The typical Sherman parent is a home-owner, has two or three children, and is probably a skilled worker in such areas as building trades or machine skills. A recent check of the occupations of fathers of children in school showed percentages as follows:

Professional and semi-professional	14.4%
Skilled workers	38.2%
Unskilled workers	27.4%
In Military Service	3.2%
Own their own business	3.1%
Miscellaneous	13.7%

About 40 mothers are working part-time or full time, at such jobs as waitresses, office workers, or as factory employees.

It is important that the well attended community and school activities have not replaced the basic contact between teachers and parents. A conscientious teacher and an understanding parent are the right of every child in school.

Enrollment

Transfer of the children from Oak Park Trailer Court to Mendota School was the major factor in keeping Sherman classrooms at an average below 30 per room. Five sixth grade pupils were transported to Sherman from Truax Field; all the rest came from the immediate school district.

At the beginning of the school year, increased enrollment of third graders resulted in an additional section for that grade, three instead of the two that had been planned. The other grades remained fairly static, and we had no problem due to increased enrollment.

We started out the school year with 534 pupils. During the year there were a total of 57 pupils withdrawing or transferring, and 34 pupils entering, resulting in a net enrollment at the end of the year of 511. The place where withdrawals became almost alarming was in kindergarten, where an original group of 99 had melted to only 87 by the end of the year.

Enrollment for next year seems indicated as follows:

Kdg.	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Total
105	75	84	84	74	47	65	534

Enrollment Statistics

	June 1954	October 1954	June 1955
Kdg.	142	99	87
First	103	91	87
Second	87	89	84
Third	55	74	72
Fourth	71	48	46
Fifth	75	64	66
Sixth	60	71	69
	593	536	511

Report Cards

The report card "experiment" at Sherman is finally over. Beginning next year, all Madison schools plan on using a similar card, and we will finally be past the experimental stage.

The grade-level report card, started by Miss Helen Simon at Lincoln School several years ago, has apparently been extremely well received by our parents. They seem to understand the card, and the confidential feature, which is an important part of this card, seems respected.

Next year's card will have additional refinements, as suggested by the committee of Elementary Principals that has been studying the cards this year.

The main new feature will be a mark indicating "Satisfactory" or "Unsatisfactory" effort. This part of the card has been in the experimental stage at Lowell School this year, and has proven extremely valuable both to teachers and parents.

Staff

There were three additions to the Sherman staff this year: Mrs. Kathryn Peters, third grade, Miss Charlotte Coffey, girls' physical education, and Mr. Samuel Hutchison, sixth grade. At mid year two teachers resigned because of pregnancy. Mrs. Beverly Everson, fourth grade, was replaced by Mrs. Virginia Schwiebinger; and Mrs. Peters was replaced by Mrs. Ruth Keel.

Our orientation and in-service training for new teachers was designed to expand and implement that provided for new teachers at their first meeting with the Superintendent. Each new teacher was assigned a "buddy" to help answer questions; and provided with a Sherman School Handbook, containing explanations of most of our ordinary school routine. Frequent meetings with new teachers early in the year helped to clarify policy; and individual conferences were planned to discuss teaching procedures and to discuss curriculum.

Illness among our staff was not too great a problem. Mrs. Katherine Koch filled in for Miss Adene Nelson for nearly a month at one point, however, and Mrs. Ruth Carnes substituted for Mrs. Caroline Veserat for a six week period. Most of the other teachers missed very little time.

Health and Safety

Ninety injuries were reported to the Superintendent by Sherman School. The great majority were very minor: slivers, small cuts, bumps and bruises. However, one boy incurred a broken thigh while playing soccer just before school started; one girl suffered a broken arm while running. Thirteen other children were injured seriously enough to have to see a doctor. The WIAA paid a total of $656.00 for these cases, $500 of it for the broken leg.

Psychological Assistance

As was true last year Wednesday afternoon was the time devoted by the psychologist to Sherman School. This procedure has encouraged a much more free interchange between teacher and psychologist than was true last year. Many times teachers felt free to discuss certain children without making specific referrals of them. Many times out of such informal contacts a referral was made.

There were 14 new referrals made during the year. Of these 14 the psychologist had parent contacts in eight. These contacts average two interviews in length. There were three parents who were seen only once and three parents who were seen three times during the year. This is, of course, predicated on the belief that changes in the home will help the child to make a better adjustment outside of the home.

Psycho-diagnostic testing was employed in approximately one-third of these referrals. The low number of such tests is accounted for by the fact that six of the children referred came from kindergarten and first grade. Here the emphasis was put not on the children but on the parent.

Last year the psychologist worked very intensively with four boys, all of whom showed gratifying progress. This year all four were followed up. In one case several interviews were arranged during the year. In all cases the children have continued to improve and in no case was it necessary to re-refer any of these four boys.

One youngster had to be asked to stay out of school. This boy was so severely disturbed emotionally that school was not a possibility for him.

There were several referrals made to the Child Guidance Clinic throughout the year but these were not successful.

All in all it seems to have been a very profitable year both to the school as well as to the psychologist. Sherman certainly can use such a service and seems to recognize their need for such services.

Donald Bratrude

Speech Correction

During the school year of 1954-55, Sherman School has been visited by a speech correctionist twice a week. During the year, 37 pupils have received speech therapy. Each child has worked on his speech individually or in group work with the correctionist in class periods of fifteen to twenty minutes. These children were selected as needing special help with their speech through a speech survey of all first graders and new-comers in the Madison Public Schools, teacher referral and holdover cases from the previous year. Following is a breakdown of the case loads:

Type of Case		Grade Frequency	
Articulatory - - - - -	31	First	15
Stuttering - - - - - -	2	Second	8
Delayed Speech - - - -	4	Third	6
		Fifth	3
Girls - - - -	12	Sixth	1
Boys- - - - -	25	Kindergarten	4
Dismissed as corrected - 9		Total	37

In addition to the speech corrective work, testing of intelligence and achievement, both group and individual, has been carried on. In April, Pintner-Cunningham group tests were administered to all kindergarten children. During March, cooperating with the Bureau for Handicapped Children a hearing survey of the children in the first, third and sixth grades was taken. Final audiometric tests of those children failing the initial survey and of others through teacher referral was done by the speech correctionist.

Phyllis A. Peterson

Library

And so another year of full-time library operation at Sherman School draws to a close. Just a year ago we were concerned with the inroads that television was making into our pupils' reading and time. Now we can see that it also stimulates and broadens the scope of the reading done. It is difficult to make a positive statement (and no mathematical comparison is possible) as to whether reading is on the upswing, still on the decline, or normalizing. Besides, circulation statistics are not the only criteria in judging a library's use.

Never before has our library been used so much by the classroom teacher. Almost every day pupils have been coming in large or small groups to do special topics or to do free reading, in addition to those who come just to exchange books. For the first time we have had to send pupils back to their home-rooms because we had no more room--or equipment--to handle them.

Advanced pupils from several rooms have done large blocks of research problems. Mrs. Ellis' room has begun to use the library for such problems. Mrs. Kroncke's and Mrs. Monnier's as well as Mr. Hutchison's rooms have continued in the use of the library for special topics in addition to its uses in preparation for reading class and free reading.

With Mrs. Schwiebinger's fourth grade we made them responsible for their own social studies material. Pupils when they came as time for library class or at another unscheduled time, were assigned, after discussion of the subject as to the topics they might use, to tools and devices for their materials. Certainly we tried to give all children the opportunity to use each of the sources during the course of the year.

In Mrs. Fuguitt's fifth grade another technique was used. For this class the librarian pulled all the books which pertained to the subject under discussion. Then during library time the pupils were told in a few sentences what the books were about. Then each decided if he was interested enough in it to read it, or if it contained the information for which he was looking. Fiction books were not overlooked for certainly here was a source for finding out how the people made a living, what the recreational opportunities of the group were, and sometimes historical incidents which had made background for a good story.

Mrs. Ness taught at least three units almost completely with library materials as source materials, not supplementary reading. Each time she introduced the topic immediately after which the group was given a picture of library materials available. The pupils with the better reading ability would read the information to those with the lesser abilities. As vocabularies of the slower pupils developed they too began to read for their own information.

Miss Groetsch sent pupils with lists of supplementary stories and books to find for the reading groups in her room. Thus a new awareness of materials in our library was developed, pupils got a chance to browse, and self-reliance was taught to pupils in having them go to and from the library, as well as teaching them to check out books for the room.

Mrs. Gillette's first graders did an interesting animal unit. Again each child, as he chose the animal of the day, came to the library for information and stories. Then too this year he had to find a good picture which could serve as his model when he drew that animal for the class book.

Three things have been requested for our library. We have asked that the second conference room be completed so it could be used by special groups of pupils working, particularly when the main room has a scheduled class. Along with that there is need for more tables and chairs--which could also be arranged advantageously in the large room so a scheduled class and a reference group could use the main room at the same time. Then we have asked for a new section for the card catalog to eliminate present crowding and allow for expansion. And, third, a request was made for a higher chair for the charging desk--just for the convenience of the librarian.

For the third summer the Sherman School area will have the convenience and service of a summer library program. As things look now we should have better than 50% participation. Knowing the children's reading level will certainly be invaluable in helping the child with his own reading program.

It is gratifying to hear the number of times teachers say, "I can tell every time the pupils that read many library books"; or to get calls from homes, "Judy is sick again today; the doctor wants her to stay home until the infection clears so I'll send back the books she's finished and you choose some more on her interest and reading level." And the parents who come to visit are so grateful for our fine library facilities. Even one fifth grader's latest confession, "I'm getting to be such a bookworm" is music to a librarian's ears and makes her realize that the monotonous mechanics of running a library are things that keep it such a joy to use.

No school in the city could have had finer classroom library cooperation. The teachers have helped to encourage reading and given pupils opportunities to come to the library in addition to the regular periods. Overdue notices have been followed up and cleared up quickly only because the room teacher also "rode herd." Several times classes which came for assigned periods had no books due on that day, showing that every child came other than library period or read his book in a week. We're proud of the amount of recreational reading at Sherman.

The art department provided displays and exhibits for us several times during the year. Each time we asked for help it came. Again we had the "best-of-the-week" display, a child's picture chosen from the art class, and hung in the library.

The music department too had its recognition through library work when Mrs. Tiffany suggested we display books about musical instruments to encourage further study. After Mr. Hutchison's group heard the story of the Nutcracker Suite, they listened to the music. We borrowed from the collection of the music department for Mrs. Gillette's first grade.

They so thoroughly enjoyed "Pet Of The Met" that we gave them a chance to hear some music from The Magic Flute.

We used some of the newer teaching tools for the first time this year. The recordings of some of the famous children's stories were a great delight to the rooms which heard them. The film strips were used as a review after teaching the use of the card catalog and the Dewey Decimal System. The phrase "remember the librarian is always there to help you" has been extended at Sherman to say "the librarian is always there to help you help yourself."

Marie Metry

Administration

The position of school secretary was capably filled this year by Mrs. Lorraine Strahl. Mrs. Strahl was effective both in her clerical responsibilities and in her relations with parents.

Public relations in a school must be carried on by every member of the school staff, clerical, custodial, and teaching members. Leadership for a school's public relations centers in the principal, and is is his responsibliity to see that relations between school and community are harmonious. Our most direct contact with the parents is through the children. The best public relations for a school is a child who is enthusiastic about his school, his teacher, and about learning.

The Shermanite, a weekly one-page newspaper, sent to all parents, was of considerable value in announcing meetings, telling what was going on in school, and in general taking the school into the home.

Physical Plant

Sherman School continues to have high standards of neatness and cleanliness. One half time and two full time custodians keep the building in excellent shape.

Two more classrooms are scheduled to be acoustically treated this summer. The last three classrooms to get improved lighting will have it installed this summer.

All sixteen classrooms were in use this past year, and the same number are needed for 1955-56. However, it appears that additional classroom space will be needed for 1956-57. The room presently being used as a projection room is the most likely place to be converted to a classroom.

Respectfully submitted,

Anthony A. Farina
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
WASHINGTON SCHOOL

presented to the Board of Education

by the Principal
Pearl Leroux
June - 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-1955
WASHINGTON SCHOOL

SCHOOL STATISTICS

	1950 1951	1951 1952	1952 1953	1953 1954	1954 1955
Total Enrollment	541	631	693	650	614
Orthopedic Enrollment	52	52	56	57	52
Out-Patients (Pupils who come for treatment only)	65	54	56	57	47
After September Withdrawals (Minus Orthopedic)	45	31	76	39	50
Transfers to other Madison Public Schools (Minus Orthopedic)	59	51	48	36	47
Transfers to Washington and other new pupils (Minus Orthopedic)	68	134	112	90	66

Our total enrollment has definitely gone down this year. Up to now it has not been consistently higher or lower, notwithstanding the fact that much of our area is being taken over by business places and some by the University. You will note from the record that the withdrawals and transfers out are practically consistent to other years even though we have had the drop in enrollment. The transfers to Washington and the other new enrollees has been consistently lower.

NUTRITION ROOM

Total Pupil Enrollment (Nutrition, Orthopedic and Longfellow)	106
Average Daily Pupil Attendance for Lunch	95
Total Enrollment of Nutrition Pupils	22
Average Daily Attendance of Nutrition Pupils for Lunch	15
Total Enrollment of Special Education Pupils for Lunch (Longfellow)	40
Average Daily Attendance of Special Education Pupils for Lunch (Longfellow)	37
Total Enrollment of Orthopedic Pupils for Lunch	44
Average Daily Attendance for Lunch (Orthopedic)	39
Average Daily Attendance of Adults on Duty *	17
Average Daily Attendance of Adults Who Pay	12
Total Average Daily Lunches for Adults	29
Total Average Daily Lunches for Pupils and Adults	124

All adults who are not on noon duty pay 45¢ per lunch.

* Adults on Duty: 2 cooks, 3 matrons, 1 Orthopedic teacher, 1 teacher from Washington Elementary, 4 Longfellow and 6 University students (five of these students help in the Orthopedic Department and one has helped with the Elementary children two noons each week)

The hours for our cooks vary. One works 6½ hours a day; the other, 8 hours a day; a third cook has helped for 3 hours a week at the busy time. I think the third cook will not be necessary next year.

INSURANCE

Pupil			Total Doctor Bill Requested	Amount Received
1.	Robert Bredendick	(Injured knee)	$ 50.35	$ 32.00
2.	Dorla Mason	(Injured finger)	10.00	10.00
3.	Richard Whipple	(Injured finger)	8.00	8.00
4.	Gary Edge	(Cut on leg)	16.00	10.00
5.	James Frank	(Injured knee)	12.00	7.00
6.	Cheryl Smith	(Fractured arm)	116.00	65.00
7.	Linda Clements	(Bump on head)	10.00	10.00
8.	Susan Begart	(Cut on knee)	15.25	10.00
9.	Daniel Davis	(Cut on head)	2.00	Incomplete
10.	John Christiansen	(Injured knee)	49.00	Incomplete
11.	Mary Jane Fisher	(Bruised arm)	3.00	Incomplete
12.	Marilyn Stormer	(Bruised finger)	12.00	Incomplete
13.	Lonney Davies	(Broken finger)	16.00	Incomplete
14.	Barbara Gray	(Bruised foot)	13.00	Incomplete
15.	Linda Louise Ajer	(Swollen finger)	Incomplete	
16.	James Dana	(Chipped Tooth)	Case open to Sept. 22 1955	

Since several of the accidents happened in May or June this year all of the claims have not yet been settled. The company again has been very cooperative, and we feel has been very fair with their settlements.

It is interesting to note in these insurance reports this year that five were reported to us by parents; neither teachers nor the office were informed by the pupils that such accidents occurred, but, even though they were reported two or three days later, the W.I.A.A. was very cooperative in making settlement on the claims.

HEALTH REPORT

80 pupils (67.2%) of the 119 Kindergarten children had physical examinations by their own physicians. 51 pupils (42.8%) have been checked by their own dentists. 60 pupils (75%) were vaccinated against smallpox. 63 pupils (78%) were protected against whooping cough, diphtheria and tetanus.

The children in First, Third and Sixth Grades were recommended to have physical examinations and 64% of the group were examined by their own physicians. Also, 80% of this group had dental care. All First Grade children were given the tuberculin test. Two were found to be positive reactors and one of these cases was admitted to the sanatorium. 225 children in Grades 1, 2, 3 and 4 received

the polio inoculations. Children in Grades 1 through 6 were given vision tests. 26 were found to have defects and some were serious defects. 11 of the 26 obtained glasses. The remainder have been rechecked, and a follow-up will be made during the summer months.

HOMEBOUND

We had a total of four children who were given homebound instruction this year. One of these children had nephritis and suspected rheumatic fever; two were rheumatic fever cases; and one, a congenital heart and rheumatic fever case.

MILK

Last year we ordered milk for the lower grades only. Because there were requests from the upper grades it was served to all children again this year. We know that more children would like milk and should have it, but it is difficult to know where to draw the line for the many who need it. This year the Board of Education paid for twenty children to receive milk.

REMEDIAL READING

A total of 27 children received help in Remedial Reading during the year. This included children from Grades Three through Six. 12 of these children were in the class last year. Admission to the class was decided by the opinion of the teachers and tests administered at the opening of the year. Children were then divided into six groups as closely as possible according to reading difficulties and each group was given time twice a week for special help.

The progress in reading made by the group as a whole was quite satisfactory. With the exception of a few cases where severe emotional disturbances tended to retard progress, normal or better progress was observed. As was anticipated, those with good habits of study and ability to listen and follow directions, developed more rapidly even though their mental ability may have been lower than normal. The following table shows the progress made from September through June, 1955:

Progress	Number of Pupils	Progress	Number of Pupils
.1	2	1.0	1
.2	1	1.1	2
.3	2	1.2	3
.5	1	1.3	1
.6	2	1.4	1
.8	1	1.7	2
.9	2	1.9	1

LIBRARY REPORT

"Because of the number of out-dated and worn out books in our library, one of my main projects this year has been discarding books. After withdrawing 743 volumes, our book stock is 5,353. This number includes 438 new books which were bought this year. Our 1955 budget has been increased to $649.50 and will enable us to build up the stock substantially during the coming

school year.

"The Washington P.T.A. has again given the Library $20.00 for magazines, giving us a total budget of $75.50 for this purpose. We are thus able to buy the best in magazines.

"The new system of ordering books allows the teachers a greater opportunity to select material which will aid them in their classroom work.

"The effectiveness of television was clearly demonstrated by Miss Moss' programs on "Wisconsin in Books'. The Orthopedic children who were privileged to see these programs are still asking for titles which were introduced. It is my opinion that a great deal of stimulus in reading could be provided children through this medium.

"I have found the records which have been furnished by the school library office very helpful."

-- Mildred Gunderson, Librarian

ART

The art program consisted of opportunities for the children to freely express themselves through tempera painting and three dimensional design, craft projects, clay and paper mache. Finger painting encouraged expressiveness and served as an emotional release. The older children were presented with some of the outstanding features of art history to attempt to acquaint them with the development of art through the centuries, as a basis for understanding and judging the art of their time.

The art work was correlated with units of study in the classroom and with the various programs children gave. The children learned to work cooperatively by planning and executing bulletin boards and hall displays as a unit. They also were responsible for planning displays for the Activity Room for the P.T.A. programs.

MUSIC

Our music program lends itself to helping children progress, get along with others and contribute to society. At Christmas time the Kindergarten through the Sixth Grade gave programs for their parents. The Glee Club appeared three times this year; at the Stock Pavilion; at Christime time; and at a Spring P.T.A. meeting.

The Fourth through the Sixth Grades presented programs in the auditorium in conjunction with their classroom and speech classes. The classroom teachers helped with their programs. The Fifth and Sixth Grade gave a Lincoln and Washington program. The Fourth Grade presented a play on Norway and Switzerland. Both Sixth Grades gave plays (which they costumed themselves) near the end of the school year.

The First and Second Violin Classes combined to present a musical program for parents and school.

SPEECH

"Twenty-nine children received Speech Therapy during the School year 1954-55. The greatest number of children enrolled were those in Grades 1 and 2.

"There were more serious speech problems this year than in previous years. It was necessary that this group of children have special help periods. This group had therapy three to four times a week depending upon the defect.

"Teacher participation in carrying out the suggestions in regard to therapy has been excellent. These teachers have been able in their daily classroom activities to help the child establish good sound patterns. The majority of the minor cases were corrected by the end of the school year.

"Home calls were made at the end of the school year to discuss with parents the speech problems of the children. Parents were informed of the child's progress and of the therapies used. Suggestions were made to the parents to help the child during the summer with his speech problems.

"Kindergarten children and all new pupils were given a mental test. Those falling below the normal limits were given a Binet or Weschler.

"For the first time the Group Screening Hearing Program was conducted by the parents. Grades 1, 3 and 6 were tested. If a loss was found the child was given an individual audiometric test. If a loss was then found the case was referred to the nurse for a follow-up."

-- Helen Bruce, Speech Correctionist

CLASSROOM TEACHERS

Every teacher is aware of the importance of studying the background and environment of her pupils. This information is particularly important with children who do not seem to live normally and happily with other children or adults, the children who are slow readers, those who do not get along with others, and the children who are aggressive or shy. A large number of these problems seem to fall in the lower grades at present. One factor that contributes to these problems is the number of mothers working. Of the 185 mothers working (35.7%) 127 are from Kindergarten and First through Third Grade. We also have 69 children who come from broken homes out of a group of 118 (22.34%).

Each year teachers spend a great deal of time studying all childrens' records so that a better approach can be made to help them.

There were also many more conferences with parents. In most cases they were profitable conferences but because many of the home problems cannot be solved easily, progress of children's work is curtailed and adjustment in school made more difficult. However, it is important to have parents aware of the

home problems that project into the lives of their children. It is also important for parents to feel they can discuss their problems with teachers.

Our Curriculum also is rich with helps and suggestions for learning to live together happily and cooperatively as well as to learn to read, write and work arithmetic.

Children have had interesting science experiences by making collections, working out experiments, etc. For instance, the First Grade spent a great deal of time in the Spring collecting and discussing the various kinds of seeds. They also planted some of these seeds and watched the vegetables and flowers grow in their classrooms. Then, they followed through in the Fall by collecting vegetables and fruits that came from these seeds.

The Second Grade, through their baking of cookies, cake, bread, etc., motivated much of their arithmetic by learning the fractions they needed for recipes. The use of yeast was demonstrated by baking bread with and without yeast.

The many and varied ways of presenting Social Studies and the activities that culminate from these units of work help children to grow more cooperative and help them to appreciate our way of life. The following is a report on a Fourth Grade project but similar ones were done in some of the other grades:

> "We had a food exhibit for the Hot Wet Lands and topics about it. While we studied about Norway a child brought a collection of Norwegian jewelry, embroidery and paintings. To summarize the Switzerland units, the class gave a play to the Fifth and Sixth grades and parents. They planned their costumes. Original poems and stories were worked into the production. Each unit was summarized through murals, classroom plays, map making, vocabulary lists, individual topics and films."

Another outstanding unit was done in a Fifth Grade class. When the unit was studied and completed the children had a much better appreciation of our freedom. The Fifth Grade teacher reported:

> "The children read the history of the Colonial Period (1773 - 1789). We discussed the subject matter and decided to dramatize some of the scenes. The children were so enthusiastic about the idea that I felt it was an opportune time to emphasize the story of 'our freedom' and how the early Americans had to work to get it and keep it. I tried to help them see that it was a rare, wonderful feeling and the colonists enjoyed more freedom than most other people in the world. Because they liked this new freedom they made plans to get a complete independence from England."
>
> "We proceeded to show how this was done. At the end of the play we connected the present with the past--discussing our present 48 states and some reasons why America became a great nation."

Another Fifth Grade did units on Marine Life and Fungi. The Fifth Grade teacher reported the children were much interested in the unit on Marine Life. The subject matter held the interest of even those who had reading difficulties and were behavior problems. The unit on Fungi had a valuable meaning for the children. Through their reading, they came to realize the damage that can be caused to trees and other plants but that something can be done to prevent further infection. They brought specimens of infected

limbs of trees and plants and grew mold in their class experiments.

Many such examples of activities could be given to show how individual pupils can be helped to feel happier, to feel a greater security and to feel they have a contribution to make to their home, school and community.

The Kindergarten and First Grade mothers were asked to come to school for several meetings to discuss the work of their child's grade. Parents were asked to childrens' classrooms several times during the year when units of work were summarized or when there was some particular phase of work being discussed that we thought parents would like to hear.

Parents were invited when speech classes gave their programs to the school. None of these activities were finished products but valuable in showing parents what children were doing.

The P.T.A. again has been most cooperative and helpful. They gave us ample help when the children were vaccinated; when vision testing was done; when physical examinations were made; when the polio tests were given; and the hearing screening was done. They sponsored an evening of "Fun Night" when the whole community participated. They also gave a party to the Sixth Grade parents and children.

IMPROVEMENTS

(1) The blacktopping has been very much appreciated by pupils and teachers. We hope it will be possible to complete the blacktopping this summer.

(2) The lighting system in our building is very unsatisfactory, but I believe our school is on the schedule for replacement soon.

(3) Our school library has been used by the University Laboratory School every summer. Until this year one of our own Madison librarians has been in charge. This summer our library will be completely under University supervision. This arrangement will present new problems and should be discussed before the next summer session.

May we of the Washington School express our appreciation to the Board of Education, our Superintendent and the Directors and Supervisors of the Special Departments for the excellent service they have given us during the year.

Respectfully submitted,

Pearl Leroux, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

Art Department

Presented to the Board of Education
by the Director
RUTH ALLCOTT
June 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-55
ART DEPARTMENT

Art teacher workshops continued again this year as a further in-service program. Substitute art teachers were again invited to join the staff for these meetings and become better acquainted with our program and the teachers for whom they substitute. Various members, skilled in special techniques, or those who had successfully tried a new project, gave demonstrations for the benefit of the entire group. These demonstrations were helpful in assisting teachers to introduce new projects to advantage in their own program. Paints, crayons, and other art supplies which were under consideration for use in the schools were tested at some of these meetings. Helpful recommendations were made as a result of experimenting and testing these art materials.

A November workshop was again held to stimulate new ideas for Christmas projects and a number of classroom teachers also visited the art department at that time.

A limited number of art contests sponsored by civic groups were continued as a part of the art program for community service. While we are not interested in prizes many of our pupils won top awards in these contests when their work was sent to state and national exhibits.

This year, as last, we found ourselves with an increased school population and a need for additional art exhibit space to adequately show a cross section of the art program as carried on at various levels in the schools. To meet this need the art department was offered the use of a newly organized art gallery in Grace Episcopal Church. Mrs. George Guild and a group of persons interested in a year 'round exhibit of children's art made a gallery available for the use of the Madison public schools. The church gallery is located on the square and easily accessible to the public. It was formally opened in the fall with an exhibit of the work of the Lucy Irene Buck summer scholarship students. Attendance at the exhibits is reported as very good at all times.

The Madison Art Association contributed additional money this year for the summer art program and also for new display cases for the spring art exhibit which they sponsor. The cases, designed by Don Reppen, one of our teachers, are to be used for jewelry and special crafts which have become increasingly popular in our program. They were used for the first time this year at the School Salon, and will be loaned to individual schools for special exhibits.

Three galleries were used this year for our annual exhibit of school art: Scanlan Hall in the Vocational school, the Madison Free Library, and Grace Episcopal Gallery. Children in the schools assist the art teachers in making the selection of work to be exhibited. The art teachers then plan and hang the exhibit. An unusually large attendance was reported this year at all three galleries.

Crowded conditions at Dudgeon School made it advisable to give up the art room for classroom use. The two part-time art teachers at the school did very well under adverse conditions. Corridor ends were often used for painting and other art projects which were difficult to manage in a classroom. However, the art teachers themselves felt the quality of the art work did not come up to previous years when an art room was available.

The same condition prevailed at Mendota where there is no art room and the art teacher carried materials to the individual classrooms. Often group projects, which are an important part of the program, are difficult to carry out at the small individual desks in a classroom. Special art materials, which can be used to advantage in an art room, are difficult to transport to the classrooms. As a result the art teacher is confined to work which can be done only in the classroom and often less creative in nature than when done in a room especially equipped for art projects. It is hoped that in the future an art room will be available in every school.

The Lucy Irene Buck summer art program, sponsored by the Madison Art association, doubled in size this year. Two art classes of scholarship winners were held for the usual six week period and were taught by Parnell Bach and Donald Reppen of the art staff. Exhibits of the work done will be held this fall. Scholarships were contributed by the Madison Art Association, the Art Guild, friends of the late Miss Buck who are interested in the program, and this year accumulated interest from the Lucy Irene Buck Memorial Fund was used to further the program.

Madison newspapers gave us good coverage on special art activities and during the summer the Wisconsin State Journal ran a series of two Sunday features on art in the Madison public schools.

The Wisconsin Union invited us to hang part of our Spring art exhibit in the Union gallery during the summer session. This exhibit was also featured on a WHT-TV program. Miss Virginia Johnson and David Suits of our staff gave a splendid TV gallery tour of the exhibit and explained work done by Madison's children in art.

I personally feel we have had a very successful and happy year. A desire to continually improve our art program has been our goal. Mutual cooperation has taken us forward to this end.

Respectfully submitted,

Ruth Allcott

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-55
Department of Child Study and Service

Over a period of years one of the major aims of guidance services has been to aid pupils to profit to a maximum by the educational experiences provided in the school. To accomplish this objective it is necessary for the pupil to understand himself and the school offerings. It is also imperative that the school share these understandings, provide suitable offerings and be ever willing to make adjustments in programs for the good of the individual pupil.

The relation of guidance to curriculum is not always clear. Some writers consider the two as separate areas of education. Teachers are responsible for the intellectual level of pupils, guidance workers for their social and emotional and vocational adjustment. Others consider guidance as part of the curriculum, or as one of the segregated educational experiences that the child has in school.

The relation between guidance and curriculum in Madison has been for the most part a happy one. An effort has been made to conceive of the two as represented by overlapping circles. There is an area common to both curriculum and guidance; on the other hand, each has distinctive features of its own. The common area is where guidance and curriculum merge; curriculum affects guidance and guidance influences the curriculum. Curriculum establishes offerings and provides ways to get these offerings to pupils; guidance emphasizes the individualized aspect of teaching plus the technical aspects of counseling.

An illustration may aid in making this distinction of the contributions of curriculum to guidance or vice versa more meaningful. In an English class the teacher was reading aloud a selection from one of the great poets. The attention and response of the pupils was excellent. In another class in chemistry the pupils were watching and listening intently as the instructor demonstrated an experiment. In each of these classroom situations the pupils were having worthwhile educational experiences. Both classes were receiving curriculum experiences but not guidance per se. In a third classroom, however, the teacher observed that one boy took no part or apparent interest in the class project. She watched this boy carefully for a period of time, found that he was retarded in some skills he needed to participate, and so was reluctant to enter into class discussion. The teacher invited him in after school, established a good personal relation with him, planned some work which he could do and arranged to help him. This was guidance - establishing a personal relation, gaining understanding and then making available to him experiences which he needed.

Providing suitable experiences and instructional materials and teachers who are willing to meet pupils "where they are" is essential if curriculum and guidance are to realize their correct relationship. An unsuitable

curriculum will create problems which guidance cannot correct. Insights gained by guidance workers relative to pupil needs can be put to use best in a school where adequate offerings are planned. Pupils may become behavior problems and delinquents because of dissatisfaction with school. One bright boy said, "When I was in the grades I was a real problem boy. Then Miss _____ gave me a chance to use my ideas instead of thinking up ways to goof around." Another said, "Until I was in fifth grade I was bored much of the time. I knew the answers but the teacher got tired of calling on me. So I started to whisper with my neighbors and got in trouble with the teacher and then disgusted with school."

In 1954 a study was made of 187 boys in New York state Randall Island Reformatory. Ninety per cent had failed at least once in school, nearly all read below their level of mental ability.

Among 347 juvenile delinquents at the Delaware County, Pennsylvania Juvenile Court two-thirds had misbehaved at school, were truant or disliked school. The sequence leading to delinquency is frequently as follows: "Unsuitable curriculum and poor methods of instruction ⟶ truancy ⟶ association with a gang of older delinquents ⟶ law violation ⟶ court record, and as a result difficulty in getting accepted by the community." [1]

Equally important though less obvious are the other kinds of maladjustment which may result from an unsuitable curriculum. Pupils have little chance for purposeful learning; gifted children lapse into lazy habits; feelings of inadequacy and inferiority are built up; and many experience academic failure with all of its accompanying problems.

The guidance worker is up against an impossible problem, if, after he has helped in discovering a pupil's needs, he finds there is no provision for meeting them. The teacher, too, who through observation and study learns where the pupil's interest is high, where apathy prevails, where class work is too hard or too easy, needs ways and means to do something about these situations. Administrative planning must go hand in hand with curriculum and guidance.

Much thought has been given the past year to the place of guidance in relation to curriculum, particularly as guidance services can be effective in assisting in the correct placement of pupils in various classes and programs. It is apparent that child study, curriculum, and guidance inter-act constantly with one another. Child study uncovers needs for educational experiences which the curriculum can supply. Through guidance, individual pupils are helped to choose and succeed in experiences that help them develop their potentialities.

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1. Ruth Strang. "How Guidance Relates to the Curriculum". Paper delivered at Los Angeles, February 1953

Guidance Services on the Seconday Level

Guidance Services to Meet Individual Needs: Each of the high schools give pupils at their request, counsel and batteries of tests and inventories to assist them in better understanding their aptitudes, capacities and interests. Such counsel and testing often help the pupil to select courses of study, make future vocational plans, and deal with personal social problems. It is common practice for pupils to request counsel and aptitude tests during the junior or senior years. An effort is made to "go to" those pupils who need help and do not come for it. No pupil leaves high school without having counsel relative to future plans.

Each year there is a small number of pupils (averaging about 3% of the high school enrollment) who need intensive study and special help because they have problems which militate against their adequate educational, personal, or social adjustment. Study of these pupils originates with the teacher, the counselor and/or the administrators in a given school before being referred to the department. Parents and county agencies are usually involved in therapy. This past year 196 pupils received help. With the large majority several contacts stretching over several months was the customary procedure. Seven of these pupils were referred for psychiatric assistance. The resignation of the part time psychiatrist accounts for the reduced number over last year. Because the Dane County Child Guidance Clinic has a long waiting list, a number of cases failed to get psychiatric help and a few others were referred through the court to Mendota Hospital.

There continues to be need to consider provisions for a group of socially and emotionally disturbed pupils to meet regularly during the school day. Plans are completed to have a group at East high school this coming year.

This past year Mr. Thrower has met a small group for therapy at East one day per week. It is impossible at this time to evaluate this plan.

High School Credit for Returning Veterans: This is the 11th year the department has been designated by the United States Armed Forces Institute and the American Council on Education to administer the General Educational Development tests to returning veterans in Madison and southern Wisconsin. Each year the number of tests has been directly related to the number of veterans being separated from the Armed Forces. From a high of 765 tests given during the school year 1946-47, the total dropped to 86 in 1951-52. This past year 150 tests were given. The increase the past three years can probably be attributed to the demand of recruitment offices for determination of eligibility of enlistees.

Because most of the tests are given to former city high school enrollees to be used for entrance to college, the standards for passing the tests were revised late this spring, making the requirements more rigid. This move is in keeping with a trend throughout the nation. (See Bulletin No.53 re revision of policy relative to granting of high school diplomas through General Educational Development tests.)

Work-Experience Program: Ten years ago the Board of Education inaugurated a program in work experience enabling high school youth to work outside of school in public or private enterprise. With this program it is possible for high school juniors and seniors to obtain credit which may be applied toward graduation, providing they meet certain requirements.

While an important function of work experience is to provide suitable employment for students, it is primarily a system of education. Therefore the job is regarded as part of their regular high school course.

Numerous studies have appraised causes of student maladjustment in school, reasons for the high rate of drop-outs from school, factors causing the instability of youth in the labor market, and reasons for conflict in community relationships.

Today the schools are looking to many areas of education that were formerly considered the province of the home, the church, or the community. They have thus come to share responsibility for many basic considerations in the process of helping young people develop into adequate adults.

There is no one solution to these multiple problems, but it is felt that work experience is providing a realistic and practical approach by combining the theoretical instruction of the classroom with practical experience in a related job.

Work experience in the school enforces a regular schedule by setting hours of arrival and attendance; assigns tasks that must be completed; rewards diligence, responsibility, and ability; corrects carelessness and ineptness; encourages ambition. Of all the cultural institutions a youngster encounters--his family, the church, his peer group-- the demands made by the school come closest to those made by an employer. Because the school's manner of operation resembles the employment situation, it can be viewed as a training and preliminary testing ground in work habits and methods, motivations, and attitudes that will be considered desirable when the student seeks employment. The training situation in school offers one of the best means of preparing for later life adjustments.

Completion of high school as a prerequisite for even non-college training is an increasingly common requirement for two broad reasons. First, the applicant who has completed the high school program with satisfactory grades is considered to have acquired the basic skills and knowledge most employers consider desirable in young workers. The second reason is that high school graduation is considered an indication of a youngster's commitment to his own development and, therefore, his willingness to undertake further training. Large firms, especially, place particularly heavy emphasis on the young worker's attitude toward work, sometimes even more than on his specific aptitudes and his high school courses.

While the intangible benefits of work experience, such as character and personality development, are far more valuable than monetary returns, the

opportunity to earn wages is often the factor that makes it possible for some pupils to remain in high school until graduation and thereby make them more valuable to the nation, the state, the community, and last but not least to themselves.

Record of Work Experience Program for Five Years

School Year Semesters	Applications for Credit	Accepted into Program	Number of Places Employment	New Employers	Cumulative Places of Employment
1950-1951					
1st semester	140	115	86	34	447
2nd semester	116	111	93	27	474
1951-1952					
1st semester	127	101	86	33	507
2nd semester	143	131	108	26	533
1952-1953					
1st semester	121	107	73	26	559
2nd semester	120	113	83	12	571
1953-1954					
1st semester	140	131	97	34	605
2nd semester	138	136	100	18	623
1954-1955					
1st semester	139	137	84	28	651
2nd semester	136	134	88	17	668

Guidance Services at the Elementary Level

Aids to Pupil Placement: The continued school growth due to annexations of new areas and new families moving to the city continues to create a need for departmental services designed to orient and assist in proper grade placement of pupils. The importance of securing appropriate information on the educational status of children before placement, has been definitely recognized by parents and school staff.

Psychological Services: For the second year a psychologist worked regularly in six elementary schools and on request, as time allowed, in other schools. Reports from principals and teachers indicate this plan to be a good one. It makes the specialized worker a part of the school. Many children and parents have been assisted. Teachers become an active part of the preventive and remedial plan.

At present six or eight children of primary school age have been excluded from school because of grossly unsatisfactory emotional and social adjustment. The possibility of providing a class for these children is being considered. State subsidy may be available.

While every effort is made to prevent pupil maladjustment in the classrooms there is always a small percentage of children who need special help. This past year 333 children received special psychological services. Cases of this type are referred by teachers, principals, parents, and workers in various county child welfare offices. Psychiatric help for 22 cases was sought after original diagnosis. When a problem appears to be deep-seated and prolonged therapy is indicated, the parent is always encouraged to secure help from the Dane County Child Guidance Clinic or a private specialist.

The problem of determining just how the school should serve in the field of mental health is still unsolved. Despite the fact that the school guidance function is largely diagnostic and preventive in nature, there are times when the school becomes maximally involved in treatment in order to assist the child to make a more desirable school adjustment. These situations develop when it seems impossible to utilize other existing agencies.

It is hoped that with the addition of a half time psychologist this coming year, more time will be available for the school social worker, and more services of a preventive and educational adjustive kind (particularly for parents) may be offered. All elementary schools will have regularly assigned time next year. It is felt that more service to elementary age children is desirable if prevention of maladjustment is the objective. Children of early school age are more amenable to change than those of later ages.

The department is grateful for the cooperation received from the various agencies, particularly the Dane County Probation Department, the Madison Police Department, the Madison Department of Health, and the social service agencies. The continued need to coordinate all child welfare resources is apparent.

Parent-Teacher Meetings and Committees: As in past years, members of the department have been invited to meet with Parent-Teacher Association groups. A number of meetings where films or dramatic skits were used obtained good parent participation. These meetings seem to be worthwhile. Individual conferences between staff members and parents frequently follow the group discussion. Often such individual conferences lead to planned help for children who have problems.

Department workers have served on various committees such as Neighborhood House, Campership, Roundy's Fun Fund, Dane County Unit for Disabled, Community Union Welfare, and State Mental Health.

Testing Service

Pre-School Testing: The plan followed the past seven years of testing just before school commences, children seeking early admission to school, seems to be practical.

The past summer 81 children were tested and their parents interviewed. Twenty-two children were recommended for admission to kindergarten. Considering the increased number of kindergarten age children, it is gratifying to note the relatively small number of special requests and also that nearly all parents accept recommendations in a kindly way.

Remedial Reading: It is very difficult to evaluate objectively the results of the teaching of reading except by the use of tests, but these do not always reflect the improvement made. Surely they do not measure the degree of improvement in the emotional disturbance of the child or perhaps the confidence that success in reading can bring. The joy that is expressed when reading becomes a pleasure instead of a task and the expression of appreciation from parents, all are a means of measuring and evaluating the reading progress.

If it were possible to take each pupil separately there would be few cases of failure. However, in larger groups, with limited time for teaching, progress is sometimes very slow, sometimes quite impossible to observe. Fortunately such extreme cases are very few. Given time, all children show signs of improvement.

As can be expected, those pupils with low intelligence are apt to progress less rapidly. However, many with normal or better intelligence often fail to improve as rapidly as might be expected. As a result of other factors beyond the control of the teacher, many children do not read as well as their intelligence would lead one to expect.

One of the reasons why the results of the reading work fail to show expected progress, is the large number of pupils taught and the number of schools visited. During the year four schools received help through the Remedial Reading program. These were the same four as in the previous year, namely Emerson, Longfellow, Lowell and Washington.

The number of pupils taught in these schools is as follows:

	Boys	Girls	Pupils Released	Total
Washington	17	9	2	28
Longfellow	13	6	5	24
Emerson	16	7	4	27
Lowell	11	3	9	23
Total	57	25	20	102

Of those released, 15 were dropped at the end of the first semester because they were able to do the regular grade work without too great difficulty and because of the added confidence given them upon being able to compete again in the regular class room. Three pupils changed residence to another school and two were released because they could not compete in a group situation.

The number of children taught, by grades, follows:

Grade 3 - 19 children
Grade 4 - 35 children
Grade 5 - 33 children
Grade 6 - 15 children

Previous to this year only a few children of third grade level were included in the program. There were two reasons why these boys and girls were taught this year. First, many were over age because of grade repetition or transfer from other school systems. Second, they were in some cases shown to have very good mental ability. The teachers and principals thought that with additional help rapid progress could be made. In most cases this proved to be true.

Materials used during the year included commercial material such as Phonics We Use, Building Reading Skills, Film Strip, Phonic Games, and the Dolch material. In addition, the Weekly Readers proved of great help and the work books to accompany text books, helped to develop skills.

Recommendations: If possible, the number of schools should be reduced to three. This would give some additional time. Washington and Longfellow could be retained during the morning and Lowell have each afternoon. Emerson had that privilege two years ago. In addition, the only available space for the reading class will next year be converted into a full time classroom. Longfellow and Washington have satisfactory rooms and Lowell is making provisions for the class.

For many children the visual presentation of material increases their learning capacity. This year some film strips and word development material were used with considerable effect. There are now on the market several visual aid programs which might be included in the new material purchased.

Data relative to individual pupil changes in reading status as indicated by standardized tests is available. The average gain for all children served was 6.49 months per child over the period of remedial work. The chart below gives group gain data.

Table Showing Gain in Months by Grades

Months of Gain

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Over
Grade																	
3	1	1	2	2	1		2	1	1	2		3			2		
4	2	3	1	5	2	1	1	2	1		3	1	3		2	1	1
5	5	2		2		2	3	1	2	2	1		1	1	1	3	2
6	1	1															
Total	9	7	3	9	3	3	6	4	4	4	4	4	4	1	5	4	3

Breakdown by Intelligence Quotient
Of Pupils in Reading Improvement Classes

80 or below	81-85	86-90	91-95	96-100	101-105	106-110	111-115	116-120
3	9	5	18	17	13	6	6	4

Nutrition Program: This is the first year that all children recommended for nutrition and rest care were served in one center - Washington school. The types of disabilities represented were as follows:

Convalescing from rheumatic fever	13
Anemia	4
Polio residual	3
Congenital heart	1
Infections	1
Asthma and allergies	1
Cerebral palsy	1
Nervous hyperactivity	1
Tuberculosis (inactive)	1
Convalescing from surgery	1
Epilepsy	1

A total of 28 children, 12 boys and 16 girls, were served. It is apparent that the number of children needing such service can be cared for adequately in one center. There is space to accommodate about twice as many at Washington school as those served the past year.

Cooperation with University of Wisconsin Medical School: For the sixth consecutive year the medical school at the University of Wisconsin has been given the opportunity to have senior medical students observe services for exceptional children. The understandings which these future physicians may get should be beneficial to them and to our special services. Comments from those in charge at the medical school indicate that this plan is fully appreciated.

Old Records: Records formerly kept in the schools have been housed in the department under the direction of Mr. Benson. It has been possible to save much time in locating information requested by persons who attended Madison schools long ago.

Orthopedic Classes: The number and types of physical disabilities represented by the children served were as follows:

	Regularly Enrolled	Outpatients
Cerebral palsy	16	9
Poliomeyelitis	15	32
Muscular dystrophy	5	0
Spina bifida	3	0
Epilepsy	2	0
Perthe's hip joint disease	2	0
Epidermolysis bullosa	2	0
Fracture	2	1
Hemophelia	2	0
Amyatonia congenita	1	0
Muscular dysfunction	1	0
Rheumatic fever	1	0
Torticollis	0	1
Club foot	0	1
Peripheral nerve injury	0	1
Scoliosis	0	1
Sprained ankle	0	1

During the year 52 children were enrolled in the three classes. Twelve were in the primary section (kindergarten and grade 1), 18 in the intermediate section (grades 2 through 4) and 22 in the advanced section (grades 5 through 9). Forty-seven children were served as outpatients, receiving physical therapy only. The enrollment in the outpatient department is 10 less than last year. The enrollment in the regular program is 3 less than last year. This decrease in enrollment has made it possible to operate the physical therapy program with two workers. Fewer polio cases accounts for the reduced load. The degree of physical involvement of the cases has, however, made for extended and intensive treatment and matron care. Some cases are so severe as to be practically helpless, requiring lifting, feeding, complete clothing changes, special diets, medication, etc.

Many cases now are chronic cerebral palsies requiring instruction in hand skills and functional training. Projects involving use of fingers and small hand muscles have been used. This year for the first time the cerebral palsy children were examined at the school by physicians from the Wisconsin General cerebral palsy center. Two orthopedic examinations, one in the fall and another in the spring, were again held. It is felt that examinations together with staffing of the cases at school, has much merit. The school staff benefits from the contact with the medical personnel by learning more about the needs of each child, while the physicians, nurses and social workers get first hand information about procedures at the orthopedic school.

The regularly enrolled pupils were again a very heterogeneous group who presented numerous educational problems because of their physical disabilities. Fewer children are living in boarding homes this year, about 20% in contrast to nearly 50% two years ago. The daily program has to be most flexible to provide for physical therapy, speech training, transportation and rest, in addition to physical involvements often carrying mental and psychological implications. Teachers make preparations for three and four levels of work in addition to required individualized instruction.

Socialization and adequate personal adjustment is a primary objective at all levels. Activities such as group reports, parties, plays, hobby shows, entertainment, and field trips are provided in an effort to help children gain social poise and desirable emotional attitudes. Teachers adhere as closely as possible to the kinds of classroom experiences normal children secure, and despite their physical handicaps most children seem to progress at acceptable rates.

Special Education
(Written by Mrs. Helen Holcombe)

General Speech Correction: The work with defective speech problems includes more children than any other group in special education. Madison is fortunate to be able to provide six speech therapists to do the correction. A total of 713 cases was handled during the year. It was found that case loads varied according to the concentration of many primary grades in certain buildings. Most speech defects are to be found, of course, among the youngest pupils.

The breakdown of speech difficulties was as follows:

Articulation defects	588
Stuttering	43
Delayed speech	31
Voice disorders	26
Cerebral palsy	12
Cleft palate	10
Impaired hearing	3

Of the 713 speech cases given help during the year, 392 were improved, 47 were unimproved and 274 were dismissed as corrected.

A different method was used this year to find the speech defective cases in the junior high schools. All "new" students were given a speech test. Included were those coming from schools outside the Madison public school system. In this way, students needing the service were identified early in the year.

The speech therapists were relieved of group hearing testing this year. The new plan gave responsibility for screen testing in grades 1, 3, 6, 9 to volunteer workers secured by each school's Parent-Teacher Association health chairman and approved by each school principal. About 90 volunteers were trained by Mr. Marks of the Bureau for Handicapped Children as a part of the state hearing conservation program. Audiometers were loaned by the Bureau. The plan worked well and it is hoped that the Parent-Teacher Association Council will choose to participate annually in the project.

The speech therapists continue to do the individual audiometric testing on pupils failing the screen test.

Cerebral Palsied Speech Program: Disorders involving articulation, breathing, pitch, rate, rhythm, and voice quality are common in cerebral palsy. These arise from muscle involvement in tongue, jaws, lips or breathing apparatus. Much practice of specific exercises is a major part of speech training for these children. Practical situations are frequently used to make lessons more meaningful and interesting. Carry-over into everyday speech is the goal of the practice, of course. Some of the situations used this year were:

A doll house with toy furniture
Place mats with plastic dishes and pictures of various foods
Puppets using the story of "Little Red Riding Hood"
A grocery store with cash register

Through these motivations the children learn colors, numbers, enlarge their vocabulary, work for connected speech and controlled breathing. Sixteen children were in speech classes at the orthopedic school this year. Progress with these cases is always slow, and understandable rather than perfect speech is the goal.

School for the Deaf: The groups in the deaf department have been more evenly divided for age and ability than has been possible for several years. The more homogeneous groups are always easier to work with and more can be accomplished with them. Each group had eight pupils.

Volunteers again worked with the pre-primary group, releasing the teacher for concentrated individual work with the children. This has proved an excellent help.

The Parents' Council continued to function and donated $200 to match the donation of the Lapham Parent-Teacher Association to purchase a television set.

Many visitors, as usual, observed in the department, including student nurses, University classes, teachers from other schools for the deaf, and interested educators from foreign countries.

Funds from the Hubbard Dance Recital made enlargement of one of the group hearing aids possible. The present equipment enables most of the class to use the training unit at one time and it should be increased next year to include eight head sets.

Five hard-of-hearing children, all Madison residents, attended Lapham school so that they might have part time tutoring help from teachers in the department.

Roundy's Fun Fund provided athletic equipment, games and records for the children, as well as entertainment at holiday occasions.

No marked change in the enrollment is anticipated for next year and the number of teachers will remain at four.

Classes for the Mentally Handicapped: The mentally retarded child's difficulty becomes greater as he becomes older, and it is usually necessary to plan an adjusted curriculum that extends to the school-leaving age. The program so far provided by the Madison public schools has never included complete and varied occupational training. Facilities available allowed shop work for the boys and sewing and cooking for the girls.

Some classroom study of job opportunities suited to slow learners has been carried on but practical experience could not be given.

Most of the class members in remedial groups have chosen to enter the Vocational School at sixteen years of age, but it has become increasingly evident that the stress on the adult program there provides little for these retarded boys and girls. They need a simple, practical program where the emphasis is non-academic. Something like a sheltered workshop might be the answer for many. A visit to Goodwill Industries in Milwaukee convinced several of the teachers of retarded groups that there is a need for a similar project in Madison.

The tendency, nationwide, has been to serve only the more severely mentally handicapped in special classes and to accept a philosophy stressing adaptation of instruction to pupils' varying abilities within the normal classroom for the others who are slow to learn. This attitude toward slow learners can be both good and bad. It is good that the individual differences are provided for in borderline cases, bad in that many children are under great pressure to succeed beyond their capacity, causing feelings of unhappiness, inferiority and uncertainty. It seems that when available evidence points to eventual need for a special class the child profits most by an early transfer. The poorest time appears to be at the end of sixth grade when the child and his parents are looking forward to a high school placement.

Some teachers still seem to feel that if children are well behaved, from good families, and are sincere in their efforts, they should not be transferred to special classes no matter how slow their rate of learning may be. Special classes then might become a place for the "bad actors".

There seems to be at present need for a class to accommodate emotionally disturbed children. A considerable number of these children have been cared for in remedial classes and they are always disturbing to any group of which they are a part. Provisions cannot be made to meet their real needs in such classes.

One hundred thirty children were enrolled in the seven classes for the educably retarded this year. Since the school population has increased considerably in the past few years and the enrollment of special classes has not, it is evident that only the most severely affected are being cared for.

The trainable class continued and parents were well pleased with the decision to provide transportation as is done for other handicapped children. Some parents have offered to pay their own taxi fares, however. Nine children were enrolled for most of the year. One boy had to be excluded because of very uncontrolled behavior and physical attacks on others in the group.

Sight-Saving Class: Fifteen children were enrolled in the class for the visually handicapped. They were distributed in the following grades:

Grade 1 - 3
Grade 1 (Special) - 3
Grade 2 - 4
Grade 4 - 3
Grade 5 - 2

Children with multiple handicaps prove a particular problem in this class. Those who are mentally handicapped as well as visually limited require a great deal of time and attention and with a staggered schedule including several grades, it makes teaching difficult.

New green blackboards were installed during the year, and have made it possible to do more board work with the children.

Other new equipment includes a Dazor Magnifier with a fluorescent tube. Some of the children like it very much as it magnifies the printed page in a greater area than any of the other room equipment does. Other children object to the high degree of reflection from the printed page. The benefit derived seems related to the type of visual problem the child may have.

Attendance and Home Visitation
(Written by John Thrower)

Attendance and Home Visitation: The responsibilities and load of the three attendance and home visitation workers in Madison continue to increase as the community expands in area and population. With the unprecedented growth of Madison in the last decade, the various social agencies throughout the city are looking thoughtfully to the future and are hopefully making plans for expansion and improvement of services. Though the many faceted aspect of a community's expansion problem requires the combined efforts of all available community agencies, the public school, as a primary social agency, is in an unusually advantageous position simply because of its almost daily contact with the great majority of homes.

Thus, in order to make full use of the school's fundamental role in a child's life, the workers in the attendance and home visitation department are reconsidering their methods and goals for the purpose of offering a more adequate and appropriate service to the child, his school, and his parents.

The complexities inherent in a number of the cases brought to the attention of the attendance workers clearly indicate a need for more intensive help to be made available to the student referred. Although it is not the general policy of the Child Study Department to work with a case over a prolonged period, sometimes the apparent immediacy of the child's need for help makes this imperative. Particularly is this true when the child's problem is obviously a school-centered one or where the appropriate community agency cannot expediently provide the needed service because of the case load pressure.

The importance of beginning as early as possible to work with the child's problem cannot be over-emphasized. If therapeutic help is postponed, there is too often loss of concern for the problem by the child and his parent, or a worsening of the situation beyond the point where the school, the Child Study Department, or any community agency can even initiate the helping process. Also, the referral to another community agency can often be of much greater value if the child and/or his parents are adequately prepared and ready to willingly accept such a referral.

More important, it is frequently found that the child and his family feel more secure and comfortable in seeking and in accepting assistance with their common problems from a school affiliated person. There is less strangeness and uncertainty attached to this usually new kind of experience since the child and often the parent have had previous relationships with other helpful and interested school personnel. Because of this initial favorable aspect of the worker-child and/or worker-parent relationship, often the helping process is more readily received and frequently results in earlier alleviation of the child's difficulties.

During the current school year one of the three workers has used at least two full days each week for regularly scheduled weekly contacts with students on the elementary, junior and senior high school level. It appears significant that the majority of these referrals for weekly scheduled meetings with the individual student have been for reasons other than non-attendance.

In addition to meeting with students individually, a group of nine junior high students voluntarily met with the worker on a weekly basis. Within this group situation the individual student was given an opportunity to try to work out some of his feelings concerning his school difficulties. Of the nine beginning the group at the start of the second semester, six continued to attend the meeting throughout the entire semester. With one or two exceptions, it was felt that in this group setting more was learned of some of the underlying causes of maladjustment in the various group members than was learned in meeting with each of them individually.

Without a very time-consuming study and evaluation it is impossible to ascertain objectively the real value or result of home calls aimed primarily at investigating the reasons for a pupil's absence from school. Where a single home call appears to bring about the regular and punctual attendance of the child referred, some observers may feel that this completes the process of assisting the child through his school maladjustment. Although this may sometimes be true, frequently non-attendance as a symptom of maladjustment is displaced by one less easily detected or less irritating to school personnel.

In cases of this latter type the early availability of more intensive and therapeutic help to the child and his family is as vital as in cases of chronic truancy in which the child's school repeatedly requests the attendance and home visitation worker to call at the child's home. In all cases there can be no doubt about the importance of keeping the parents regularly informed of the child's unacceptable school adjustment so that home and school can cooperate in an attempt to resolve the problem.

The process of initiating a helping relationship with a child and/or his parents involves more than the sharing of information between the school and the home regarding the child's school problem. Of utmost value is the manner in which the pertinent facts are conveyed to the parent together with the working relationship that frequently develops through such home contacts. In many instances, even a single meeting with the child's parents can remedy some misconceptions or undesirable attitudes that the home has fostered toward the school and its demands on their child.

The therapeutic significance of such visits to the home can only be guessed, but the results often indicate that much is accomplished by a well planned approach to the child's problem, whose most clear-cut symptom of disturbance is non-attendance. Each worker's success in this is closely coupled with the cooperation he receives from all school personnel as well as that received from other agencies outside the school.

This year the attendance and visitation department had less time available for attendance and home visitation work than in previous years. The one worker with only three days per week available for attendance and home visitation work found a great proportion of his time used in meeting the attendance and home visitation demands of the Vocational School. In addition to this worker whose regular weekly contacts with students were described in a preceding paragraph, a second worker was available only four

days out of five. This equivalent of one day was used through each week in planning for and meeting some of the needs of the non-resident hand-handicapped children residing in foster homes while attending the sight-saving, deaf or orthopedic classes provided in the Madison schools.

The one worker whose time was spent entirely on attendance and home visitation, served some schools not directly affiliated with the Madison Public Schools but this required considerably less than a day per week. In this home visitation work with the various parochial schools it was rarely feasible to plan contacts beyond the calls to the child's home and the usual report to the school making the referral. This was due for the most part to the lack of administrative relationship between this department and the parochial school involved.

Thus, instead of three full time workers in this important area of home visitation and attendance, the equivalent of only two and two-fifths workers was available.

It seems significant that only eight of the fifteen elementary schools made use of the attendance and home visitation worker's services and two of these made only one referral each. It is clear that there is a need for more time to be made available to the elementary schools. A plan is now being considered to relieve this problem by withdrawing the services of this department from the Vocational School. With this plan completed, a substantially greater number of worker-hours will be ready for use by the schools that were less adequately served this past year.

A summary of calls made by the attendance and home visitation workers is as follows:

Home calls	3218
Calls at schools	1165
Unclaimed programs	114
Total	4497

The home calls may be further examined by the percent of use by the following divisions:

Elementary schools	3.2%
Senior high schools	43.8%
Junior high schools	47.1%
Vocational school	3.7%
Central remedial	1.5%
Parochial schools	.7%
Total	100.0%

1955 Census Summary

The annual enumeration of the child population of the city of Madison was recently completed by a staff of 33 workers. The work has been checked and the data that are being presented have been prepared from these findings.

Census cards are checked against pupils enrolled in Madison public and private schools. All pupils must be accounted for and those who are missed are added to the official census by the office staff. Workers must submit their reports by June 1 and as a result miss some of the births in May and all births in June. Lists of births are obtained from the Department of Health for these months and are checked and added to the census totals if they are legal residents of the city. Births added to the census totalled 277. Other age groups added to the census totalled 351.

The total child population of 32,034 exceeds the 1954 report by 2035 or approximately 6.8%. The total census increase of 2035 in 1955 is 1007 larger than the census increase of 1954 and second to the largest increase of 2166 in 1948. The annexation of Waunona Way accounted for 192 of this increase while Summit Ridge, Summit Park, and Orchard Ridge annexations accounted for 98. The 1955 births totalled 2423 which is 44 more than last year and the largest number of births ever recorded in the history of the school census. The largest increase in this category was in the Washington area with a +34 while the Marquette district showed the biggest decline, a -46.

The school age population, 4 through 19, shows an increase of 1476 or about 7.2%. This is more than twice the increase of last year. The greatest increases were in Midvale 310, Nakoma 249, Schenk 244 and Franklin 142. The Franklin and Nakoma areas were affected by the annexations of Waunona Way, Summit Ridge, and Summit Park respectively. A slight loss of 16 was shown by Lowell.

The preschool population, ages birth through 3 years for 1955 recorded an increase of 509 as compared to an increase of 409 in 1954. The 10 year period from 1945 to 1955 shows a gain of 4037 or approximately 79%. The 15 year period from 1940 to 1955 shows a gain of 5560 or approximately 154%. This year's births exceeded the 1945 births by 1059 and the 1940 births by 1539. Table XI portrays graphically the general change in the preschool and the primary age groups from year to year. For instance, last year's record 2379 births have tapered off to 2330 or a loss of 49. This is consistent with a general pattern over a period of years.

Tables VIII through XI show the mobility of the child population in Madison on an over-all basis and by school districts. The newer areas such as Mendota, Midvale, Schenk, and Sherman not only retain their early age group but in most instances show an increase over previous years. As in the past, new construction has been a contributing factor to the increase in figures.

District #8: Census figures of 1955 show an increase of 28 over last year's census for the area. However, in comparison to the total 1947 census it shows a loss of 69.

Dudgeon: For the third year the birth rate in the Dudgeon area showed a slight decrease. Table VIII, page 2, shows the significant changes that have occurred over the past eight years.

Emerson: This area continues to maintain consistent gain in over-all totals. The total gain in 1954 over the 1947 census was 331 while the 1955 total gain over the 1947 total census was 395. Table IX provides an added census breakdown separating roughly the Eken Plat from the remaining Emerson area. The Eken Plat area retains its children showing an increase of 579 in 1955 over the 1947 census while the remaining area continues to show a loss of 184 in 1955 over the 1947 census.

Franklin: The census in the Franklin area included the recently annexed Waunona Way area where there were 192 people ranging from birth through 20 years of age. Table VIII, page 4, shows an exodus between ages 5 and 10 years. However, the over-all total has remained fairly constant.

Lapham: Lapham area continues to maintain its child population total over the years. While Lapham for the past few years has shown a slight loss over the total 1947 census, this year it shows a gain of 15. The mobility of the families in the Sherman Terrace area is not unusual and could easily account for such variations.

Comparison of Census Figures for Sherman Terrace Since Its Construction in 1940 (Included in Lapham Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1949	2	1	3	1	1	0	2	1	0	0	0	0	1	0	0	0	0	1	0	0	1	14
1950	30	28	24	21	21	12	8	13	11	8	7	7	8	7	3	2	1	2	2	2	1	218
1951	34	32	46	30	31	23	12	8	11	9	4	6	5	8	6	4	2	2	0	3	7	283
1952	34	45	28	29	27	20	21	16	8	10	10	6	5	5	13	5	4	4	1	2	4	297
1953	35	35	36	23	22	22	17	9	9	4	8	7	7	4	5	9	6	2	5	8	4	277
1954	31	33	23	33	13	17	12	12	7	5	2	8	10	6	6	4	6	7	4	3	5	247
1955	38	26	23	25	24	13	18	13	12	8	11	4	9	10	3	5	4	4	4	4	3	261

Lincoln: There was a slight increase in the 1955 census figures but the total continues to be around the 400 figure. There has been an over-all loss of 14 since the 1947 census. Table VIII, page 6, shows a predominance of losses in the 1 to 10 year old group.

Longfellow: There has been an increase of only 3 over the 1954 census and an increase of 112 since 1947. Minus figures in Table VIII, page 7, prevail in almost all years up to age 18.

Lowell: The Lowell area continues to demonstrate a static condition since the Herbert Schenk area was removed in 1952. There is an over-all increase of 145 since 1948. Minus figures in Table VIII, page 8, prevail in all areas except the 6, 12, and 18 year age groups.

Marquette: The Marquette district continues on about the same plane as in previous years. There is an over-all decrease of 258 since 1947. The birth rate showed a decrease of 46 over last year's census and an over-all decrease of 91 since 1947. Table VIII, page 9, shows a predominance of losses from birth through 20 years of age. The most significant example of mobility in this area is demonstrated in the 8 year old group. There were 291 births in 1947 and now, when these children have reached their 8th birthday, only 130 remain, for a net loss of 161.

Mendota: This area shows an over-all gain of 235 since it was annexed to the city in July of 1952. There is an increase of 182 over last year's total. The present housing project south of Lakeview Sanitorium and Highway #113 have contributed to this increase. Table VIII, page 10, shows consistent gains in all age groups up through the 17 year level. An example of the influx of families with smaller children is shown in ages -1 through 7 years of age. In 1953 there were 27 births and now when they are 2 years of age the group has increased to 66.

Midvale: For the second year Midvale led all districts in child population increase with a plus figure of 414 above last year's total. The birth total of 187 is the highest ever recorded in the Midvale area. Table VIII, page 11, clearly shows the distribution of children in the preschool and primary ages. Plus figures appear in all age groups. Not only are there increases in all of the age groups but there is evidence that those moving into the Midvale area remain there. For example, in 1950 we had 98 births and there are now 233 five year olds. The over-all total has increased 2030 over the 1948 census total.

The bulk of the increase in this area continues to be in the areas west and south of Midvale school where newly annexed areas are continually being developed. There still remains at this time a considerable acreage for further development and annexation. The development in Midvale is not confined to the area west of Midvale Boulevard because the area just south of Tokay Street and west of Hilltop Drive is rapidly expanding and the census worker reports many new homes under construction. Two years ago, the small Sokoloski addition near Frederick Circle and Anthony Lane increased from 90 to 125 and now to 147.

Comparison of Census Figures for Midvale Area West of Midvale Boulevard South of Mineral Point Road and North of Odana Road

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1951	1	2	1	2	3	1	1	2	1	1	1	0	1	0	0	1	1	2	0	0	0	21
1952	9	4	5	4	3	5	0	3	1	2	1	0	0	1	0	0	1	1	1	0	0	41
1953	21	23	23	21	16	15	19	11	9	9	7	4	1	2	3	4	0	1	3	1	2	195
1954	40	46	52	52	44	38	34	29	24	16	14	15	12	5	4	7	9	3	2	3	3	452
1955	85	92	90	91	91	96	81	64	52	42	27	33	32	23	10	8	9	9	9	6	7	957

Comparison of Census Figures for Sokoloski Addition Frederick Circle to Anthony Lane and From Tokay Street to Odana Road (Blocks 18-19-20-21)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1953	6	13	6	10	9	8	5	5	5	4	5	2	4	1	1	2	1	2	0	1	0	90
1954	11	5	12	7	8	10	9	11	9	9	5	6	4	4	2	2	4	1	2	2	2	125
1955	6	16	4	12	7	11	12	10	11	10	10	5	10	4	4	2	3	5	1	2	2	147

Nakoma: The steady increase in Nakoma continues and with annexations and the construction of over 100 new homes the trend will continue. Census workers report many homes under construction or available for occupancy and many in the Orchard Ridge, Summit Ridge, and Summit Park areas rapidly becoming available. The birth total of 98 set a new record for births in this area. Table VIII, page 12, shows positive increases in all age groups except those 20 years of age.

Comparison of Census Figures for Orchard Ridge and Area South of the Belt Line

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1951	1	1	0	0	0	2	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	9
1952	3	3	2	2	0	2	4	1	3	1	3	1	1	1	0	1	0	1	0	0	0	29
1953	7	3	7	2	3	4	6	7	2	6	1	4	1	2	4	1	2	1	2	0	1	66
1954	9	14	11	10	7	6	8	8	9	4	8	4	6	1	5	4	2	4	1	2	0	123
1955	25	21	24	27	18	19	15	17	20	12	8	12	7	12	5	7	7	5	4	1	2	268

Randall: The Randall district census for 1955 shows an increase of 179 over the 1954 census. The Mohawk Park area accounted for 90 of that increase. East Hill Trailer Park area showed an increase of 18 over last year's census. The area west of Farley Avenue is still included in the Randall census but most of the children attend Dudgeon. The three pages of Table X give a detailed breakdown of this area.

Herbert Schenk: The Herbert Schenk area census for 1955 shows an increase of 341 over the previous year. However, the area known as Eastmorland which had no houses in it last year accounted for 227 of the 341 increase. There is still considerable acreage which is being developed in the Eastmorland area and will add considerable to the Herbert Schenk school when fully developed.

Sherman: The Sherman School area showed an increase of 58 over last year's census. The development in this area has been slow but steady with considerable acreage north of Manley Street which eventually may be subdivided and developed into housing areas.

The Oak Park Trailer Camp child population has shown a decrease of 12 over last year's census. It is expected that as soon as the housing units in Truax become available some military personnel will leave this area.

Comparison of Census Figures for Oak Park Trailer Camp

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1951	36	17	26	25	26	15	14	6	9	7	5	4	7	1	5	2	2	1	4	2	2	216
1952	17	16	15	21	21	26	14	17	11	8	7	5	4	5	2	8	5	5	7	13	5	232
1953	33	20	18	17	22	24	28	9	15	8	5	7	3	6	5	2	1	5	2	3	6	239
1954	37	30	18	13	14	21	13	20	9	10	8	2	7	5	3	6	1	3	6	8	6	240
1955	30	33	22	25	12	14	11	10	10	7	8	6	3	7	7	3	3	1	5	8	3	228

Truax: The Truax area showed a total of 800 which is 13 less than the 1954 census. The birth total was 17 less than last year's census showed. Table VIII, page 16, shows more losses than gains. It is anticipated that Truax census will show gains because the government is building over 100 housing units on the base.

Washington: Over the past few years the Washington area has been showing decreases. This year's census shows an over-all increase of 66 over last year's census. The largest increase in births occurred in this area with a +34 giving a total for the area of 274. However, the area shows an over-all loss of 375 over the 1947 census. Table VIII, page 17, indicates the continued exodus of children that has persisted for many years.

Washington Heights: On page 18 of Table VIII the age distribution of children in this area is shown for the first time. It should be noted that consistent but small gains appear in ages up through year eleven. There is considerable new construction in this area and with more land available for future construction, possibilities for increase in child population are strong.

The following comparative tables are included:

Table I	Summary of Census Returns for the Year Ending June 30, 1955
Table II	Age Groups Birth Through 20 Inclusive by School Districts
Table III	A Graph Showing Age Totals of Children From Birth Through 20 - 1955.
Table IV	Comparison of Child Population Tables for June 1939 Through June 1955
Table V	Comparison of Child Population Tables for June 1939 Through June 1955
Table VI	Percentages of Census Increases and Decreases Since the Year 1916 - Age Group 4 to 19 Inclusive
Table VII	Comparison of Child Population by School Districts for the Years 1954 and 1955
Table VIII	(18 Pages) Child Population Movement 1947 - 1955
Table IX	Emerson District Census Comparisons 1947 - 1955
Table X	Child Population by Sections in Randall Area West of Farley Avenue
Table XI	Child Population Movement from June 1940 Through June 1955 Age Groups Birth Through 20 Years Inclusive

Table I

Summary of Census Returns for the Year Ending June 30, 1955

School Districts	Age Group Birth to 3 inclusive Boys	Girls	Total	Age Group 4 to 19 inclusive Boys	Girls	Total
District # 8	41	29	70	105	102	207
Dudgeon	120	99	219	456	347	803
Emerson	325	315	640	977	961	1938
Franklin	204	162	366	514	516	1030
Laphsm	333	313	646	745	730	1475
Lincoln	63	65	128	95	178	273
Longfellow	302	291	593	774	896	1670
Lowell	315	280	595	809	715	1524
Marquette	391	359	750	876	893	1769
Mendota	129	121	250	238	189	427
Midvale	443	436	879	1111	1024	2135
Nakoma	217	219	436	666	661	1327
Randall	597	555	1152	1427	1439	2866
Schenk	317	327	644	571	545	1116
Sherman	281	264	545	597	533	1130
Truax	156	200	356	235	209	444
Washington	409	405	814	761	939	1700
Washington Heights	38	42	80	60	37	97
Totals	4681	4482	9163	11,017	10,914	21,931

Age Group Birth to 3
1954 - 8654
1955 - 9163
509 - Increase

Age Group 4 to 19
1954 - 20,455
1955 - 21,931
1,474 - Increase

Table II

Madison Census 1955 Age Groups Birth Through 20 Inclusive by School Districts

School District	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dist. #8	15	17	18	20	23	15	20	18	16	12	9	12	15	11	12	9	12	7	10	6	4	281
Dudgeon	48	58	58	55	48	64	68	39	84	41	56	45	48	51	49	41	45	43	34	47	35	1057
Emerson	175	162	151	152	141	141	142	146	162	121	112	126	120	111	126	98	94	102	103	93	80	2658
Franklin	83	101	87	85	88	66	88	70	82	70	70	60	57	60	64	58	52	47	50	48	48	1444
Lapham	201	181	146	118	124	90	105	113	117	75	106	77	83	82	76	79	89	82	94	83	69	2190
Lincoln	46	32	25	25	21	19	15	17	21	13	13	16	17	11	11	17	14	15	24	29	32	433
Long-fellow	166	146	156	125	138	112	123	123	128	90	81	102	76	90	82	75	75	61	160	154	144	2407
Lowell	165	145	150	135	111	114	111	100	127	76	101	105	88	85	81	81	93	79	88	84	61	2180
Marquette	200	211	191	148	157	104	140	129	130	120	93	116	129	103	102	98	93	87	89	79	82	2601
Mendota	69	59	66	56	60	40	50	37	40	26	24	26	26	25	15	14	15	11	11	7	10	687
Midvale	187	233	207	252	218	233	234	195	199	153	134	131	149	103	86	65	73	60	56	46	39	3053
Nakoma	98	110	112	116	133	107	101	104	123	82	86	84	82	68	74	62	58	61	48	54	41	1804
Randall	308	292	283	269	228	243	224	215	242	177	188	179	183	152	140	144	145	143	144	119	113	4131
Schenk	147	150	169	178	144	163	109	121	137	69	48	59	57	50	28	27	39	19	23	23	13	1773
Sherman	130	140	134	141	102	95	116	105	109	73	73	81	77	57	49	39	47	43	34	30	28	1703
Truax	80	90	88	98	75	71	62	64	60	23	22	18	12	13	7	8	5	4	0	0	0	800
Washing-ton	274	183	194	163	132	123	116	101	135	90	84	92	105	69	92	77	97	71	138	178	140	2654
Washing-ton Hts.	21	20	19	20	17	15	12	14	18	2	5	3	3	1	2	0	0	3	2	0	1	178
Totals	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940	32,034

Table II Summary

Age Group	Age Group	Age Group
Birth to 3 Inclusive	4 to 19 Inclusive	20 Years
Total 1954 - 8654	Total 1954 - 20,455	Total 1954 - 890
1955 - 9163	1955 - 21,930	1955 - 940
Increase 509	Increase 1,475	Increase 50

Table III

A Graph Showing Age Totals of Children From Birth Through Twenty - 1955

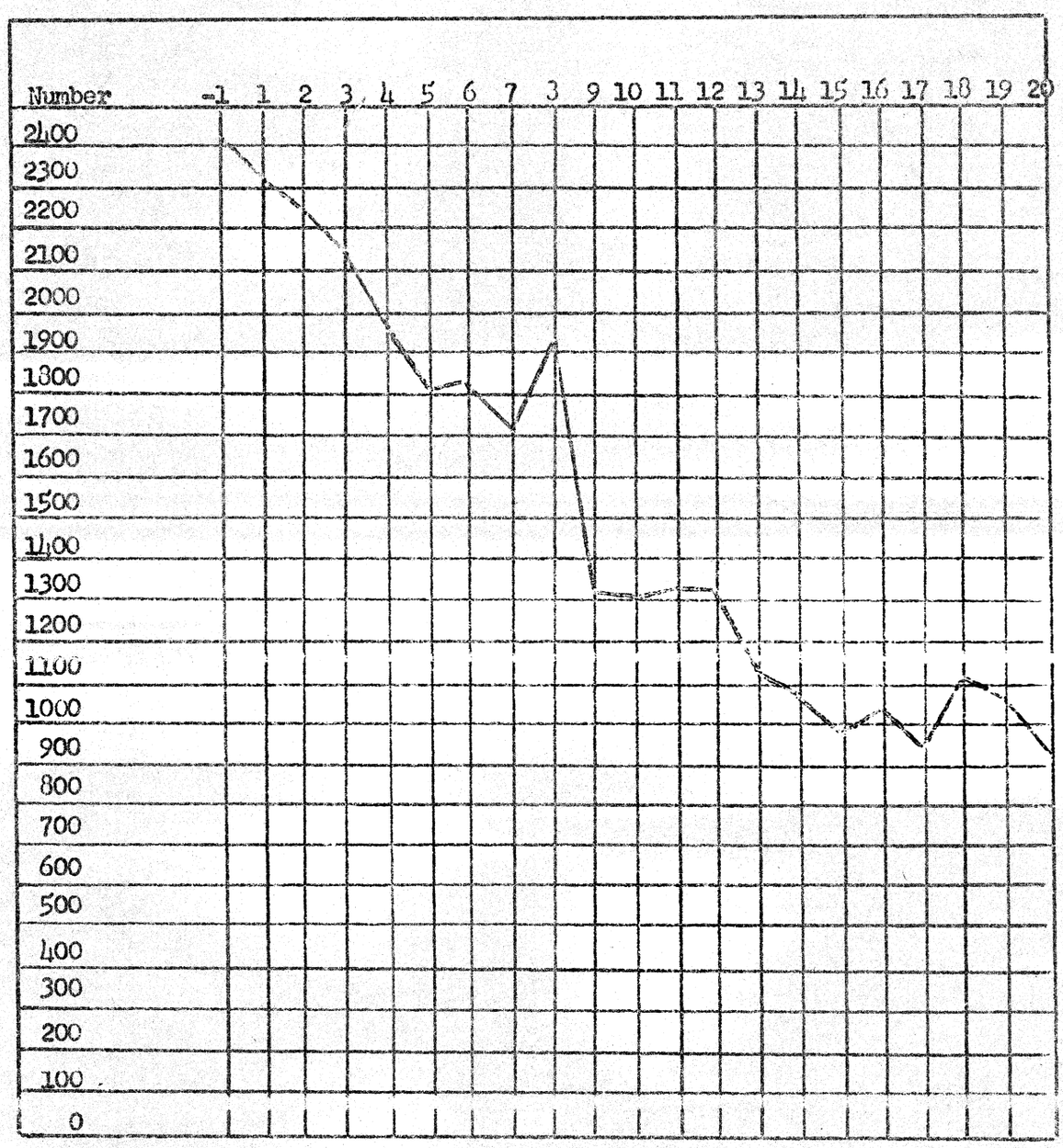


Table IV

Comparison of Child Population Tables for June, 1939 through June, 1955 -- Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	972	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1035	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	977	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1214	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	870	905	894	820	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	872	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	962	931	909	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	966	987	918	936	915	922	910	1026	999	999
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940

Table V

Comparison of Age Group Totals by Years
From June, 1939 through June, 1955

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481
1952	7,935	18,686	823	27,444
1953	8,245	19,839	887	28,971
1954	8,654	20,455	890	29,999
1955	9,163	21,931	940	32,034

Table VI

Percentages of Census Increases and Decreases Since the Year 1916
Age Group 4 to 19 Inclusive

Year	Totals		Increase or Decrease in Number		Per Cent of Increase or Decrease
1915	7,868				
1916	8,461		593		7.5
1917	8,787		326		3.9
1918	8,742	Decrease	45	Decrease	.51
1919	8,753		11		.12
1920	9,164		411		4.7
1921	9,373		203		2.21
1922	9,801		428		4.6
1923	10,723		922		9.4
1924	11,402		679		6.3
1925	12,102		700		6.13
1926	12,507		405		3.34
1927	13,280		773		6.18
1928	13,884		604		4.5
1929	14,390		506		3.6
1930	14,735		345		2.39
1931	14,959		224		1.52
1932	15,366		407		2.72
1933	15,413		47		.31
1934	15,746		333		2.16
1935	16,032		286		1.82
1936	16,087		55		.34
1937	15,949	Decrease	138	Decrease	.87
1938	15,728	Decrease	221	Decrease	1.39
1939	15,728		0		0
1940	15,565	Decrease	163	Decrease	1.04
1941	15,458	Decrease	107	Decrease	.69
1942	15,713		255		1.65
1943	15,846		133		.85
1944	15,866		20		.13
1945	16,012		146		.92
1946	15,524	Decrease	488	Decrease	3.05
1947	15,264	Decrease	260	Decrease	1.67
1948	16,479		1,215		7.96
1949	16,841		362		2.14
1950	17,275		882		5.24
1951	17,888		613		3.54
1952	18,686		798		4.46
1953	19,839		1,153		6.17
1954	20,455		616		3.1
1955	21,931		1,486		7.3

Table VII

Comparison of Child Population by School Districts for the Years 1954 and 1955

School Districts	Age Group Birth to 3 Incl. Totals 1954	Totals 1955	Increase or Decrease	Age Group 4 to 19 Incl. Totals 1954	Totals 1955	Increase or Decrease
District #8	70	70	0	179	207	+28
Dudgeon	226	219	- 7	780	803	+23
Emerson	645	640	- 5	1870	1938	+68
Franklin	310	366	+56	888	1030	+142
Lapham	651	646	- 5	1433	1475	+42
Lincoln	121	128	+ 7	266	273	+ 7
Longfellow	627	593	-34	1650	1670	+20
Lowell	526	595	+69	1540	1524	-16
Marquette	732	750	+18	1751	1769	+18
Mendota	171	250	+79	328	427	+99
Midvale	778	879	+101	1825	2135	+310
Nakoma	388	436	+48	1078	1327	+249
Randall	1102	1151	+49	2707	2867	+160
Schenk	541	644	+103	872	1116	+244
Sherman	529	545	+16	1084	1130	+46
Truax	376	356	-20	436	444	+8
Washington	797	814	+17	1696	1700	+4
Washington Heights	64	80	+16	72	97	+25
Totals	8654	9163		20,455	21,931	

Table VIII

Showing Child Population Movement 1947 - 1955

Dist. #8		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
	1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350
	1948	21	33	27	19	25	30	19	18	20	18	15	18	15	15	12	12	19	12	12	15	11	386
	1949	29	22	35	20	20	24	27	15	15	15	15	11	15	17	9	10	13	16	11	11	8	358
	1950	27	24	24	30	19	19	20	26	16	14	16	15	10	12	14	8	11	10	16	12	8	351
	1951	28	21	26	20	29	24	19	16	24	15	14	13	14	10	15	15	9	10	9	12	9	352
	1952	24	25	19	26	22	28	19	18	14	22	16	14	17	13	9	13	14	7	8	9	10	347
	1953	20	17	22	16	19	15	15	10	8	11	14	10	12	10	11	6	9	10	3	4	3	246
	1954	14	14	20	22	13	23	16	15	9	9	11	15	11	12	9	13	5	9	7	2	4	253
	1955	15	17	18	20	23	15	20	18	16	12	9	12	15	11	12	9	12	7	10	6	4	281
				+3	-2	-4	-5	-12	-9	-3	-13	-7	-4	-10	-16	-13	-8	-6	-5	-5	-6	-13	-10	-69

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dudgeon	1947	41	26	33	30	39	31	36	33	39	29	31	49	36	32	32	35	50	48	34	47	37	768
	1948	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945
	1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949
	1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990
	1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997
	1952	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997
	1953	52	53	53	55	62	44	90	46	58	39	44	61	43	44	46	43	38	54	39	37	31	1032
	1954	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	41	37	49	40	46	1052
	1955	48	58	58	55	48	64	68	39	81	41	56	45	48	51	49	41	45	43	34	47	35	1057
			+5	+6	0	+5	+27	+24	-14	+43	+15	+23	+15	+9	+20	+13	+8	+6	+14	+3	-2	-1	+289

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Emerson 1947	185	114	125	123	124	118	117	83	96	91	95	92	86	82	96	106	112	105	102	115	96	2263	
1948	205	197	127	138	131	146	127	138	98	103	94	102	102	92	95	98	108	107	105	91	100	2504	
1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577	
1950	169	173	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633	
1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605	
1952	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595	
1953	201	176	156	149	133	146	170	107	120	130	131	112	126	102	96	105	101	102	87	88	75	2601	
1954	174	170	148	153	153	132	148	152	107	112	116	124	108	123	99	103	103	105	99	86	79	2594	
1955	175	162	151	152	141	141	142	146	162	121	112	126	120	111	126	98	94	102	103	93	80	2658	
			-12	-50	-25	-64	-28	-54	-59	-23	+7	-14	+3	-4	-7	+9	+15	-2	+11	+8	+1	-6	+395

Frank-lin		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
	1947	115	70	63	66	53	48	57	55	53	52	52	51	44	46	46	42	44	54	52	41	58	1152
	1948	127	123	77	68	79	67	55	68	61	62	47	53	56	51	54	53	50	51	59	68	44	1375
	1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398
	1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	46	1348
	1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326
	1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174
	1953	72	59	68	58	80	63	70	59	63	53	47	46	55	51	52	44	51	45	46	34	36	1152
	1954	85	76	69	80	63	78	67	69	63	58	56	46	49	51	51	48	43	47	42	57	35	1233
	1955	93	101	87	85	88	66	88	70	82	70	70	60	57	60	64	58	52	47	50	48	48	1444
				+16	+15	+3	+11	-40	-23	-57	-33	0	+7	-6	+4	+12	+7	+3	-1	-5	-2	-3	+4	+292

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Lapham	1947	212	136	114	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2175
	1948	179	161	121	122	111	104	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2138
	1949	152	143	147	100	118	103	106	90	104	70	89	90	90	72	97	74	80	73	92	88	81	2059
	1950	184	147	149	151	102	124	103	103	93	102	76	79	93	89	83	86	75	71	84	80	80	2154
	1951	191	151	164	156	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177
	1952	191	169	129	146	151	146	95	104	101	101	95	93	75	79	89	82	69	83	64	73	63	2198
	1953	208	167	163	112	123	144	122	88	95	84	86	88	84	68	78	93	79	66	87	86	60	2181
	1954	211	166	135	139	91	106	113	124	74	97	78	85	83	83	84	85	82	83	74	91	79	2163
	1955	201	181	146	118	124	90	105	113	117	75	106	77	83	82	76	79	89	82	94	83	69	2190
			-30	-62	-73	-67	-94	-47	-66	-95	-61	-8	-63	-40	-19	-14	-3	-4	-11	+10	+4	-34	+15

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Lincoln	1947	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447
	1948	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356
	1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338
	1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	18	14	13	14	331
	1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379
	1952	46	25	28	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416
	1953	43	36	26	22	19	26	26	16	15	19	16	14	10	14	10	14	8	11	24	15	14	398
	1954	48	27	28	18	21	16	23	23	23	18	14	14	14	13	15	14	11	10	13	24	14	401
	1955	46	32	25	25	21	19	15	17	21	13	13	16	17	11	11	17	14	15	24	29	32	433
				-16	-18	-21	-15	-13	-27	-22	-34	-11	-14	-7	-7	-9	-3	+5	+4	0	+13	+18	+25		-14

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Long-fellow	1947	184	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2295
	1948	138	170	97	109	119	91	101	111	73	95	73	85	89	92	93	80	92	94	141	125	136	2203
	1949	108	129	165	92	101	115	92	103	108	81	94	66	83	89	96	69	79	105	137	157	116	2205
	1950	141	130	141	156	77	104	115	86	102	99	76	91	62	85	89	88	87	86	117	131	147	2208
	1951	153	129	121	125	132	83	90	110	75	97	100	76	90	69	81	89	83	84	100	125	118	2124
	1952	163	180	140	139	137	133	91	89	106	88	97	103	75	90	65	75	88	80	125	148	124	2336
	1953	171	119	129	114	102	131	143	123	97	105	120	136	111	79	66	102	112	81	100	97	114	2374
	1954	172	168	135	152	123	122	138	131	100	87	106	80	91	90	75	81	68	83	125	154	127	2404
	1955	166	148	156	125	138	112	123	123	128	90	81	102	76	90	82	75	75	61	160	151	144	2407
				-26	-15	-38	-15	-29	+15	-15	-56	-22	-35	-30	-27	-14	-36	-3	-27	-18	+65	+6[illegible]	+53	+112

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Lowell	1948	115	128	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	98	97	2035
	1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078
	1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070
	1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070
	1952	135	138	120	122	112	143	78	84	100	77	94	72	88	106	72	91	95	87	88	85	76	2063
	1953	163	115	130	117	125	122	132	85	97	101	94	105	74	89	107	79	90	90	89	67	53	2124
	1954	147	148	127	106	111	123	101	129	87	102	106	91	92	80	84	98	80	90	86	80	62	2128
	1955	165	145	150	135	111	114	113	100	127	76	101	105	88	85	81	81	93	79	88	84	61	2180
				-2	-13	0	-36	+26	-21	-15	0	-16	-1	+15	-15	-14	-4	+1	-12	-8	+2	-6	-50	+145

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Mar-quette	1947	291	196	153	146	169	156	125	114	117	114	101	114	117	104	111	104	122	141	134	125	103	2659
	1948	224	241	170	140	146	155	146	108	114	109	106	90	97	110	88	111	109	119	132	130	103	2748
	1949	242	202	199	159	129	140	161	134	102	103	106	102	96	91	116	79	104	109	109	113	124	2720
	1950	189	185	175	190	152	123	122	145	127	101	104	108	101	86	95	111	77	100	102	112	112	2617
	1951	217	175	172	176	164	141	126	117	144	119	102	111	96	94	80	86	103	78	99	92	86	2578
	1952	203	199	167	135	150	165	140	107	117	130	111	99	92	103	93	88	88	97	80	83	67	2514
	1953	241	180	178	146	148	154	156	122	105	111	129	113	87	96	100	90	88	92	87	65	80	2568
	1954	246	180	148	158	111	141	140	143	125	107	135	125	105	93	102	90	93	82	90	89	61	2544
	1955	200	211	191	148	157	104	140	129	130	120	93	116	129	103	102	98	93	87	89	79	82	2601
				-35	-50	-55	-68	-85	-102	-95	-161	-76	-60	-30	-40	-53	-23	-16	-26	-27	-12	-35	-35	-258

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Mendota	1953	27	32	35	18	33	28	34	20	20	23	22	20	10	18	12	13	15	12	15	23	22	452
	1954	35	48	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505
	1955	69	59	65	56	60	40	50	37	40	28	28	26	26	25	15	14	15	11	11	7	10	687
			+24	+39	+24	+25	+22	+17	+9	+6	+6	+4	+3	+4	+5	+5	-4	+3	-2	-4	-5	-5	+235

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Midvale	1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1023
	1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	24	32	33	25	1264
	1950	98	118	125	128	110	119	99	117	75	83	63	56	48	46	34	35	33	24	24	35	31	1501
	1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706
	1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	1960
	1953	144	191	180	178	186	173	168	121	123	122	135	89	90	65	66	54	50	40	41	37	31	2284
	1954	175	169	232	202	207	203	187	188	133	133	123	140	100	88	70	69	57	50	38	41	36	2639
	1955	187	233	207	252	218	233	234	195	199	153	134	131	149	103	86	65	73	60	58	46	39	3053
				+58	+63	+83	+99	+135	+123	+109	+106	+69	+50	+53	+64	+44	+22	+18	+23	+22	+17	+19	+6	+2030

Makoma

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730
1948	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838
1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861
1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	949
1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086
1952	66	71	59	63	67	91	60	63	61	59	46	64	46	45	49	46	42	45	50	42	43	1178
1953	77	87	95	78	77	85	94	70	75	67	65	52	61	46	54	51	48	50	47	51	37	1367
1954	82	92	99	115	86	84	89	103	73	81	68	73	63	59	50	54	51	47	53	44	51	1517
1955	98	110	112	116	133	107	101	104	123	82	86	84	82	68	74	62	58	61	48	54	41	1804
		+28	+35	+50	+74	+72	+72	+74	+102	+56	+61	+57	+57	+36	+41	+29	+25	+21	+7	+14	-1	+1074

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Randall	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909
	1948	263	271	186	144	160	170	125	114	117	114	115	109	114	104	116	128	136	163	155	155	154	3117
	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	3168
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	3143
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	3235
	1952	337	239	225	231	209	225	191	171	187	170	137	131	135	121	142	125	136	113	124	132	127	3602
	1953	295	275	248	219	239	205	220	191	178	176	175	138	138	138	150	136	136	123	118	117	130	3745
	1954	299	300	262	241	231	240	215	229	183	173	177	108	144	136	137	139	142	140	119	114	143	3952
	1955	305	292	283	269	228	243	224	225	242	177	188	179	183	152	140	144	145	143	144	119	113	4131
				-7	-12	-68	-21	-3	-22	-43	-20	+17	+39	+14	+21	+40	+45	+23	+47	+31	+44	-3	+11	+1222

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Schenk	1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	6	438
	1949	35	49	52	33	36	37	26	35	20	18	18	22	19	15	15	17	20	13	15	10	8	513
	1950	77	68	69	78	47	38	38	34	40	29	19	24	26	21	14	14	19	23	16	18	13	725
	1951	81	113	88	92	98	56	36	47	48	44	30	20	27	25	26	17	19	21	24	16	17	945
	1952	140	106	139	96	100	114	57	40	50	50	46	25	21	26	20	20	17	20	23	22	10	1142
	1953	140	146	119	138	100	96	126	57	41	45	47	46	27	19	30	18	26	20	20	22	17	1300
	1954	127	137	157	120	145	102	94	128	58	43	48	45	47	27	22	31	21	22	22	17	19	1432
	1955	147	150	169	178	144	163	109	121	137	69	48	59	57	50	28	27	39	19	23	23	13	1773
				+23	+29	+38	+63	+86	+74	+94	+100	+34	+14	+28	+31	+19	+3	+11	+25	-5	+10	+5	-2	+1335

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		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Sherman	1947	64	42	54	40	45	43	41	34	38	36	28	21	23	26	22	30	23	27	18	16	18	689
	1948	76	64	49	57	49	52	54	43	38	42	43	25	26	24	25	28	24	25	27	22	18	811
	1949	72	75	77	49	62	52	60	54	46	31	46	39	22	27	25	27	30	41	27	27	17	906
	1950	74	101	100	98	60	70	66	69	54	49	38	50	43	25	28	23	24	34	30	24	20	1080
	1951	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	19	1260
	1952	119	99	80	120	107	121	80	76	82	71	55	50	34	50	47	34	29	27	35	39	25	1380
	1953	136	124	103	94	116	115	128	73	74	80	76	59	48	41	54	47	30	31	26	31	25	1511
	1954	157	134	132	106	94	124	108	115	75	71	86	71	58	51	41	52	39	34	32	33	32	1645
	1955	130	140	134	141	102	95	116	105	109	73	73	81	77	57	49	39	47	43	34	30	28	1703
				-17	-2	+22	-10	+21	+44	+29	+45	+31	+19	+41	+32	+14	+8	+5	+9	+7	+6	+9	+5	+1014

T_{max}	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	36	66	40	39	27	35	19	12	16	6	6	3	7	5	1	0	0	0	0	0	0	318
1949	45	44	72	48	40	37	39	21	16	18	10	12	9	6	7	4	0	0	2	2	1	433
1950	71	93	83	105	58	49	41	44	32	15	18	15	9	12	11	13	4	1	3	1	5	683
1951	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	743
1952	89	86	89	92	89	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734
1953	80	97	93	93	78	85	83	47	26	21	21	17	6	12	8	2	2	2	4	7	8	792
1954	97	92	101	86	87	66	74	71	36	25	20	13	13	7	6	8	5	3	1	1	1	813
1955	80	90	88	98	75	71	62	64	60	23	22	18	12	13	7	8	5	4	0	0	0	800
			-7	+8	+9	+9	0	+17	+28	-6	-17	-17	-9	-23	-6	-5	-8	-1	-2	-3	-7	-5	+482

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Washington	1947	385	200	191	192	160	132	109	124	105	104	99	93	88	87	99	136	120	122	146	173	154	3029
	1948	329	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	180	3160
	1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095
	1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051
	1951	332	246	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898
	1952	313	207	182	186	134	167	119	114	113	119	101	88	80	104	85	104	77	97	130	178	110	2808
	1953	313	232	193	157	153	130	170	111	99	114	115	82	101	72	103	78	98	79	134	156	151	2844
	1954	240	213	188	156	119	136	117	145	97	83	104	120	82	102	76	95	69	107	124	120	95	2588
	1955	274	183	194	163	132	123	116	101	135	90	84	98	105	69	92	77	97	71	138	178	140	2654
				-57	-119	-150	-200	-173	-216	-228	-250	-111	-107	-109	-55	-63	-17	-47	-8	-33	+39	+85	+52	-375

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Washington Heights	1954	17	17	16	14	10	10	12	16	9	4	2	5	2	3	0	0	3	2	0	0	0	136
	1955	21	20	19	20	17	15	12	14	18	2	5	3	3	1	2	0	0	3	2	0	1	178
				+3	+2	+4	+3	+5	+2	+2	+2	-1	+1	+1	-2	-1	-1	0	0	0	0	0	+1	+42

Table IX

Emerson District Census Comparisons - 1947 - 1955

Table A Showing Child Population Movement in Area Extending From East Washington and Commercial to Johnson St. and Continuing Along Johnson to North Street and Along North Street to Commercial. Also included are Eken Plat Area North of Commercial to Sewage Disposal Plant, Superior Street Area and 2100 to 2500 Blocks on Sherman Avenue.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
A. 1947	63	41	48	50	48	38	47	26	32	35	34	34	28	28	27	29	38	27	24	26	18	741
1948	106	100	63	71	64	76	48	67	37	39	43	40	40	31	36	28	32	36	30	25	20	1032
1949	105	112	103	68	65	65	77	52	65	44	49	49	43	41	36	42	29	41	28	34	24	1172
1950	81	105	108	117	58	70	61	76	52	62	45	43	52	42	43	36	44	38	40	38	21	1232
1951	94	85	101	93	113	55	66	58	74	46	63	46	40	47	43	38	38	43	35	34	33	1245
1952	82	83	85	93	88	103	51	69	59	72	45	65	49	44	48	41	45	31	36	24	17	1230
1953	99	92	87	81	82	88	98	51	64	54	68	45	63	46	38	50	38	40	26	30	17	1257
1954	77	88	87	83	84	80	82	92	54	58	53	68	43	62	47	40	50	43	36	27	27	1281
1955	77	73	79	91	74	73	86	83	96	55	58	58	63	50	68	45	37	47	42	35	30	1320
		-4	-20	+9	-20	-8	-19	-23	+33	+14	+10	+8	+15	+12	+21	+19	+5	+12	+8	+1	+2	+579

Table B Showing Child Population Movement in Remaining Emerson Area

B.	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	122	73	77	73	76	80	70	57	64	56	61	58	58	54	69	77	74	78	78	89	78	1522
1948	99	97	64	67	67	70	79	71	61	64	51	62	62	61	59	70	76	71	75	66	80	1472
1949	91	86	94	59	63	65	71	75	59	59	62	52	59	65	57	63	63	72	67	66	57	1405
1950	88	68	80	76	62	62	71	70	75	63	56	60	47	62	63	60	67	69	65	65	72	1401
1951	111	83	66	65	78	57	60	64	64	72	65	54	57	48	58	60	51	67	71	60	49	1360
1952	95	85	77	63	62	73	61	56	65	63	70	61	57	61	59	56	59	53	65	70	54	1365
1953	102	84	69	68	51	58	72	56	55	64	63	67	63	56	58	55	63	62	62	58	58	1344
1954	97	82	61	70	69	52	66	60	53	54	63	56	63	61	52	63	53	62	63	61	52	1313
1955	98	89	72	61	67	68	56	63	68	66	54	68	57	61	58	53	57	55	61	58	50	1338
			-8	-30	-34	-44	-20	-35	-36	-56	-7	-23	-5	-19	-19	-12	-4	-7	-1	0	0	-8 -184

Table X

Comparison of Census Figures 1951-1955 of Areas Within West Randall District, Extending West of Farley Avenue and North of Regent Street. Also Included is a Portion of Arlington Heights Bounded by Regent Street, Franklin Avenue, Hillcrest Drive and Glenway. Numerical Differences are Computed for Years 1955 and 1951.

Mohawk Park	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1951	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1952	4	5	3	3	2	5	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	26	
1953	7	10	14	11	8	6	8	2	2	6	3	0	4	1	0	1	2	0	1	0	0	86	
1954	20	15	22	17	14	12	11	10	5	2	9	4	3	6	1	1	1	4	0	1	0	158	
1955	32	30	23	27	21	18	18	17	18	5	6	9	5	4	5	0	2	2	5	1	0	248	+248
Blackhawk Park																							
1951	7	6	7	4	3	4	4	2	2	1	5	4	1	4	0	1	0	1	0	1	0	57	
1952	34	32	28	26	35	16	18	12	10	9	4	7	4	4	4	2	1	1	0	0	1	248	
1953	30	29	42	22	28	22	13	12	12	9	6	8	3	6	6	2	1	0	0	0	0	251	
1954	34	40	28	42	25	27	21	11	14	4	6	7	2	2	3	3	0	1	1	0	1	272	
1955	25	35	33	28	29	22	18	18	16	10	4	5	4	4	0	2	0	1	1	2	0	257	+200
Indian Hills																							
1951	3	3	2	1	1	1	1	3	2	1	1	1	1	0	1	2	1	2	0	0	0	27	
1952	5	5	3	4	3	1	2	1	4	4	1	2	2	2	0	1	3	1	3	0	0	47	
1953	9	6	8	5	4	5	4	2	1	4	3	1	0	1	5	1	1	2	1	2	1	66	
1954	14	13	7	10	10	7	5	6	2	2	4	4	4	1	0	6	3	1	2	1	2	104	
1955	10	16	14	9	9	13	7	7	13	2	4	3	6	5	1	1	5	3	0	1	2	131	+104
Total																							
1951	10	9	9	5	4	5	5	5	4	2	6	5	2	4	1	3	1	3	0	1	0	84	
1952	43	42	34	33	40	22	21	13	17	13	5	9	6	6	4	3	4	2	3	0	1	321	
1953	46	45	64	38	40	33	25	16	15	19	12	9	7	8	11	4	4	2	2	2	1	403	
1954	68	68	57	69	49	46	37	27	21	8	19	25	9	9	4	10	4	6	3	2	3	534	
1955	67	81	70	64	59	53	43	42	47	17	14	17	15	13	6	3	7	6	6	4	2	636	+552
Sunset Village & University Park (Blocks 14 through 24A)																							
1951	22	25	28	29	28	26	17	17	12	9	10	8	5	3	6	7	5	6	6	8	4	281	
1952	37	20	23	29	26	31	24	15	18	12	12	8	6	9	5	6	3	6	5	6	7	308	
1953	24	31	23	22	29	32	24	27	20	16	12	10	11	8	14	8	5	4	6	3	6	335	
1954	23	30	33	34	24	29	32	28	25	18	15	12	10	10	6	9	6	5	4	5	1	359	
1955	29	32	31	33	25	25	21	31	27	22	18	16	11	12	8	8	11	5	6	4	6	381	+100

East Hill Trailers

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1951	20	23	12	6	4	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	69	
1952	20	21	15	9	3	4	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	77	
1953	20	20	8	10	11	2	2	5	0	1	1	0	1	0	0	0	0	0	0	0	0	81	
1954	16	11	12	4	4	6	2	2	2	1	1	1	0	1	0	0	1	0	0	0	0	64	
1955	22	17	9	12	4	7	4	2	1	2	1	1	0	0	0	0	0	0	0	0	0	82	+13
Findlay Park (Blocks 7 through 13)																							
1951	29	15	27	18	9	8	12	8	7	8	7	5	8	13	7	7	7	9	8	8	7	227	
1952	22	25	14	25	15	12	9	12	9	6	8	7	3	9	15	9	7	7	8	6	9	237	
1953	26	16	23	15	22	13	11	8	12	6	10	8	7	4	10	15	8	6	6	7	2	235	
1954	29	19	18	16	16	15	11	10	5	11	6	10	8	10	3	8	13	8	6	5	5	232	
1955	20	18	16	14	15	14	12	8	11	5	10	5	7	9	8	4	6	13	8	10	4	217	-10
Arlington Heights (Blocks 25-26-27)																							
1951	4	2	3	4	5	4	6	3	3	2	4	1	2	3	3	4	1	3	1	0	2	60	
1952	5	4	2	3	5	5	4	5	4	3	4	4	1	3	2	4	4	1	3	1	0	67	
1953	4	6	5	3	2	6	5	5	5	5	2	4	3	1	2	3	3	4	1	3	1	73	
1954	4	4	5	5	4	3	6	7	5	3	5	3	3	3	1	2	3	3	4	1	3	77	
1955	4	3	5	6	5	4	2	5	6	7	8	5	5	4	4	4	1	4	4	3	1	90	+30
Area East of Findlay Park to Farley Avenue and North of Bluff Street to Regent Street (Blocks 1 through 6)																							
1951	10	12	15	12	7	13	14	19	15	10	8	12	8	9	11	9	12	5	4	3	6	214	
1952	16	8	15	14	9	11	13	17	18	15	12	6	20	7	11	10	12	10	7	10	5	246	
1953	16	16	6	14	12	10	8	14	18	20	14	12	8	19	9	12	10	12	16	7	9	262	
1954	9	13	16	5	18	11	8	11	15	18	19	16	10	8	17	15	12	10	12	16	7	266	
1955	13	13	14	16	9	16	12	9	9	15	18	19	16	10	11	20	16	15	10	11	17	288	+74

Total for Entire Area West of Farley and North of Regent Plus Arlington Heights Area Included in Randall District

	-K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1951	95	86	94	74	57	58	55	52	42	31	35	31	25	32	28	30	26	26	19	20	19	935	
1952	143	120	103	113	98	85	75	62	67	49	41	34	36	34	37	32	30	26	26	23	22	1256	
1953	136	134	129	102	116	96	75	75	70	67	51	43	37	40	46	42	30	28	31	22	19	1389	
1954	148	145	141	133	115	110	96	85	73	59	65	57	40	41	31	44	39	33	29	29	19	1532	
1955	155	164	145	145	117	119	94	97	101	68	69	63	54	48	37	39	41	43	34	32	30	1694	+759
Remaining Randall Area East of Farley Avenue																							
1951	154	110	128	103	142	109	112	100	124	87	97	93	86	95	97	95	89	99	115	108	127	2300	
1952	195	120	121	121	109	140	116	109	115	121	96	95	99	87	105	93	106	87	97	109	105	2346	
1953	159	141	119	117	123	109	145	116	108	109	124	95	101	98	104	94	106	95	87	95	111	2356	
1954	151	155	121	108	116	130	119	144	110	114	112	131	104	95	106	95	103	107	90	85	124	2420	
1955	153	128	138	124	111	124	130	118	141	109	119	116	129	104	103	105	104	100	110	87	83	2436	+136

Schools Attended in Randall Area East of Farley Avenue

Elementary

Public	
Lapham	3
Longfellow	3
Lowell	1
Randall	539
Washington	4
	550 or 56.4%

Parochial, Private & Other Schools	
Blessed Sacrament	262
Edgewood Elementary	102
Madison Lutheran	3
Queen of Peace	3
St. James	35
St. Joseph	2
St. Raphael	3
Others	14
	424 or 43.6%

Schools Attended in Randall Area East of Farley Avenue

Junior & Senior High

Public	
Central Jr.	1
Central Sr.	2
East Sr.	1
West Jr.	195
West Sr.	185
	384 or 73.5%

Parochial or Private	
Edgewood	104
Wisconsin High	31
Others	3
	138 or 26.5%

Schools Attended in Randall Area West of Farley Avenue

Elementary

Public	
Dudgeon	311
Randall	135
Longfellow	1
Midvale	8
Lowell	3
Washington	2
	460 or 81.2%

Parochial or Private	
Blessed Sacrament	29
Edgewood	10
Madison Lutheran	4
Queen of Peace	60
St. Patrick	2
St. Raphael	1
	106 or 18.8%

Junior & Senior High

Public	
Central Jr.	1
Central Sr.	4
East Jr.	1
West Jr.	109
West Sr.	88
Vocational	1
	204 or 86.8%

Parochial or Private	
Edgewood	23
Wisconsin High	5
Others	3
	31 or 13.2%

Table XI

Table Showing Child Population Movement From June, 1940 Through June, 1955 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075		
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722	19,890
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932	20,098
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	20,743
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	21,243
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	21,697
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	22,167
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	21,499
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	21,911
1948	1917	1964	1345	1306	1269	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	24,077
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	24,921
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085	25,834
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	916	936	915	922	910	1026	999	999	26,481
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823	27,444
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887	28,971
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890	29,999
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940	32,034
		-49	-129	-153	-177	-55	-89	-206	-49	+53	-59	+6	+101	+34	+130	+108	+96	+83	+194	+182	+56	+12,144

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
BERNICE E. LEARY

July 1955

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-1955

CURRICULUM DEPARTMENT

I. CURRICULUM STUDY

Committee activity was considerably below normal for the year 1954-1955, the chief concern being the motivation of social studies tryouts in the elementary school. During the fall, committee members, with Mr. Farina as chairman, held meetings in different parts of the city to discuss the work for the year. As a result, teachers in all schools continued to evaluate units and to record new approaches, sources, and problems of human activities involved in each unit. These records were submitted to the Curriculum Office during the second semester when they were compiled and prepared for distribution.

In September, 1955, the following new Curriculum Guides in Social Studies will be made available:

Kindergarten	=	32 Units, or Centers of Interest
Grade 1	=	26 Units
Grade 2	=	23 Units
Grade 3	=	29 Units
Grade 4	=	15 Units
Grade 5	=	18 Units
Grade 6	=	25 Units

Four other bulletins, held over from last year, will also be available. These are brief, mimeographed bulletins intended particularly for new teachers. They deal with:

Reading Problems in the Social Studies
The Development of a Unit, A Tentative Outline
Types of Activities Used in the Social Studies
Pictorial Aids in the Social Studies

Other committees for choosing new basic texts and evaluating new books for supplementary purchase were active as always.

II. STUDY OF PUPIL ACHIEVEMENT

The results of the annual September testing program, carried on in Grades 3-6, 9, and 11, were summarized in Bulletins Nos. 35 - 45 and 46. The spring testing program, again involving only sixth grades, a total of 565 pupils, was summarized in Bulletin No. 50.

In view of the current controversy over methods of teaching reading it may be pertinent to note that the median score in reading was 7.2, or equivalent to the second month of seventh grade.

Spelling, also in the phonics limelight, had a median of 6.7 (the desired median being 6.8).

For the total battery of tests, sixth-graders exceeded the national norm by one month.

III. STUDIES OF AUDIO-VISUAL MATERIALS

Two studies of audio-visual materials were made by Mr. Andrew Holmes. The first was reported in Bulletin No. 47; the second, in Bulletin No. 62. Both studies were intended to discover the amount of use made of visual aids by schools, as a basis for determining effectiveness of the service rendered by the Curriculum Office and the need for additional facilities.

A new printed Supplement to the Catalogue of Educational Audio-Visual Materials will be ready for distribution in September.

IV. NEW CURRICULUM RESOURCES

Facilities added to the Curriculum Office during the past year are shown in Table I.

TABLE I

MATERIALS ADDED DURING 1954-1955	
Courses of Study	5
Textbooks	129
Workbooks	10
Professional Books and Pamphlets	137
Professional Magazines (total 32)	0
Filmstrips, New	129
Filmstrips, Replacements	19
Sixteen Millimeter Films, New	25
Sixteen Millimeter Films, Duplicates	1

V. DISTRIBUTION OF CURRICULUM RESOURCES

A. Table II shows the borrowings of books and magazines by the Madison school staff as determined by library cards. No record is kept of materials used in the Curriculum Office.

TABLE II

PRINTED MATERIALS BORROWED DURING 1954-1955	
Professional Books	268
Textbooks	441
Pamphlets	80
Courses of Study	8
Magazines	80

The areas of interest represented by these borrowings are shown in Table III. Professional books on English, science, reading, and elementary education were borrowed most frequently, while social studies led, as usual, in the textbook area. This is partly explained by loans of books to the members of the Social Studies Committee.

TABLE III

BOOKS BORROWED 1954-1955, by SUBJECT AREAS			
Subject Areas	Professional Books	Courses of Study	Text-books
Administration	27		
Arithmetic & Mathematics	2		2
Book Lists	1		
Child Development	10		
Curriculum Construction	15		
Education, Elementary	29	1	
Education, Secondary	18		
English	43	4	12
Fine Arts	1		
Handwriting	8		
Health			3
Industrial Arts		2	
Literature and Library			3
Measurements & Statistics, Educational Research	4		
Psychology	13		
Reading	29		86
Science	31	1	32
Social Studies	11		272
Spelling	13		31
Teacher Training	5		
Visual Aids	8		

B. The most popular visual materials this year, as shown in Table IV, were sixteen millimeter films, although filmstrips were ordered almost as frequently. It was possible to fill more of the orders received for filmstrips than for sixteen millimeter films, perhaps because of the greater number of filmstrips available in the Curriculum Office. The new Catalogue of Audio-Visual Materials has undoubtedly facilitated the orders of teachers and schools. The new Supplement mentioned earlier will be of added value next year.

TABLE IV

ORDERS FOR VISUAL AIDS 1954-1955		
Visual Materials	Orders Received	Orders Filled
Sixteen Millimeter Films	3214	2234
Filmstrips	3233	2853
Slides 3¼x4	27	21
Kodachrome Slides	44	39
Flat Pictures	91	75
Models - sets	13	8
Recordings	50	50
Charts	5	5

C. Curriculum publications of the Madison Schools continue to be in demand outside the system, as indicated by Table V. The greatest demand this year was for the following materials: USE OF CHARTS IN THE PRIMARY Grades, 823; CREATIVE WRITING IN THE ELEMENTARY GRADES, 87; GUIDES FOR KINDERGARTEN TEACHERS, 61; KINDERGARTEN HANDBOOK, 54; and IMPROVEMENT OF SPELLING, 51. Among book lists, FOUR FEET AND A TAIL, a list of animal books, led with 78 orders.

Viewed geographically, orders for curriculum materials represented 43 states, all except Nevada, New Mexico, Rhode Island, Vermont, and West Virginia. The largest number of orders came from the following states: 48 from New York, 32 from California, 34 from Michigan, 35 from Wisconsin, and 27 from Pennsylvania. Orders from outside the United States were received from Canada, Hawaii, Peru, and Egypt. Complimentary copies of various bulletins were sent on request to Korea, Norway, Iran, Philippine Islands, Puerto Rico, and Thailand.

TABLE V

MATERIALS SOLD BY CURRICULUM DEPARTMENT School Year 1954-1955	
Mimeographed Reports	
Developing Word Meaning	36
Place of Oral Reading in the Elementary School Program	5
Reading Abilities Basic to Effective Study	2
Word-Games for Developing a Sight Vocabulary	45
Fun with Figures	1
Language Arts in the Elementary Grades	1

Book Lists	
Index to 500 Favorite Poems	17
Around About Us	29
My Country 'Tis of Thee	24
Wings Around the World	28
For You Who Love Heroic Deeds	26
Fun for All and All for Fun	39
Lots of Things to Make and Do	45
Four Feet and a Tail	78
Printed Handbooks and Reports	
Kindergarten Handbook	54
Primary Handbook	39
Teachers Handbook	30
Junior Cook Book	9
Creative Writing in the Elementary Grades	87
Improvement of Spelling	51
Magazines for Elementary Grades	49
Manuscript Writing in the Primary Grades	41
Use of Charts in the Primary Grades	823
Possible Achievement in Arithmetic - Primary Grades	32
Possible Achievement in Arithmetic - Intermediate Grades	28
Learning to Read in the Madison Public Schools	35
Guidance in the Madison Public Schools	8
Addenda to Guidance Program	5
Madison's Tidal Wave of Children	2
Art in the Madison Public Schools	26
Better Bicycling	6
Guides for Kindergarten Teachers	61
Total	1762

V. PROBLEMS AND RECOMMENDATIONS

Curriculum needs, as I see them for next year, include the following:

1. A re-examination of Guides in Reading, in the light of the current controversy on reading, and a revision of the old mimeographed materials

2. A revision of the bulletin on Health for which suggestions have been collected from teachers using the material

3. Continued study and appraisal of Social Studies Guides

One of the most serious problems attending committee work is that of preparing materials for publication. Extended teacher service, however, renders a real

service by making the first rough compilation of committee contributions before final editing and organization is done in the Curriculum Office. It is therefore recommended that some teacher time for such work continue to be provided during the summer.

Continued budget provision is also necessary for publication of revised bulletins. A larger budget for visual aids has been requested for replacements and for duplicate purchases.

Whether one part-time worker can continue long to handle visual aids is a question. Only a person like Mr. Andrew Holmes could keep up the program on a half-time basis. It seems inevitable that the work will need ultimately to be assigned to a full-time person, preferably one who can also give additional secretarial help in the Curriculum Office.

Respectfully submitted,

BERNICE E. LEARY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department of HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

September 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1954-55

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

We have again enjoyed excellent cooperation from Dr. Kincaid and his staff at the City Health Department. The school nurses have been most cooperative and helpful.

Following are the tabulations of physical examinations for public school children for the 1954-55 school year:

	Number of children examined by private physician	% of enrollment	Number examined in school	% of enrollment
1st grade	1301	94.2	0	0
3rd grade	905	77.7	8	.68
6th grade	690	72.4	2	.02
9th grade	809	77.2	109--WIAA	10.2

Our public school children participated in the polio vaccination program during the spring of 1955. Following is the tabulation of the first and second vaccinations:

Total eligible - 1st vaccination	Total vaccinated - 1st vaccination	%
3952	3581	90.61

*Total eligible - 2nd vaccination	Total vaccinated - 2nd vaccination	%
3951	3527	89.2

* Added are those who moved to Madison and had had first vaccination elsewhere; subtracted are those who moved away after the first vaccination.

Total 1st and 2nd vaccination of those originally eligible	%
3515	88.9

Original refusals -	88
Allegedly ill throughout -	15
Signed request and then retracted before 1st vaccination -	268
Majority of these yes - no - yes before 1st vaccination -	17
Total 1st vaccination only -	66
Reasons for not having 2nd vaccination:	
Refused -	18
Ill -	4
Moved -	13
Absent all clinics - were notified of dates -	31

The Health Department reports that there was a total of 5670 chest x-rays given at the three high schools during the year. This number included both pupils and school personnel taking advantage of the x-ray program.

Our office has again been the clearing house for chest x-rays and physical examinations for all school personnel. We have recorded the chest x-rays required every two years by the board of education and the physical examinations required of all personnel the first two years and have notified each individual in the event of neglect to observe above requirements.

Approximately nine hundred junior and senior high school boys who participated in our high school interscholastic program were examined by a corps of local physicians and dentists in order to comply with the WIAA regulations for physical examinations.

The Dane County Medical Association cooperated as they have in the past by assigning a local physician to be present at all home football games. This is a valuable service to the boys participating and is done without cost to the boys or the schools.

We have had an exceptionally fine record of control of "ringworm" of the feet. We are continuing the use of boric acid powder (recommended several years ago by the health department) as a preventative. The powder is used in the locker rooms after shower baths.

In addition to the integration of health teaching in many subjects in our curriculum, regular health classes were taught as part of the physical education program in our high schools. One problem is finding enough time in a crowded curriculum to do this work, but excellent results have been in evidence through this health work. A committee of physical education teachers are still working on ways and means of expanding our health class work in the junior and senior high school levels.

The following health committees, appointed by Superintendent Falk, have been available when needed:

Central Health
Periodic Physical Examinations
Follow-Up Physical Examinations
Disease Control
Observation of Children
Physical Education and Recreation
Emergency Health and Accident Care
Elementary Health
Health Instruction
Sanitary, Healthful School Plant
Health of School Employees
School Health Committees (one for each school)
Medical Advisory

Miss Pearl Leroux and her committee on Sanitary, Healthful School Plant have been especially active during the year and will have a detailed report to submit in the fall of 1955. This report deals with better means of cooperation between teachers, pupils, custodians and all school personnel in all matters pertaining to a healthful school.

Safety

The bicycle safety program was again offered to all fifth grade boys and girls. For the second year, it was not given as a test but rather as a teaching unit. It was divided into four main parts.

1. Officer Kleinert of the safety division of the police force visited each fifth grade and talked and shoved movies to the children on bicycle safety.

2. The knowledge part of the program was presented by the fifth grade teachers and consisted of instruction in bicycle riding, city ordinance as applied to bicycle riding and general information on safe bicycling.

3. A performance test given by the physical education teacher which consisted of actually riding the bicycle, balancing, starting, stopping, hand signals, etc.

4. A mechanical test given by a police officer which included care of bicycle, condition of wheels, tires, spokes, saddle, handle bars, etc.

This has been an excellent part of our safety program and we plan to expand it to other grade levels in the future.

One of the important phases of our safety program is the computation of all accidents reported to us each month of the school year.

Following is a summary of all accidents reported for 1954-55:

There were 1195 school accidents reported for the year 1954-55. Based on the tenth report period total school attendance of 13,994, this is an accident incidence of 8.5%. Of this total number of accidents, 452 or 37.8% were of a nature that required the services of a physician, loss of school time, or both.

By schools--

	Boys	Girls	Total	10th period attendance	% based on 10th period attendance report
Dudgeon	14	7	21	553	3.8
Emerson	38	29	67	805	7.3
Franklin	9	9	18	411	4.4
Lapham	20	6	26	597	4.4
Lincoln	21	8	29	277	10.6
Longfellow	35	29	64	547	11.7
Lowell	40	14	54	694	7.9
Marquette	14	6	20	695	2.9
Mendota	17	8	25	278	9.0
Midvale	27	25	52	909	5.7
Nakoma	11	12	23	582	3.9
Randall	26	31	57	702	8.1
Schenk	16	7	23	558	4.1
Sherman	61	29	90	511	17.6
Washington	8	7	15	524	2.9
Central Junior	39	27	64	553	11.6
East Junior	126	66	192	1273	15.0
West Junior	90	51	141	933	15.1
Central Senior	54	16	70	529	13.2
East Senior	67	37	104	1218	8.5
West Senior	23	15	38	845	4.5

By grades--

Kindergarten	32	1675	1.9
First	43	1363	3.5
Second	103	1396	7.4
Third	92	1168	7.9
Fourth	73	1005	7.3
Fifth	118	901	13.1
Sixth	98	946	10.4
Seventh	147	916	16.1
Eighth	124	822	15.1
Ninth	128	1055	12.1
Tenth	83	955	8.7
Eleventh	55	915	6.1
Twelfth	74	722	10.3
Special	16	181	8.8
Not listed	8		

Part of body injured--

Head -	442
Fingers, hands, arms -	407
Toes, feet, legs -	267
Trunk -	71
Neck -	3
Glasses broken -	3

Where accident occurred--

Playground -	435
Gymnasium -	313
Classroom -	100
Corridor -	72
Stairs -	59
Shop -	37
Playground apparatus -	35
Building entrance -	28
Locker room -	14
Off school grounds -	12
Lavatory -	11
Cafeteria -	10
Shower room -	10
Auditorium -	9
Street in front of school -	8
Sidewalk -	8
Laboratory -	7
Swim pool -	4
Skating rink -	3
Tennis court -	3
On bus -	2
Parking lot -	1

Principal ways in which accidents occurred--

Ball hitting person -	143
Falling on grounds -	117
Collisions on grounds -	93
Falling in gymnasium -	73
Falling on stairs -	55
Fighting or scuffling -	48
Collisions in gymnasium -	46
Pushed by another -	43
Hurt self with a tool -	39
Falling from apparatus -	37
Hit by thrown object other than a ball -	33
Falling on ice -	22
Pencil puncture -	21
Falling in classroom -	20
Tackled or blocked in football -	17
Collisions in corridor -	12
Running into object in building -	11
Hit by swinging door -	8
Pinched finger in door -	7
Falling in corridor -	6
Hit hand on wall or locker -	5
Kicked while playing a game -	5
Slivers -	5
Running into objects on grounds -	4
Falling against a seat -	2

Civil Defense

The civil defense committee held several meetings during the year. The main accomplishment was the designating and labeling of shelter areas in each school. This was done with the aid of the city-county civil defense department. Each school has plans or has practiced air raid drills to shelter areas. These areas are located as far as possible in the lower levels of the buildings away from windows and doors.

A receiver set has been installed at the switchboard in the Board of Education building. This receiver is used in either practice or real alerts to receive the message from the central civil defense office. The switchboard operator then calls four schools to relay the message. These four schools, in turn, call three or four others. In this manner each of our schools is alerted in the event of an attack. The schedule of transmitting the message is as follows:

Central - On Board of Education switchboard
East High - Call Emerson, Lapham, Lincoln, Lowell
Marquette - Call Mendota, Schenk, Sherman
West High - Call Dudgeon, Franklin, Longfellow
Midvale - Call Nakoma, Randall, Washington

A meeting of the civil defense committee with the new city-county director, Mr. Buenzli, is planned for early fall to brief the committee on the latest developments and policies pertaining to civil defense.

We have enjoyed the continued fine cooperation on safety matters from the local police department. They have been helpful in our bicycle program, safety patrols, crossing guards, traffic control near schools and in planning the best routes for pupils going to and from schools. The safety chairmen of PTA groups have also been most cooperative and have worked closely with principals, teachers and the division of safety.

The following nine safety committees, appointed by Superintendent Falk, have been in operation during the past year:

Elementary Safety
Secondary Safety
Child Safety
Patrols
Fire Drills and Fire Prevention
Bicycle Safety
Playground Safety
Civil Defense
School Civil Defense

Physical Education

Like all phases of our total education program, physical education has had to expand to meet the increased enrollment at all grade levels. We are fortunate to have had fine cooperation from Superintendent Falk and the Board of Education. In all our newer school buildings we have excellent facilities, both indoor and outdoor, with which to carry on our physical education program.

The program of classes in physical education in the Madison public schools begins in first grade and continues through senior high school. It is one of the few subjects which is required of all children (except those with medical excuses) through all years of their school life. The objectives of this program are as follows:

1. Development of physical well being - good body control, strength, agility, flexibility, balance and posture
2. Knowledge of and ability to perform basic athletic and dance skills
3. Knowledge of game rules and strategy
4. Knowledge of an evidence of practice in--
   a. good health habits relating to exercise and rest, cleanliness and grooming, first aid, relaxation and good social attitudes
   b. good personal and group safety habits.

The average allotted time for physical education in the elementary grades is as follows:

1st grades - 1 period of 30 minutes per week or
2 periods of 20 minutes per week

2nd grades - 2 periods of 25 or 30 minutes per week

3rd grades - 2 or 3 periods of 30 minutes per week

4th, 5th & 6th grades - 3 periods of 45 minutes per week.

The teaching is done by special physical education teachers and it is recommended that this policy be maintained so that the boys and girls of Madison may have the best possible physical education program. We have found by comparison that first, second and third grade children who have had physical education under the direction of special teachers are much better skilled than those who have had no physical education or have had a partial program under classroom teachers. We sincerely hope that the physical education program for the first three grades might be maintained under special teachers.

This past year we have had 28.6 teachers of physical education employed in Madison schools, 16.6 women and 12 men. Twenty-six have Bachelors degrees, nine have Masters degrees and one has a Ph D degree. Colleges represented are the University of Wisconsin, Wisconsin State College at LaCrosse, University of Michigan, Ohio State College, University of Iowa, Northwestern University, Southern Illinois College, St. Olaf's College, Valparaiso University, Milwaukee State College, Ohio Wesleyan, Columbia University and Wellesley College.

Several of our teachers have received professional recognition this past year. Patricia Browning was elected president of the physical education section of the Southern Wisconsin Education Association for the coming year. Jess Lyon was a member of a committee which reviewed the topic of physical education facilities at the Wisconsin Association for Health, Physical Education and Recreation Conference at Green Lake, Wisconsin. William Slater was again chosen as supervisor of all Madison life guards and Willis Jones was re-elected president of the Madison Basketball Commission.

Girls' Gym Suits

This coming school year there will be a different suit for girls who need to purchase a new suit. The company that formerly supplied the suits went out of business. As a result, beginning in October, the women's physical education staff reviewed the gym suit situation completely. After a thorough going-over of samples from many sources and after careful consideration of numerous factors, the selection was a one-piece sleeveless suit. The color is the same blue which the girls wear at the present time. Girls who have an old suit will be permitted to wear that suit until it is worn out or outgrown.

The local stores have been notified of the change and specifications have been sent to them. The price of the new suit is $3.65 in comparison with $4.20 for the former suit.

We have continued our practice of having monthly staff meetings. These meetings are devoted to general information, professional studies, speakers from outside the Madison staff and reports from various committees working on curriculum revisions.

Some of the more important topics which are being studied are:

1. How to improve our junior high intramural program for boys
2. Adopting a new uniform for girls
3. Ordering, delivering and storing of physical education supplies and equipment
4. Handling of the towels used for class work and after school activities
5. The teaching of health as part of the physical education program in high schools
6. Work shops as a form of "in-service training" (tennis clinic and curling).

Last year a committee of elementary physical education teachers completed an assignment on the revision of our elementary physical education program. During the coming year there are plans to begin a similar study at the junior and senior high levels.

While, in general, the facilities for teaching physical education are excellent, we are still urgently in need of swimming pools at East and West high schools. This would add greatly to our physical education curriculum and the pools could be used the year around for all age levels, including adults who participate in our recreation program. Also, it is necessary that all future schools be equipped with two gymnasiums. It is impossible to conduct a good program for both boys and girls of all age levels in a single gymnasium.

The junior and senior high school program in physical education could be more adequate than it is at the present time. Due to increased enrollment in the high schools with resultant large classes in physical education, the program is curtailed as far as the variety of activities that could be offered. An adequate program for high school age should include a strong health program. Two of our high schools are offering health work but at the expense of a satisfactory amount of physical education activity. The other high school does not have any type of health program. A thorough study of these situations with some possible suggestions will be made during the coming year.

An attempt is being made to coordinate the physical education program between the elementary, junior and senior high school levels in order to promote the most efficient program possible. Discussions and resultant actions involving proper progression of various skills, a wise choice of activities at different ages, course content and a review of objectives should serve to further strengthen our physical education program in Madison.

Recreation

In practically every phase of our public recreation program, we have, along with other agencies in the city, enjoyed a steady growth in attendance and interest. With the rapid expansion in school and park facilities, we have kept pace at the same rate with our recreation program. In general, facilities are adequate. However, we do need indoor and outdoor swimming pools, lighted softball and baseball diamonds and tennis courts to better serve young adults in an evening program.

We have continued to have excellent cooperation from Mr. Marshall and the Parks Department. Many of our outdoor programs are conducted on park areas and, in general, we furnish the personnel and equipment and the Parks Department maintains and services the area. This holds true, especially in our softball, baseball, touch football, playgrounds, skating, skiing and swimming programs.

We are appreciative of the excellent support and cooperation from our own Superintendent Falk and the Board of Education. We are fortunate to be under the authority of a board of education and superintendent that believes in recreation as part of the education program.

Mayor Forster and the City Council have been both understanding and cooperative in matters pertaining to an adequate budget for the operation of the program.

Our own departments in the Board of Education building have been most helpful, namely, the buildings and grounds, business office, art department, music department and curriculum department. Without their help, our problems would be increased in number.

Principals, custodians and teachers in our school system have also been cooperative and helpful in the use of school facilities and the availability of many of the staff as part time recreation leaders in the program.

Other agencies in the city have likewise been cooperative in the use of facilities, duplication of program and the recruiting of personnel, namely, the University of Wisconsin Men's and Women's Physical Education Departments, the Department of Recreation Curriculum, the Community Welfare Council, YMCA, YWCA, Boy Scouts, Girl Scouts, Madison neighborhood centers and church organizations.

Baseball

The Madison baseball program for adults and older youth was completely re-organized this year, and experienced a very successful season with more baseball for everyone involved.

Three leagues were formed with four teams in the Atlantic League, eight in the Pacific League and eight in the Senior League. Play in the Atlantic League started June 6 while play in the Pacific and Senior Leagues started June 17, after high schools were officially closed.

A Commission made up of Gene Calhoun, president, August VanderMeulen, vice-president, Willis Jones, Art Lutz, John Gerlach, Vito Schiro and Frank Blau, secretary-treasurer was elected by the managers of the three leagues.

A Constitution and By-Laws, similar to those governing the basketball and softball programs, was adopted.

All games in the leagues consisted of seven innings with double headers played each night at 6:30 and 8:30. There was no admission charge for spectators.

The Atlantic League was made up of the four top rated teams and played double header contests at Breese Stevens Field on Monday and Friday evenings. Forty games were scheduled in this league and a three-game playoff decided the championship, the Madison Lakers winning over Sportsmen's Home.

The Pacific League was made up of eight teams chosen for this league because some players on each roster were high school graduates.

The Senior League of eight teams included only boys who had at least one year of high school eligibility remaining.

Both the Pacific and Senior Leagues were played at Breese Stevens Field and Penn Park, depending on the nights the fields were available. Sixty-four games were scheduled in each of these two leagues and one game playoff determined the championship in each league.

An open city tournament was held at the close of the season and ten teams participated. Ten seven-inning games were played and the Madison Lakers were declared city champions by defeating Colonial Inn in the finals. Sportsmen's Home defeated Sergenian's of the Pacific League for third place. The top three teams were from the Atlantic League.

The total of 183 games played is the largest number of games ever played in the Madison program. The attendance averaged about one hundred at Breese Stevens Field for the 102 games played there. The average attendance at Penn Park was about fifty persons.

Two all-star games were played at Breese Stevens Field and approximately 1700 persons attended. The Commission chose the all-star squad from the leagues.

Trophies were presented to the league champions and to the city champion, runner-up and third place winner in the city tournament.

Boys' Baseball

699 regular scheduled games were played during the 1955 season. An additional twelve games were played in the play-offs, making a grand total of 711 games. This is the greatest number of games ever scheduled in the boys' baseball program. There were three junior leagues and eight midget leagues for a total of eleven leagues. There were 83 teams which is the greatest number we have ever had. The large number of games was made possible because two additional diamonds were provided in the Vilas Park area. Because of wonderful weather conditions, all games were played.

There were nine injuries throughout the program and all of them were of a minor variety.

The junior champions were Sergenian's of the west side who defeated Strand Bakery of the east side for the title. Elks of the east midget league were the midget champions who defeated Shamrocks in two out of three games.

Attendance at all games this year seemed to be greater than in other years.

Again, no equipment was lost, due to the excellent supervision on the part of Fritz Wegner.

Men's Softball

Madison is one of the few communities in the nation that has had a steady growth of interest in softball. The past season we have set an all time high for interest and participation. Approximately 1800 young men have taken part in the program which started early in May and terminated late in August. There were 119 different teams divided into fifteen leagues. Approximately 1350 games were played during the season.

Following the regular league play in August, a city-wide tournament of forty eight teams was played to determine the city champion. This tournament was divided into three parts--major, minor and consolation.

The 119 managers elected a Commission of six men who were Cliff Meyer, Dr. Dave Williams, Charles Carey, Fritz Schmelzkopf, Francis Lynaugh and Lowell LaMore. Glenn Holmes of the department is an automatic member of the Commission serving as secretary-treasurer. The above named men were invaluable to us in furthering the program throughout the year.

Women's Softball

The women's softball program was reorganized this summer. An attempt was made to make the activity more appealing to the average girl and to put the game on a sounder basis by making the following changes:

1. Girls who wished to play but who were not able to find enough girls to make up an entire team were placed on a team by the recreation department
2. Any type of sponsorship was eliminated
3. Men managers were not permitted
4. Spiked shoes were not allowed
5. Practices preliminary to league play were strongly recommended
6. The catcher was required to wear a mask and chest protector
7. Unsportsmanlike conduct was taken care of by two qualified women officials.

As a result, some of the girls that had played last year dropped our program and formed a team on their own and played out-of-town games. In their place we gained more girls than we lost. Twenty games were played at Penn Park during the month of July and the first part of August.

Men's Volleyball
Three leagues of adult volleyball were organized with seventeen teams competing. The Industrial League with six teams and the Minor League with five teams played at Lapham school one night each week. The Gisholt Personnel squad won the Industrial League and the Y men were victors in the Minor League. The Major League of six teams competed in the West high school girls' gymnasium one night a week. The boys' gymnasium was used for basketball league play at the same time. The league was very successful, the caliber of play being very good. The league is attracting the ex-high school team members, showing the carry-over value of the activity. Madison Turners won the league title.

A city tournament attracted twenty-six teams for the largest number of teams ever entered in the double elimination tournament. All matches were held at West high school and extended over a four-week period. Madison Turners won the city championship.

A Volleyball Commission consisting of Walter Kopp, president, Dean Mory, vice-president, Don Stanton, Ernest Goranson and Frank Blau, secretary-treasurer was elected by the managers and governed all league and tournament play.

Women's Volleyball
There was an increase in volleyball participation this past year. Starting in October and continuing through April, twelve teams made up our volleyball league. Two practices were held before league play began. There were 28 sessions of play at Marquette school. Over 100 young women were participating each Thursday evening. The season ended with a "volleyball party" after the final play-off game in April. This activity is the most popular of any that we offer for women in Madison.

High School Volleyball
The WIAA State High School Tournament was again held in Madison under the supervision of the Division of Recreation. Frank Blau served as tournament manager for the WIAA. Twenty-three teams were scheduled to enter, necessitating the use of four schools--East, West, Lapham and Marquette. Twenty-one teams actually attended the tournament with six teams in each of three sections and five teams in the other section. A round robin schedule was played in each section with the top two teams in each section playing in the final double elimination tournament in the afternoon and evening. The final tournament started at West high school but because of a school activity conflict, it was necessary to shift to East high school for the late afternoon and evening games. Waukesha won the championship with Wisconsin High of Madison winning second. Good crowds of spectators from Madison and visiting high schools attended. No admission was charged.

The Four Lakes Volleyball program in its fourth year of play had sixteen teams entered. East High entered for the first time with six teams, West entered six, Wisconsin High three and Central one. Two leagues of eight teams each played on three Saturday mornings at East, West and Wisconsin high schools. The play was very good and the spectator interest high. As was indicated by the showing made by Wisconsin High in the state WIAA meet, East and West did not seek state tournament berths but Central lost to Wisconsin High in the sectional in their attempt for a state championship team.

Men's Basketball

Seventy-six teams played in thirteen leagues in the men's basketball program. Eligibility rules prohibit high school youth from participating and all players must be residents of the city or live or work within a 5½-mile radius of the Capitol Square. University of Wisconsin students are not eligible for play unless they are registered from Madison.

The leagues were played at East and West high schools on Monday through Thursday nights from early November until mid February. More than one thousand men participated in the program and over four hundred league games were played.

At the close of league play, a city tournament of 64 teams was conducted. The city championship was won by Randall State Bank, defending champions, who then represented Madison at the State Wisconsin Recreation Association tournament at Sheboygan. They were defending state champions but lost their first game in this tournament.

A Basketball Commission of seven men, elected by the basketball managers, met once each week to handle all problems which arose during the season. Willis Jones was elected president of this group for the fifth year. Other members of the commission were Lowell LaMore, vice-president, Ray Ferris, A. J. Barrett, Vito Schiro, Dr. D. L. Williams and Frank Blau, secretary-treasurer.

Women's Basketball

Nine teams played in our basketball league. Beginning March and ending in May, fifteen sessions were held at Marquette school. Practices were held preliminary to league play. In another year, basketball should begin earlier and end sooner. Due to the amount of energy and skill that is needed to play basketball, the number of women participants in this activity is apt to be limited. However, the fifty to eighty who played each week thoroughly enjoyed the game.

Four Lakes Football, Basketball and Volleyball

Our Four Lakes program for senior high school boys is one of the finest projects sponsored by the department. It offers any boy, who deserves it, an opportunity to represent his school in interscholastic competition even though he does not have the ability to play on the school's varsity team. Central, East, West and Wisconsin High all enter teams in the program which takes place on Saturday mornings.

Nearly five hundred sophomore, junior and senior high school boys took part in the program last season in the three sports offered. There were eight teams in football--three from East, three from West and one each from Central and Wisconsin High. Basketball had thirty six teams entered with thirteen from West, twelve from East, eight from Central and three from Wisconsin High which were divided into six leagues. Boys who were on the varsity squads but who saw little opportunity to participate in varsity games were permitted on the rosters in the Mendota League.

The Four Lakes Volleyball is listed under High School Volleyball.

It is felt that the program could be expanded to include ice hockey and softball with the same success that has been achieved in other sports.

Golf
The Division of Recreation again sponsored the Madison Business and Industrial Golf League. Twelve teams of four men each played Monday nights on the Monona Golf Course. The round-robin league play extended over a period of eleven weeks and was followed by a four round medal play tournament. A total of 87 men took part in league play.

The annual city golf tournament was again conducted by the Division of Recreation in cooperation with the Parks Department and the three local private golf clubs. Approximately 280 men attempted to qualify from their own course for the tournament. Final entries were limited to eighteen from each club and eighteen from the public links courses. This total of seventy two was cut to thirty six for the final three rounds of the tournament. Harry Simonson was declared city champion. A banquet was held at the Maple Bluff Country Club and all awards were made at that time.

A men's Public Links Tournament was held on the Monona Course. Two rounds of eighteen holes each were played to decide the champion. The first eighteen holes served as a qualifying round and three flights were organized for the final eighteen holes of play. Forty eight men entered the tournament and Darrell Campbell won the championship.

Tennis
There were over two hundred different youngsters receiving tennis instruction as a part of the tennis program this summer at Brittingham Park, East High, Tenney Park, Vilas Park and West High. A great deal of interest was shown for this activity under the capable instruction of Eleanor Walsh and Patricia Hyde.

Facilities for tennis in Madison are quite adequate at most places. However, a few improvements could be made such as re-surfacing courts where needed, backboards for practice, and lighted courts. All of these additions would help to stimulate interest in tennis and add to our instructional program.

The Wisconsin Recreation Association-Milwaukee Journal State Tournament was held in July. Madison's players were declared winners of District No. 9 and played in the finals in Milwaukee.

The city's closed tournament in August drew over sixty players in seven divisions of play. The response from the teen-agers was especially good.

Badminton
A group of badminton players met at the Midvale school gymnasium on Monday evenings from the first part of November until the end of March. The eighteen sessions were enjoyed by both men and women.

Rope Jumping
The recreation department, in conjunction with the Capital Times, again sponsored a rope jumping contest during April and May. Inexpensive prizes were furnished by the Capital Times for fifty winners. Fourth, fifth and sixth grade girls took part in this activity. Both public and parochial school pupils participated. A number of different rope jumping skills was required of each contestant. Judges selected fifty winners from all the participants.

Marbles

The annual City Marbles Tournament, sponsored jointly by the Division of Recreation and the Capital Times, was again conducted by having each elementary and junior high school hold its own tournament and send its three top players to a sectional meet. The three top players from each of the four sectional meets then competed in the city finals to determine the city champion. More than 700 parochial and public school boys took part in the program.

Madison was again named as the site for District No. 9 play-offs to determine the entry into the State Tournament in Milwaukee, co-sponsored by the Wisconsin Recreation Association and the Milwaukee Journal. Mark Willard of Randall school won the city championship and represented Madison and District No. 9 in the state tournament where he finished fifth in a field of twelve.

Parochial League

Eight Catholic and the Madison Lutheran elementary schools made up our parochial league in each of the three sports--touch football, basketball and softball. In touch football, thirty six games were played, each team playing eight games during the month of October. In basketball, the games were played in the Lowell school gymnasium on Saturday afternoons from December 4, 1954 to February 12, 1955 with a total of thirty six games played. Randall, Longfellow and Marquette gymnasiums were used from 5:00 until 6:00 for practice by seven of the teams. The softball league play began May 4 and finished June 3 with a total of thirty six games played at Tenney and Vilas parks. All teams were composed of seventh and eighth grade students.

School Community Centers

Adult--Six schools were available for adult recreation starting the middle of October and closing the last of March. We worked closely with the various PTA groups in selecting activities for the program. The Vocational School offered a variety of classes in each school at the same time our program was in operation. The attendance at some of the centers frequently was three hundred per session. The following schools offered activities as listed:

Sherman--Tuesdays - Beginners and advanced square dancing, athletics for men, bridge instruction, indoor golf practice and ballroom dance instruction.

West High--Tuesdays - Woodworking and furniture refinishing, art metal and ceramics.

Midvale--Thursdays - Beginners and advanced square dancing, athletics for men, fly tying, bridge instruction and indoor golf instruction.

Schenk--Thursdays - Beginners and advanced square dancing, athletics for men and indoor golf practice.

Nakoma--Thursdays - Ballroom dance instruction.

East High--Mondays and Wednesdays - Cabinet making and woodworking.

In addition to the offerings of our department, the Vocational School held classes in general crafts, general clothing, knitting, cake decorating, advanced clothing, children's clothing and rosemaling.

Women's Adult Recreation

A new program which was called a "Fun and Relaxation" program was organized for adult women. The activities included exercises, posture work, simple games, folk dances and volleyball. A group in the Midvale school area met each Thursday afternoon from 1:30 to 3:00 from the end of January until the middle of April. The afternoon program appealed especially to mothers whose children were in school during the time the program was offered. The registration for this group reached one hundred, and at least fifty of the women came to Midvale each week.

A similar group met at Lapham on Tuesday evenings from 7:15 to 8:30. A group of approximately twenty met from the beginning of March until the middle of April.

There have been many requests to continue this sort of program during the fall and winter months.

Junior High School Recreation Centers

On either Friday or Saturday evening, starting early in November and continuing until late in March, the following schools were open for junior high activities--West High, East High, Central High, Franklin, Nakoma and Marquette. Admission to the centers was by membership card issued by our junior high school principals and the parochial school authorities. The reason for the membership card was to prevent boys and girls from going long distances to attend a center.

The activities consisted of record player dances, table games and sports in the gymnasium. Attendance at some of these centers frequently reached the five hundred mark.

Elementary School Recreation Centers

The following schools were open for recreation activities for elementary school boys and girls:

Saturday A.M. & P.M.--Midvale, Washington, Lapham and Marquette

Saturday A.M.--Randall, Nakoma, Schenk, Sherman and Lowell.

The morning sessions were from 9:00-12:00 and the afternoon sessions were from 1:00-4:00.

The activities offered were sports and games in the gymnasium, group games, table games, handicraft, story telling, dramatics, movies and stamp collecting.

In most of the schools, the principal served as the director and between six and twelve recreation leaders were assigned to the various activities. Between one hundred and five hundred elementary school boys and girls attended each session.

Square Dancing

For the fifth summer the recreation department has conducted square dancing on the State Capitol grounds. Each Tuesday between one hundred and two hundred men, women and children took advantage of this program. Callers from the Madison area Square Dance Callers Association were present to direct the program. Part of each session was devoted to dancing for children, most of whom accompanied their parents to the dances. There was always a good group of spectators present to watch the program.

In general, square dancing has maintained its interest and enthusiasm, although there is more evidence of small private groups conducting their own dances in homes, clubs or churches.

In addition to the dancing on the Capitol grounds, we have had three programs in operation in our adult recreation centers during the winter months. The participants were divided into beginners and advanced dancers. We have also cooperated with PTA groups in arranging facilities and callers for their own school programs.

Madison Community Center

During the past year, there have been very few changes in the over-all program of the Madison Community Center. Participation in the organized activities is still good and the financial condition of the organizations is satisfactory. The Community Center snack bar went through a re-adjustment period, necessitated by the inclusion of most of its employees under Social Security and State Retirement programs.

Afternoon meetings of other than Center organizations declined, primarily due to the parking situation and there seems little hope for a change until more parking space is provided.

During the year the building and its organizations continued to add to the equipment for recreation and comfort. The following new items were obtained:

1. 4 new 24" circulating fans for dance hall and game room
2. 1 Model T-1100 Ravere tape recorder
3. 2 new table games
4. 1 50-watt public address system in exchange for a 25-watt. (The original dealer took the 25-watt system in at full price because he had originally recommended it and we later found it inadequate for our needs.)
5. 10 new upholstered chairs for the lounge
6. 1 new Brunswick pool table (provided by the recreation department).

In addition to the above list, numerous kitchen items were replaced with stainless steel.

Not many new groups used the Center. However, we did turn the Youth Employment Service program over to the State Employment Service and since have provided daytime office space to the Ground Observer Corps of the Civil Defense program. We feel that the absence of a large number of new groups using the building is, in part, again due to the parking situation which has grown steadily worse, culminating in the loss of the large lot on which the City-County building is being constructed.

The Loft has continued to make progress with increases in membership and a broadening of its program. Numerous special entertainment features were held in addition to the dance and game program which it has always promoted. Its executive committee has been particularly active this past year and committees are functioning satisfactorily. The addition of Mrs. Rose Laugen to the staff as a part-time girls' advisor has made a considerable difference in the work with the Loft.

The Young Adult Club showed a decline during the year over previous years. Analysis seems to indicate that failure to start an intensive and prompt membership campaign in September-October last fall was responsible. The new members joining the club are up to the usual figure; the losses being in the area of renewals. The club is not at all in bad shape and as a result of that experience, its executive committee is already planning an intensive renewal campaign for the start of its membership in September.

The Older Adult Klub continues to grow. It did not reach its goal of five hundred members but showed an increase over last year. Its annual Old Time Fiddlers' Contest held capacity audiences for both afternoon preliminaries and evening finals.

The smaller organizations are all operating at about the same level of participation as last year.

During the latter part of the year, the lounge, snack bar, stair wall, library and one wall of the game room were repainted and new draperies for the lounge have been purchased.

Madison Theatre Guild

The 1954-55 season of the Madison Theatre Guild was considered quite successful in every respect by the Board of Governors and the active membership.

Four adult plays were given with a total attendance of 11,644 persons and two plays were given for children with a total attendance of 4,457 persons. This gives a total attendance of 16,101 persons who witnessed Guild productions. In addition to these productions, special scenes from DARK OF THE MOON were presented at the State Wisconsin Idea Theatre Conference held in June in the Wisconsin Memorial Union Theatre.

Activity within the Guild itself was very satisfactory. The season ended with seventy-three members on the active roster, seventy-two on the associate roster and twelve on the apprentice roster. The active membership roster is the largest since the present director joined the Madison Theatre Guild.

The audit report shows a profit of $748.59 for the 1954-55 fiscal year against a loss of $288.65 for the 1953-54 fiscal year. The difference can be attributed to increased attendance and the elimination of the federal amusement tax. The total book value increased from $3,191.86 in 1953-54 to $3,940.45 in 1954-55. The season ended on June 30, 1955 with a balance of $1,377.09 in the bank.

In addition to the six regular productions, limited attempts were made to conduct training classes in the various skills relating to theatre. Time demands prevented carrying a training program equal to the demands. A series of three play readings were held during the summer months to meet demands for increased activity.

With tryouts already completed for the first 1955-56 production and a record tryout recorded (88 persons tried out), continued success for the Madison Theatre Guild seems assured and continued expansion seems evident.

Summer Playgrounds

Our nine weeks' summer playground season opened with a two-day in-service training session on June 20. The closing date was August 19. We had an unusually fine staff of sixty-two leaders to supervise the thirty-three playgrounds. Twenty-eight of the staff members were students, seventeen were teachers in our own school system, thirteen were teachers from systems other than our own and four were lay people. In addition to the sixty-two leaders, four supervisors in special activities were available to help the staff.

A staff meeting was held for a two-hour period each Monday night at which time we discussed the program for the past week as well as the current one. Actual participation in various activities was part of the in-service training for the staff meetings.

Extremely warm weather retarded the attendance somewhat during some hours of the day, although we enjoyed excellent attendance for the total program.

Of the thirty-three playgrounds in operation during the summer, twenty were on park areas and thirteen on school grounds.

The hours of operation varied to meet the needs of the various communities and the availability of the staff. Some playgrounds opened at 9:00 a.m. and closed at 12:00 noon; some opened at 9:00 a.m. and closed at 5:00 p.m.; others opened at 12:00 noon and closed at 8:00 p.m. while a few opened at 9:00 a.m. and closed at 8:00 p.m. In general, a man and woman were assigned to each playground, although our "Tot Lots" (playgrounds for children, 5-10) were staffed with only a woman. Several of our large playgrounds had three leaders.

A diversified program for all age levels was offered. Activities included softball, basketball, volleyball, loop tennis, paddle tennis, horseshoes, washers, soccer baseball, tin can, checkers, chess, table games, handicraft, story telling and dramatics.

Inter-playground activities were conducted in most games and city championships were held at Breese Stevens Field for both boys' and girls' activities.

A handicraft display was arranged at Baron's store which included a variety of craft projects (137 items) made during the summer by boys and girls on all playgrounds.

Summer Teen Age Activities

A special program for junior and senior high school boys and girls was started this summer. Instruction and recreational opportunities were given in archery, canoeing, golf, swimming, tennis and modern dance. The program appealed especially to junior high school boys and girls. These activities offered immediate skills and enjoyment, as well as values for the future. The boys and girls participating in these activities were very enthusiastic about continuing them next summer.

Stagecoach and Youth Summer Theatre

The Youth Summer Theatre presented three productions for children during the summer at a total of ninety nine out of a scheduled one hundred performances. One performance was cancelled because of rain. Three casts were used for each play so that no cast had to give more than four hours during any given day toward performance.

Attendance at most of the playgrounds was over last summer and participation in post-play programs was considerably greater, due to the increased efforts of the playground directors.

An hour program was presented for adults on August 19 which included a choral reading of Vachel Lindsey's "Congo", Aria de Capo" and some interpretive dance, along with a bit of singing.

As in the previous summer, the Madison Theatre Guild allowed the Youth Theatre to use its workshop facilities for rehearsals and loaned costumes and properties to the group, when needed.

Swimming

We have had a most successful swimming season. The constant hot weather and, in general, clean water made for a record attendance of 30,670. There were 2532 swimmers enrolled in the eight weeks' program, which is an all time record.

Seven instructors were scheduled at eight public beaches. Instruction was offered to beginners, intermediates and advanced boys and girls, as well as life saving and diving. Three swimming meets for all age levels (boys and girls) were held during the season with a good entry in all events, especially with the younger boys and girls.

The Westmorland and Sunset communities again secured and paid for bus transportation for swimmers from the playgrounds to Vilas beach and return. This program is an annual project for these communities and has worked out well for several hundred youngsters.

This swimming program is one of our most valuable phases of our summer activities, and it is the hope of the department that eventually we will have both indoor and outdoor pools in which to do a better teaching job.

Winter Sports

Sufficient cold weather enabled us to conduct a good ice skating program, but the lack of snow curtailed the skiing activities for the third straight year. Good instructors were available in down-hill skiing for the best schedule in many years, but only a few days of actual instruction were possible.

Instruction in ice skating was offered at sixteen different rinks throughout the city. Eight good instructors divided their time between the rinks, and classes were conducted at scheduled times. The ice was kept in excellent condition by the Parks Department crews.

Three city-wide speed skating meets were held on the six-lap track at Vilas Park. The Parks Department again furnished us with the best facilities possible. Approximately 450 participants and 1150 spectators enjoyed the three Sunday events in January.

Ice hockey dropped in popularity after an excellent season last year. High school team practices and afternoon games used the facilities at Vilas and Franklin to a great extent and reduced the playing time for the younger group. Instructors at Olbrich and Tenney were successful in organizing team competition on an intramural basis for youth up to the high school age. Plans are being made to increase the program for the coming year.

The director of the department is very appreciative of the excellent cooperation, loyalty and understanding of his full-time staff, namely, Frances McPherson, Frank Blau, Jess Lyon, Kert Bliss, Gene Wendland, Ace Karp, Elmer Barraclough, Irene Borman, Joe Meyers, Eva Kuhlman and Dolores Kuntz.

Summary of Recreation Activities and Attendance--September 1, 1954-August 31, 1955:

Badminton		173
Baseball, Adult		15 365
Baseball, Junior		36 502
Basketball, Four Lakes		4 681
Basketball, Men		13 553
Basketball Women		702
Community Centers, School		28 716
Adult	8 549	
Junior	20 167	
Football, Four Lakes		2 317
Golf		2 794
Instruction	853	
League and tournaments	1 941	
Madison Community Center		155 623
Madison Theatre Guild		15 859
Marbles		1 075
Parochial School Program		9 771
Basketball	2 698	
Intramurals	1 531	
Softball	2 198	
Touch Football	3 344	
Picnic Kits		26 626
Rope Jumping		1 301
Saturday Play Centers		33 235
Softball		73 306
Adult	72 666	
Girls	640	
Summer Program		173 921
Archery	359	
Canoeing	336	
Modern Dance instruction	141	
Playgrounds	138 912	
Square Dancing, Capitol	1 340	
Swimming	31 520	
Tennis	1 313	
Touch Football, Adult		2 505
Volleyball		5 060
Four Lakes	493	
Men	2 013	
Women	2 554	
Winter Sports		8 388
Hockey	517	
Skating	7 691	
Skiing	180	
Total		611 473

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

ANNUAL REPORT

SCHOOL LIBRARIES DEPARTMENT

Presented to the Board of Education
by the Director
Margaret Moss
June 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year, 1954-55
School Libraries Department

A continuance of our school library program might be described by a teacher who said, "What riches are here, what romance, what thrill, what roads to wander, what heights to ascend, what people to know." It would seem that there could be no more profound educational purpose than the desire to give children an opportunity to follow these paths. From earliest childhood, children and books need to be brought together.

It is not enough for schools to "teach children how to read." Just as significant is the necessity to furnish them with something worthwhile so that they may read.

Modern education teaches that it is the function of the school to accept the child at whatever stage of development he may be and to help him to grow. The school librarian is in a strategic position to learn about the child's interests. Our school librarians this year have worked to make libraries functioning and service organizations.

A functional school library furnishes children with a constant supply of books and library materials to meet all educational needs. It provides both an adequate and well-selected collection of books for recreational and inspirational reading and a wide collection of reference materials for classroom needs. It provides for individual differences. Our school library program includes instruction in the use of books and libraries so that children become skillful in the use of library facilities in general that it may become a part of their educational experience.

This program begins at the primary level and carries on with our people through high school. The elementary program provides for scheduled periods so that no youngster is deprived of an opportunity to use the library and unscheduled time for individual groups and teacher participation. One of the greatest factors in developing interest and the ability to evaluate books is the accessibility of books. The library has a responsibility to the classroom and to the home.

Therefore, the objective of our school libraries this year has been to be a workshop which reflects the educational thinking of the school, that reveals social progress in a constantly changing curriculum, and endeavors to function in utilitarian and inspirational capacities.

Our library program this year has included:

Careful evaluation of materials added to the libraries.

A knowledge of activities in the classroom and a knowledge of library materials needed to carry on and enrich those activities.

Knowing that the first principle of effective guidance of children's reading is to know the children as individuals and to work with them in building their informational interests.

Summary of Additions, Withdrawals, Book Holdings and New Titles Added, June 1954 - May 1955:

Additions:

Elementary Schools		9826
Extension		3
High Schools		3021
Main		23
	Total	12,873

Withdrawals:

Elementary Schools		4982
High Schools		2558
	Total	7540

Book Holdings:

Elementary Schools		71,988
Extension		112
High Schools		38,278
Main		66
	Total	110,444

New Titles Added to School Libraries

Elementary and Junior High		1127
Senior High Schools		519
	Total	1646

Books read this past year:

Elementary	Non-Fiction	Fiction	Total
Dudgeon	5822	9657	15479
Emerson	11423	19705	31128
Franklin	4455	9955	14410
Herbert Schenk	9071	11001	20072
Lapham	10242	18827	29069
Lincoln	4308	5867	10175
Longfellow	7067	14514	21581
Lowell	8522	15944	24466
Marquette	14801	21867	36668
Mendota	1332	2443	3775
Midvale	12694	21315	34009
Nakoma	8760	13412	22172
Randall	12385	17829	30214
Sherman	11486	19821	31307
Washington	8456	15202	23658
Total Elementary	130824	217359	348183
Junior High			
Central Junior	4424	6013	10437
East Junior	17334	20405	37739
West Junior	8662	13979	22641
Total Jr. High	30420	40397	70817
Senior High			
Central Senior	6937	5510	12447
East Senior	11260	11130	22390
West Senior	11357	6681	18038
Total Sr. High	29554	23321	52875
Grand Total	190798	281077	471875

Achievements and Projects in Individual Schools:

A small but active library was opened to an appreciative Mendota.

A more workable schedule at Dudgeon and Lincoln.

At Central Senior requests from several departments for extensive reference, research papers, book evaluations and critical analyses and literature studies continue to grow. Health classes and advanced commercial groups have used the library in increasing numbers. Use of more biographies in English and Social Studies classes has influenced the building up of that collection. It has been interesting to note, says Miss Hasse, the good library habits of a group of regular early morning (7:30 - 8:10) students who come to discuss the news of the early morning papers and current periodicals. It is encouraging to note their thought-provoking ideas and their interests in current affairs.

At East Senior a new arrangement of desks and charging equipment has created more efficient work space to accommodate increased numbers of students. The outstanding work of Margaret Williams' English and Speech groups, Omar Kussow's "problems in democracy" classes and Ann Gebhardt's continuous cooperation should receive special commendation.

At West Senior Library the facilities are taxed to the utmost by the work of the Latin classes. Their study of Rome and the Romans received attention from schools even outside of Madison. The biology collection was greatly increased to meet the needs of the Biology Department. The efforts and accomplishments of Mrs. Ortmayer's art students in combining their projects with book ideas have given them much illustrative information and added to the library interest and beauty. The increased enrollment has often taxed both personnel and space beyond the best working conditions.

The conclusion of the work of the Social Studies groups at Central Junior, after their research for materials on customs and contributions of eastern countries, was accented by having as their guest, Mrs. Bongsadadt from Thailand. This whole project created a genuine interest in and understanding of all people. A real improvement was shown in their use of background materials. The complete freedom in the library during the noon hour was motivated by the desire to give the "library shy" student exposure to the enthusiasm of avid library users. If at times voices rose above a mere hum, the benefits rose above the offenses and the experiment appears well worth continuing.

A right about face has been necessary at East Junior Library. The chief aim has always been to, in every way, promote the use of the library. This year, with an increased enrollment, students have come in such large numbers that it is a major operation just to keep things running smoothly. Students who should have had help finding and selecting materials were not being helped. Finally library for reference work only had to be the order. All other library work must be taken care of before and after school or during a scheduled class period. This library was filled to capacity long before the upsurge of enrollment. With the necessity of turning people back to classrooms every period and the possibility of more room fading into the future, the outcome is anybody's guess. East Junior had a gain of 5,493 in circulation over last year. This does not include books used in the library.

With West Junior High teachers urging reading and discussing outstanding books, the level of library use is on a high plane. The feeling that "good reading is good thinking" is evident in many situations. A highlight of the year came in October when six boys and girls representing their seventh grade English classes appeared on a panel with Genevieve Foster to discuss her books. Both participants and audience had a thrilling experience. The panel and Miss Doeringsfeld and Mrs. Soder contributed greatly to an enjoyable understanding of outstanding materials which are all too often by-passed.

In quoting Mrs. Boggs at Dudgeon "The library with its "new look" this year created both problems and unique experiences." The "new look" was obtained by turning two-thirds of the library into a much needed classroom. The first half of the year found the librarian taking books to classrooms on each week's three-day schedule. Teachers and children cooperated beautifully with this unorthodox library service but lack of time, limited choice of books, and lack of library tools combined with a very enlarged enrollment left much to be desired. During the second semester with a full-time schedule the situation has been relieved. However the number of 4th, 5th and 6th grade pupils, even divided into half-classes, cannot be accommodated by a three-table library. Much individual work with youngsters has been done and one advantage of extreme circumstances is that the librarian and library have been closely allied with all school activities.

Mrs. Gilbert at Emerson says, "Our library is in a strategic position to help the unusual child, the superior thinkers, the slow readers and those who are emotionally unstable." A little Italion boy, whose teacher felt his reading achievement was below his ability, found a real satisfaction in Leo Politi's Little Leo and has become an enthusiastic reader. A sixth-grade boy with real artistic ability but inclined to emotional instability in his work habits found satisfaction in interpretive illustrations of his reading. His interest increased until he recently confided that he "never knew before that reading could be so much fun." A sincere fifth-grader who is a slow reader is getting special help from a classmate and the library has become their source for much practice material.

Franklin has experimented this year in dramatizing stories which they have read and talked about previously. Much interest has been shown in books which can be worked into dramatizations. Book discussions and excellent teacher cooperation has helped the developing of good and prolific readers in the fourth, fifth and sixth grades. The first, second and third grade people are usually avid readers. Helping with the shelving of books by the 6th grades has caused a more wide spread reading interest. The library is in such an inaccessible location that a continuous display of the new library books in the office has helped to acquaint teachers with available new materials. The junior high people are scheduled so closely to their home-rooms that most of their library contact must be before and after school. The after school rush continues until time for the building to be closed. It is evident that Frances Henne's remark "the school library functions to the extent that the teachers motivate its use," is true.

The comment from a Herbert Schenk youngster "you sure have good books in this library" gives an indication of a new school at work. The Landmark books and the excellent new books in the field of science are in great demand. As Mrs. Nehmer says "there are times when our shelves are alarmingly empty but our books are in use as they should be--not resting on the shelves." An outstanding project was "Christmas in Other Lands" which caused a call for authentic stories of all countries, a good background for democracy today. Other projects at Herbert Schenk included a study of Wisconsin by the 5th grades which began with an interest in a WHA-TV program, Wisconsin in a Book, and a circus project built around Book Fun Under The Library Big Top in which children at all levels participated.

At Lapham the merger between classrooms and library is near complete. An orderly freedom for research, to browse, to discuss and share books and materials is a part of each day's program. Special library periods were planned in classrooms for third-grade children sufficiently advanced to read more difficult books. As this was a special privilege it was an incentive for each child to work to the best of his ability in all subjects. Attitudes and personality traits were also important in order to qualify. The number in the group tripled before the end of the semester.

At Lincoln the emphasis this year has been on more individual help, working with gifted children to satisfy their abilities and interests, and with the slow reader to use every psychological principle the librarian knows to win his confidence and broaden his interests.

The tempo at which the librarian and teachers work together at Longfellow is shown in many ways. A very reluctant reader finally became interested in one book. It often took fast work to continue the interest in one book until he found that he wanted to explore the shelves for himself. Coming to the desk to check out his books he laughingly remarked, "It used to be that someone would have to hold a gun to my head to make me read and look at me now." Their yardstick for evaluating the progress of their work might be expressed in this precept by Dora V. Smith, "The reading interests with which pupils come to school is our opportunity, but the reading interests with which they leave school is our responsibility."

An interesting sidelight on activities at Lowell Library was shown in a program at the end of the year by a fifth-grade dramatizing their interpretation of "The Blue Willow" and a tape recording of "The Battle of the Books" in which the children explain why they prefer special types of reading. The latter experience was valuable to them on three counts:

1. It provided an outlet for the expression of their feeling about books which does not develop in an ordinary book review.
2. It emphasized the democratic way, an understanding of the views of others.
3. The children became conscious of the importance of verbal expression.

The growing desire of primary people (probably TV reaction) to read strange and exhilarating tales of undersea life, dinosaurs and space, adds difficulty to providing enough suitable materials.

The library program at Marquette is designed to give full cooperation to pupils and teachers as they take their first steps in the reading process in first grade, up through wide reading in special interests to the periods of problem-solving in all areas. In learning to solve their problems they are forming life-long habits of going to authoritative sources for useful and reliable information. A wide variety of books on all subjects and at every reading level is made available. Instruction in the use of the library is integrated with the problem-solving activities in the classroom so that maximum motivation is achieved. The goal is to help the child to become increasingly and happily self-sufficient in finding his own materials. Some highlights at Marquette Library this year have included a book parade held in the fall, a visit of two outstanding authors to the fifth and sixth-grade groups and many creative dramatizations from books of the pupils own choice. Some of them were delightful and a fine motivation for reading. This year closed with a PTA meeting centered around the role of the library in the education of the children in the schools of today

Another profitable year has come to a close at Midvale Library, or can we feel it has ended when the first day of summer library found boys and girls going home with 389 books. In retrospect there have been very few times when there was not a class, a committee, or individual children, or all three of them doing research work on some subject, be it Davy Crockett or the United Nations. You would find second-grade people making a play about Wisconsin or the third-graders, no longer interested in simple little stories, reading Landmark books, the Wilder stories and much biography. When a new unit of work is started in 4th, 5th and 6th grades, in nearly every case, the teacher sends committees to the library to find their own materials. Small wonder the library is used to capacity.

Many observations and comments pertaining to Johnny's good use of the library in his reading interests were heard at the Nakoma PTA Open House in September which made a fine beginning for the year's work. From the continued reports from homes, of improved reading habits and excellent library materials to use, we feel that even with all the outside activities and interruptions and cramped space it has been a "reading year" at Nakoma.

Emphasis at Randall has centered around the individual rather than group activities. This program has given real opportunity to know individual differences and to give special attention to both the reluctant reader and the accelerated boy or girl both for classroom research and the pure joy of reading.

Noteworthy observations from Sherman Library:

1. Last year we were concerned with the inroads television was making into the children's reading and time. Now we can see that it also stimulates and broadens the reading done.
2. There has been a constant use of the library by classroom teachers.
3. Advanced pupils in Mrs. Ellis', Mrs. Kroncke's, Mrs. Monnier's and Mr. Hutchinson's rooms did continued fine work in research on special topics.
4. A steady flow of reference materials has been used by the people in Mrs. Ness', Mrs. Fuguitt's and Miss Groetsch's rooms and Mrs. Gillette's first-grade people ferreted out all the books about animals.

Fiction books with authentic backgrounds have been used to notable advantage in unforgetable insights to peoples and countries. When a teacher says, "I can tell everytime in my reading groups which people are using the library," or, when a mother calls and says, "Judy must stay home again today. I'm sending the books she has finished. Will you send some more that you know will interest her and at her reading level," you can know you are reaching beyond the walls of the library.

With the continuous call from classrooms for all available materials on every thinkable subject from home, to circus, to airports, to marine life, to world products and people, we realize the advantage of having weeded the out-dated materials and adding the new ones to our library at Washington. The reluctant reader has been stimulated by individual assistance in book selection and encouraged by such devices as the Reading Design and a Robin Hood Reading Project. The gifted reader has been encouraged to feel the challenge of using more difficult materials.

Book selection and evaluation:

Book selection for the school library is one of the most important phases of library work. Selecting books wisely should involve the cooperation of principal, teachers, librarian and sometimes students. Whenever possible books are reviewed and evaluated by members of the staff. We also use standard reviews, including Virginia Kirkus' Service, Library Journal, Booklist, Bulletin of Chicago Book Center, Elementary English, Horn Book and the N.E.A. Journal. Special requests from teachers are given first consideration.

Cataloging and Ordering:

The work that has gone on in the catalog, ordering and mending departments can be, to some degree, understood by the statistical data found on page 2.

Summer Program:

Ten school libraries in scattered areas of the city will be open one day a week through July for the use of all boys and girls, their parents and the special groups meeting in the buildings. Books are also being taken to the Recreation Programs, the Reading Clinics and the University Elementary Laboratory School. The elementary programs in the school libraries will give special attention to the pure joy of reading, the opportunity to read books which time did not permit during the school year, and to continuing boys' and girls' interest in reading. From the results of the first morning of the summer program in two schools, with between three and four hundred books borrowed in that time from each of them, it would appear that Johnny can and does read. Last year 9,436 books were read during the summer program.

Staff changes made this year:

Marguerite Hasse to Central Senior
Mrs. Jo Ann Boggs to Dudgeon
Mrs. Angeline Dempsey to East Senior
Mrs. Martha Nehmer to Herbert Schenk
Mrs. Reba Arceneaux to Lincoln and Mendota

Our problems caused by need of more classrooms are still very real problems:

The lack of even necessary working space at Nakoma still continues.
East Junior High Library becomes increasingly crowded with no relief in sight. This is very much to the detriment of the students.
The lack of library space and the unavoidable confusion from the adjoining classroom at Dudgeon makes a difficult situation.
I can only repeat last year's statement as to the inaccessable location and inadequate space allotted the school library office and processing department. To be added to the list of poor working conditions of the office staff (mentioned in last year's annual report) is the very poor lighting in our Sherman School quarters. Two of the most detailed processes, ordering and cataloging, are done in the darkest section of the room. Since space is so very limited these processes cannot be shifted closer to the windows for additional light. If something is not done about the situation, the casualty rate of catalogers and order clerks will be high.

Because of Madison School librarians not having teacher status it becomes increasingly difficult to get qualified people. If Madison were not such an attraction it would be impossible.

I should like to recommend that:

Dudgeon library be returned to its full size as soon as it is in any way possible.
Nakoma's library be reconverted to its regular size this year when enrollment permits.
Consideration be given to the problem of location of the library office and processing department.

I am taking this opportunity to express my personal appreciation for the understanding and cooperation which is always felt from the Board of Education, Mr. Falk, Miss Leary, Mr. McDaniels, the principals and teachers, the departments at the administration building and for the extra fine work which has been done in our order and cataloging department.

Respectfully submitted

Margaret Moss

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

Music Department

Presented to the Board of Education
by the Director
LEROY KLOSE

August 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1954-55

I. Significant statistical data

1. All children of the primary grades receive a minimum of 60 minutes, upper grades 90 minutes, and 7th and 8th grades 100 minutes of music instruction a week.

2. There are select choirs of 5th and 6th graders in each of the elementary schools totaling 886 voices.

3. Each of the four junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these music groups there are 889 voices.

4. Vocal music is elective in grades 9 through 12. There are 1,318 children in these chorus classes and choirs.

5. There are more than 1,400 pupils playing standard band and orchestral instruments; 95% of whom began their instruction in the Madison Public Schools.

6. As compared with figures of 1949 elective vocal groups have increased in enrollment 14% and instrumental increase of 9%.

II. Special achievements

1. Over 1,400 elementary and junior high school pupils presented a Spring Music Festival.

2. The musical organizations of all schools gave over 250 public and school performances.

3. The Choral Pageant of the Nativity was again presented by the combined High School Choirs at the State Capitol. They were assisted by actors from Central and East, a brass choir from West, and ushers from Central and East. All music staff members make some contribution to this performance.

4. All fifteen elementary schools were represented in a fifty voice All City Boys' Choir. All rehearsals and six concerts were on out-of-school time. It was organized to provide an opportunity for gifted singers, and develop interest in boys' singing through junior high school.

5. We were able to parade six public school bands on Memorial Day because all three high school bands have new uniforms. The senior uniforms were not only worn but outgrown; however, they do fit 8th and 9th graders, and are adequate for their less frequent public appearances.

6. Summer Program
   a. The elementary and junior high school instrumental summer school had 509 pupils registered.

   b. The high school summer band of 98 pupils met for 8 weeks.

III. Problems and recommendations

1. Fifty percent of our music rooms have inadequate accoustical treatment. Materials are available and prices not prohibitive.

2. Junior high school vocal music classes of 54 to 96 pupils are still too large, for effective teaching. More teaching power and class room facilities are needed.

3. The recording industry is forcing us to replace 78 r.p.m. players with three-speed machines by not making 78 r.p.m. records. We have been able to convert some of the newer players for one third of the cost of a new machine; however, it would be a false economy to invest that amount in machines twelve to fifteen years old. All schools will have at least two three-speed players by October, 1955. An extensive record player purchase program is advised.

4. All elementary schools, except Mendota, originally had special music rooms. All but 5 have relinquished these rooms for regular classroom use. In the coming school year music will be taught in auditoriums, half-basement rooms, and regular classrooms. Where music teachers move from classroom to classroom, dollies are being provided for pianos and books. I suppose the real answer to this problem is our present building program.

Respectfully submitted,

Leroy Klose

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

Department of Public Interpretation

Presented to the Board of Education
by the Director
MARGARET PARHAM
June 1955

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1954-55
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

Newspaper Publicity

Although we have not made a scientific survey, it appears as though there was not quite as much school news in the newspapers during the past year. There is always the question of what is school news, particularly if we include within the definition activities of the children in connection with PTA affairs, the Salk vacine, and even activities of children outside of the school which affect the school, such as behavior stories.

According to a cursory review, the Capital Times seems to have printed more school pictures, not including sports and pictures in the Sunday youth column of the Journal. The Capital Times printed about 8 pages of pictures from September through April and about 10 feature stories with two or more pictures.

The State Journal, on the other hand, printed more one-picture stories and 8-10 picture strips, We Saw You. Being the morning paper, the State Journal covers and prints more Board news. Both papers backed the school bond drive, the State Journal with one big story and an editorial, the Capital Times with three stories.

Publications

The 1952-54 biennial report, Madison's Oncoming Tide of Children, which featured the need of more classrooms, was printed and sent out to many Madison leaders and circulated among parents before the school bond referendum.

A reprint was made of Better Bicycling, the bicycle safety book used for instruction in grade 5.

The MEA Professional Advancement Committee met late in the spring to consider a handbook for new teachers. The committee decided instead to send a form letter to teachers to get them to make contact with new teachers. Less than 50 teachers volunteered.

The director of public interpretation worked with a committee of parents to prepare a four-page colored leaflet of information for the school bond campaign. The chairman, a freelance artist, did the layouts. The director also worked with parent committees on TV/programs and newspaper publicity. and radio

Pictures

Since we had on hand most of our illustrations for the biennial report, we did not take as many pictures as usual during the last school year. For the most part we used the services of the same State Journal photographer-reporter who took pictures for us the previous year.

Members of the MEA graphic history committee and the director of public interpretation finished a series of slides for the school bond campaign. Supt. Falk and a parent used some of our slides.

Radio and TV Programs

Just before school opened Clifford Hawley appeared with Mrs. Luella Mortenson on WKOW-TV, Sept. 11, 5 p.m., and discussed educational opportunity in Madison, the teacher shortage, the cost of building new schools.

Participating in the school-opening radio program, WIBA, Sept. 12, 9:15 p.m. were Anthony Farina, principal of Sherman elementary school, Mary Muckenhirn, head of the West high school English department, and A.J. Barrett, principal of East high school.

Programs arranged by the MEA radio and TV committee for American Education Week included seven "live" radio programs and four TV programs. A list of the programs together with the names of participants may be found in the AEW report.

THE MEA PUBLIC RELATIONS PROGRAM

Social Program

At the annual MEA banquet February 14 for Board members, City Council members, representatives of the press and wives and husbands, Bernice E. Leary was speaker with "Tales of Thailand." Edward Sprague, WHA ballad singer, provided music. Approximately 500 persons attended the banquet. The MEA social and public relations committees planned the banquet and program.

The MEA social committee also planned the fall party at West high school October 21 welcoming new teachers and the reception for Miss Leary at the Grace Episcopal Guild Hall May 15.

American Education Week Program

Activities of the AEW committee included the following: purchasing NEA movie trailers for local theaters; and TV trailer for local TV stations; purchasing radio transcriptions for local stations; sending letters about AEW to the clergy and organization chairmen; sending bulletins to teachers and principals; purchasing AEW placemats for restaurants (from funds remaining in budget 1953); purchasing bumper strips for taxis; purchasing AEW materials and sending them to schools; contacted business association for an advertisement in newspapers; ordered hubs for mail cancelling machines advertising AEW with funds remaining in budget; prepared radio spot announcements; sent news and feature story leads to newspapers.

MEA Bulletin

Two Bulletins were edited and printed, an 8-page edition in December and a 6-page edition in May. As the Madison public school staff grows larger, more frequent editions even though fewer pages would be advisable.

Respectfully submitted,

Margaret Parham

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education
by the Head Teacher

Mrs. Kathryn Charlson

June 1955

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1954-55

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year, the twenty-fourth for our hospital school, has been very similar to last year. The trends of the past years are more pronounced. The enrollment of this year's polio patients is the lowest we have ever had, and the number of cerebral palsy patients continues to be low. The average day's attendance was lower and the number of returns increased. While the average child is hospitalized a shorter time, he does not return to his regular classroom sooner. It means that he has longer periods of being homebound between periods of hospitalization. This requires an increasing amount of planning and communication with the home school, in order that the child makes gains in scholastic achievements and is emotionally adjusted to the shifting.

The following table shows the grade distribution of enrollment for the year:

Grade	Enrollment	Grade	Enrollment
Kdg	9	7	12
1	20	8	14
2	17	9	11
3	15	10	14
4	21	11	5
5	23	12	3
6	18	Specials	3

TOTAL: 185 Students 70 Returns

The grade distribution was not significantly different from that of the past few years. The total number of children enrolled was slightly higher than last year without a corresponding increase in total days attendance. However, there continues to be a wide variance of stay from short periods of 10 to 20 days of school attendance to over 100 days.

The percentage of enrollment of children according to disabilities was as follows:

Orthopedic	65%
Plastic	27%
Cerebral Palsy	4%
Polio - 1954	1.6%
General	3%

There was no change in staff or in number of Education 73 University Students.

Achievements:

We have been putting due emphasis on the development of the fundamental skills because we know that the hospital school pupil should not have a scholastic handicap added to his physical one.

Mrs. DeVries has been so effective in giving pupils of grades 7, 8, 9 a background in grammar that it has shown remarkably in achievement tests of pupils here a long term, and in the reports from shorter term pupils returning to their school.

In addition to doing her usual fine job of teaching phonics regularly at proper grade level, Miss Gordon-Smith has been giving special attention to those who have missed it because of interrupted schooling. Mrs. DeVries has been doing some fine remedial work in phonics in connection with reading and spelling in the upper grades when she finds pupils who are handicapped for want of phonics.

The daily "club meetings" in elementary school have afforded an opportunity to develop leadership and guidance. The discussions have been about accomplishments, good citizenship, hospital cooperation, and children's activities.

Miss Gordon-Smith has helped satisfy the emotional needs of children by such things as: helping parents to part with children in a cheerful mood; releasing pent-up feelings during periods of free play with bean-bags and building blocks, easily accessible dolls to fondle; developing freedom of expression through discussions at movie time when the familiar sight of a dog reminds a child of home experiences; making the room a friendly place with plants to water, and a cuckoo-clock to call out cheerfully.

Music has been used in the upper classroom for relaxation and enjoyment during recess. Band music and other music with pronounced rhythm are their favorites, and seem to bring about the desired result.

The "Bed Sheet" was especially good this year in the number of editions, size, and its effectiveness in stimulating writing and participation by all the children.

In my attempt to foster better public relations I have been giving hospital staff members understanding of different children's accomplishments, emotional needs, or personality differences, so that the staff might have a feeling of helping even though their part might be hunting a book, or pushing a bed to school. This effort has not only made them more willing and cheerful in helping the child get ready for school, but has made them better able to satisfy children's emotional needs and use appropriate measures in maintaining discipline.

Problems:

Our problems are much the same as last year but changed somewhat in degree.

The problem of dealing with fluctuation in enrollment has been more difficult than ever! At times the enrollment was very high and at other times particularly before and after vacations very low. Low enrollment is difficult to solve. The number of children may not show the need for additional help, but the span of grades from 6 - 12 and the number of subjects make it essential. There were weeks when almost every major subject in grades 6 - 12 had to be taught separately. The only group work possible was in Art, Bed Sheet, and Current Events.

There is an increasing amount of homebound teaching available for our children. Much of it is fine, but some very inadequate in amount. It is not increasing fast enough to catch up with the increased number of homebound patients, and, of course, is not available in some localities. I have marveled at the fine work many regular teachers have done, especially in small communities. High school homebound pupils present the biggest problem. A few high schools have thought they solved the problem by merely sending the text books, with no supervision and without anyone at home able to help. Texts and materials without guidance and supervision are frustrating. A handicapped child needs the opportunity and help to earn his credits and promotion.

Respectfully submitted,

Mrs. Kathryn Charlson