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F O R E W O R D

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1951-52.

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

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

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

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

Great strides have been made in long delayed maintenance and repair items. Staff turnover has decreased in high schools but has continued to be abnormally high in the elementary schools. Many vacancies occurred on very short notice. Again full employment caused the substitute list to be very short, since nearly everyone who wanted full-time work could secure it.

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

Kindergarten	52	Fourth	29
First	35	Fifth	26½
Second	34	Sixth	26
Third	33½		

When we keep in mind the fact that the children in sixth grade were born in 1940-41 (pre-war), and those in kindergarten were born in 1946-47 (post-war), we have a clear cut picture of what is in store for Madison's schools. Preparation of new building plans to accommodate the coming wave of children again consumed much time and energy of principals and supervisors, as well as many teachers, during the year.

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

P. H. FALK

Superintendent

July 1952

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORTS
OF
PRINCIPALS AND SUPERVISORS

For the School Year 1951-52

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

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

Elementary Schools

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

Special Departments

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

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1951-1952

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
By the Principal

E. D. Brown

June 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1951-1952

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

INTRODUCTION

At the end of two years at Central, I should like again to express my views and reactions before submitting the more formal part of my report.

My first year, 1950-51, was necessarily spent to a great extent in getting an overall acquaintance with the staff, pupils, parents and school plant. This past year, I have had more of a chance to help develop some new activities, and to stand back and take a look at the whole picture with a somewhat more experienced viewpoint. While I see many more problems than I recognized my first year, I can also see with more clarity how these problems can be met and the majority of them solved. I know many more parents now than I did a year ago. I am getting to know more and more of the underclassmen. I have become acquainted with most all of the seniors.

I am still very much impressed with the spirit that is manifest in the classroom and entire activity program at Central. It is intense in its loyalty and truly democratic. What impresses me most is that this spirit of democracy and loyalty does not seem to have any synthetic tinge. I presume that where a true spirit of democracy shows itself there can be no synthetic tinge. I hope this spirit continues and that we never get to the point where we worship and idealize merely the spirit rather than the results which true democracy produces.

SECTION I

STATISTICAL DATA

The total enrollment for Junior and Senior High School for the past fifteen years is given below. In the Junior High School, this has fluctuated from a high of 573 in 1945 down to 448 in 1951 or a total of 125. It went up again by 51 in 1952 and it appears from figures received from the elementary public and parochial schools that it will increase by another 40 or 50 during 1953. In the Senior High School, the enrollment has gone from a total of 752 in 1938 down to 534 in 1952 or a total loss of 218 in the past fifteen years. The outlook for next year is that the Senior High School will increase by about 40 to 50 at the beginning of the year.

The highest enrollment for the combined Junior-Senior High School was in 1938 when it reached 1312. The lowest was in 1951 when it went down to 1017 or a difference of 295. The largest enrollment ever registered at Central was in the year ending in June 1930 before West High School was opened. The total was 1761 pupils. However, many of the classes were held in temporary buildings and in the Methodist Church school building.

Enrollment for Past 15 Years

Year	Junior High School	Senior High School	Combined
1938	560	752	1312
1939	546	672	1218
1940	551	683	1234
1941	524	691	1215
1942	509	713	1222
1943	548	743	1291
1944	570	603	1173
1945	573	598	1171
1946	491	592	1083
1947	470	618	1088
1948	473	610	1083
1949	465	574	1039
1950	453	576	1029
1951	448	569	1017
1952	499	534	1033

The total enrollment of Central Junior-Senior High School during the year ending June 1952 was 1033. The detail of this enrollment is as follows:

	Grade	Boys	Girls	Total	Increase or Decrease 1952 over 1951
Junior High Division	Seventh	77	74	151	+18
	Eighth	72	80	152	+29
	Ninth	91	105	196	+ 4
Totals		240	259	499	+51
Senior High Division	Tenth	110	77	187	-20
	Eleventh	86	108	194	+25
	Twelfth	71	82	153	-40
Totals		267	267	534	-35
Junior and Senior High Totals		507	526	1033	+16

SECTION II

SPECIAL ACHIEVEMENTS

A. During the past two years and especially during this last year, I have acted as advisor to the Senior Class. There are many activities which take place during the latter part of the Senior year. All of these have to be organized. Early in the year, the officers are elected and the president appoints a long list of committees and chairmen. The work with this group of committees and the president of the class has been stimulating to me and has given me an opportunity to get to know the individuals of the class. This relationship has been on a level different from ordinary classroom administration. I have seen two class presidents develop into rather effective leaders and administrators. I have seen democracy at work on a rather wholesome level and to the extent that practically everyone in the class was taking at least a minor part. This participation is very important, especially for those who may not go on to higher institutions of learning.

B. There are many other opportunities for all of the pupils in both the Junior and Senior High Schools to take an active part in activities other than the classroom. The list of clubs and organizations in the Junior High School is long and varied, ranging from work in special subjects to golf, checkers and handicraft. In the Senior High School, there is opportunity for pupils to select or initiate at least a score of activities ranging from a group who wish to study Spanish music to leading cheers, working with oil paints, or learning the art of make-up for school dramatics. Again these activities allow the pupils to participate and help decide many minor issues and some important ones which may affect the climate of the entire school.

C. During the second semester of this past year, the Mirror staff, the journalism class and the printing class combined their talents to work on putting out the school newspaper at school rather than having the printing done at the printing company. As a result, the group has had a rather interesting experience in seeing a newspaper edited and published in the school building. Mr. Tottingham, the journalism teacher, supervised the editing and general make-up and Mr. Swenson, teacher of printing, supervised the actual printing. By printing the paper in the school, it was possible to sell less advertising, thereby allowing more space for copy and pictures.

D. The trades courses which were introduced at the beginning of the second semester, February 1951, have continued to grow. We have not encouraged pupils to enter the courses unless they had a real interest and a fair aptitude. As usual, the forecast for next fall was made up this last May. In selecting their courses, 105 pupils had chosen some one of the various trades courses. This figure represents about twenty per cent of the Senior High School.

E. In addition to continuing the trades courses, we have been able to give a much larger offering of exploratory courses in manual arts to the ninth grade. This may stimulate an even larger selection of the trades courses for those who find a real interest and aptitude.

F. The percentage of graduates who go on to college remains about the same as in former years, varying from 26 to 33%. It has been encouraging to members of our English staff to discover that three of our 1951 graduates who enrolled at the University were exempt from one or two semesters of English after they had been rated on the placement test. One of these students was invited to join an advanced writing class at the University of Wisconsin, ordinarily composed of juniors and seniors only.

One of the 1951 graduates made a 3. average at the University while at least five more had an average better than 2. One of the 1951 graduates won a four year scholarship at Deep Springs College, California, while another was the recipient of the Kemper K. Knapp four year scholarship at the University of Wisconsin. The latter had attended Central just two years after having come to this country from Czechoslovakia.

G. There are certain traditions which help the smooth operation of a school or its related activities. One of these traditions at Central has been dress up day. This practice has usually been in good taste for both boys and girls. The faculty has usually expressed itself favorably because of the carry-over in good manners and positive attitudes during classes and school activities. Perhaps there should be a number of these days or a building up of this general idea of improvement in personal appearance and feeling. The same general reaction has been expressed whenever our boys and girls have put on a school party in which good personal appearance has been at least one of the requisites. A number of these, such as the "Junior Party," the "Senior Dance," and the "Cotton Blossom Dance," have been the highlights of the school year in the realm of wholesome social school activity.

H. The Senior Class and the P.T.A. together sponsored a variety show in which the talent was furnished by the pupils and some adult members of the P.T.A. The profits were divided between the Senior Class and the P.T.A. Part of the funds which were allocated to the Senior Class were used for the Senior banquet. Every Senior was given a free ticket to the banquet.

I. The music organizations have continued to grow in spite of the fact that the general enrollment in the school has declined during the past few years. It is encouraging to see a large number of boys who are interested in athletics also enthusiastic about band, orchestra and choir.

J. Although Central has been the smallest school in the Big Eight for some years, its success in athletics has been encouraging. This past season, Central won seven and lost seven of its conference basketball games. In football, all but three of the regulars were inexperienced as far as the varsity squad was concerned. However, the team improved a great deal and brought along a group of sophomores and juniors who will be in much better shape to start the 1952 fall season than the group which had to carry the load in 1951.

Wrestling was added to Central sports during the past season. The student body was enthusiastic from the very beginning and interest increased as the season progressed. Several members of the squad took part and won points in the state tournament.

Perhaps the most successful athletic group from the standpoint of both enthusiasm and games won was the hockey team. Central played eleven games and lost only two. One of those lost was to Stevens Point whom we beat later. The other one we lost to Rhinelander. Wausau, who was beaten by Central, had won the "Wisconsin Valley" championship.

The Four Lakes or Saturday Morning League, in both football and basketball, has afforded an opportunity for a large number of boys to take part in these sports. These boys are not quite varsity calibre but have a desire to compete.

Golf is taking a real hold on at least thirty junior and senior high boys. This past season Central won the city championship.

K. During the past year, the Guidance Department has been placing more emphasis on individual counseling in the vocations field and less on group meetings. This emphasis on the individual seems much more successful with less waste of time on the part of those who might not be interested in the group topic. In addition to working with seniors on their future plans (important as that is), the Guidance Director has done a great deal of personal counselling with individuals whose problems were much more serious than planning a future career. The nature of this counselling is necessarily confidential and cannot be given any publicity. Nevertheless, it is important that school authorities and colleagues be informed that this type of work is being done and that it is meeting a real need.

L. The library has been considerably improved by doing some rearranging and culling out a considerable amount of material which was serving no particular use. Some new furniture has been purchased and there is more to come during this summer. I think more teachers are making use of the library, but there is a need for more investigation on the part of some others as to the possibilities for reference work for pupils.

SECTION III

SPECIAL PROBLEMS

A. The problem of failures has improved somewhat during the past year. However, when the total number of subject failures (68) is multiplied by the number of hours spent in class per semester (90), the result, 6120 hours, represents a tremendous loss or perhaps, at least, lag which must be made up if the pupils are to continue in school. In addition to this loss, there is the extra time spent outside of class in preparation for assignments. The total would undoubtedly exceed 8000 hours of loss or at least make-up work.

Translated into eight hour days, Central students have lost 1000 days. Of course, much of this cannot be changed as there are many pupils who will not make adjustments or exert themselves to a point where they can do satisfactory work. I think that a good deal more emphasis can be put on the importance of pupils knowing that satisfactory work in school cannot be done unless there is serious preparation made in study halls and outside of school at home. This applies chiefly to courses other than vocational.

B. There is the problem of financing athletics which is still serious. The program is financed partly through sales of Student Association tickets. However, this covers only about fifty per cent of the cost. Gate receipts must cover the large part of the cost. Because our gymnasium is small, our opportunity to sell tickets for basketball is limited. Football, therefore, must support the largest share of the cost. During this past season, it was necessary to postpone two games, one because of rain, the other because the date fell on Halloween night. The homecoming game crowd was again limited because of threatening weather, and later on in the evening, it rained. With crowds limited on three bad nights, receipts were low and finances suffered seriously. We hope that this coming season will produce some paying crowds.

C. Plumbing repairs is still a serious problem as materials are scarce and expense of installation is high. If our enrollment increases, we will be in need of increased toilet areas.

D. Heat control has aggravated the matter of furnishing comfortably regulated temperatures in classrooms, girls gymnasium and toilets. In some cases, the controls are old and inaccurate. In other cases, the pipes which lead to the radiators are still hot, even when the radiators are turned off.

E. Because Central has no playground or athletic field nearby, there is a problem of getting pupils safely to the field. In the spring and fall, it is desirable to teach the physical education classes out of doors. If pupils are to go to Reynolds Field for these classes, it is almost necessary to supply some form of transportation. The Supervisor of Physical Education has been making some studies of the cost of such a service.

F. There is always a problem for a downtown school in keeping its pupils away from stores and shops and public buildings during the noon hour. With the opening of our recreation room and by using the gymnasiums for dancing and minor athletics, and the Auditorium for movies, it has been possible to limit the number of nuisance cases to a minimum. We shall continue to develop our recreation facilities for the noon period.

G. In an old, even though well built, structure, there is an added problem of maintenance if the building is to be kept attractive. During the past two years, a good deal has been done to the halls and gymnasium by way of installing acoustic tile. This has solved, to a great extent, the matter of noise and confusion, and has added to the attractiveness of the building.

The hall floors, which are of cement, have been painted from time to time and parts have worn off leaving a rather blotchy surface. If the halls are to be improved, something will have to be done to remove the old stains and refinish the surface. Men are working this summer in trying to remove some of the original paint.

The Auditorium floor finish should be removed and a light coat of seal applied. This would improve both the looks and lighting in that room.

SECTION IV

RECOMMENDATIONS

A. If materials are available, we recommend that the toilets on third floor be modernized and that the toilets on first and second floor be painted, including the partitions which are now finished with a very dark colored varnish.

B. We recommend that the Auditorium floor be sanded or cleaned and refinished with a light colored seal. The floors are a very dark brown, the lighting is not good, and together they make a rather gloomy atmosphere.

C. We recommend that a careful study be made of the trades course and of those who have been enrolled in it and have just graduated. None of the pupils who graduated this past June have had the three year course. By the end of the school year 1952-53, many of the graduates will have had two and one-half years' benefit from the pre-apprenticeship training.

D. We recommend that a number of meetings with class groups be held near the beginning of the coming school year to emphasize within the group the importance of the following:

1. Necessity of making good use of study halls, and time at home for better preparation of class work.

2. Need of becoming aware of the opportunities afforded by the Board of Education and t[illegible]payers and need of developing an appreciation of these opportunities.

3. Need of accepting the responsibility of further developing good sportsmanship and positive citizenship whether in school, attending a school activity or representing the school at any public event.

4. Desire to carry over this matter of good citizenship outside of the school whether or not it has any relationship to school functions.

E. We recommend that the entire faculty continue to study and appraise the work it is doing and the product that it is turning out, and to make recommendations for changes or improvements when these changes or improvements are a result of careful consideration and investigation.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by Vida V. Smith

June 1952

ANNUAL REPORT
For the School Year 1951-1952
CENTRAL JUNIOR HIGH SCHOOL

I. STATISTICAL DATA

School Year 1951-1952

TOTAL ENROLLMENT TO DATE				TOTAL WITHDRAWALS			
Grade	Boys	Girls	Totals	Grade	Boys	Girls	Totals
Seventh	77	74	151	Seventh	5	5	10
Eighth	72	80	152	Eighth	7	3	10
Ninth	91	105	196	Ninth	11	5	16
Totals	240	259	499	Totals	23	13	36

Forty new pupils enrolled after the first week of school for the present school year as compared to thirty-two for the previous school year, and thirty-six withdrew this year as compared to the same number last year. Twenty-five of these new pupils were from out of the city and thirty-three others enrolled at the beginning of the school year from out of the city, or approximately 11.6% of this year's pupils were from schools outside of Madison while 88.4% were from Madison public or parochial schools as compared to 6% and 94% respectively for the school year 1949-1950, while the school year 1950-1951 was approximately the same as for this year.

It is interesting to note that the trend toward a more stable school population at Central Junior which existed the three years between 1947 and 1950 was not as stable the past two years. This, no doubt, has been largely due to the housing situation. As families have bought homes in the new areas other families have moved into the Central area. It will be interesting to see if the present trend toward raising rents will cause a shift of these families to other parts of the city or will it tend to cause the doubling up of families as was true during the war years and which is still true to a certain extent? Landlords in the Central area who would not rent their property to families have had to do so the past year or let their places remain vacant. With the new housing units making home ownership more of a possibility for many families the property in the Central area will probably be rented to more people with families or taken over for business purposes. The cost of keeping up, taxes, and heating the larger houses in this area is more than retired people can carry. This seems to be the trend as we had eleven children coming into Junior High during this school year from East or West Junior High Schools and most of them had moved into our area.

ANTICIPATED ENROLLMENT FOR SCHOOL YEAR 1952-1953 AND SCHOOLS FROM WHICH PUPILS ARE COMING

Seventh Grade		Eighth Grade		Ninth Grade	
Central Seventh (Repeaters)	3	Central Junior	146	Badger	7
Franklin	5	Repeaters	3	Central Junior	142
Lapham	21	Parochial Schools	3	Franklin	35
Lincoln	18	Franklin	0	Holy Redeemer	13
Longfellow	44			Madison Lutheran	1
Marquette	5			Silver Springs	3
Parochial	3			St. James	10
Rural	0			St. Joseph	7
Washington	56			St. Patrick	4
TOTAL (7th Gr)	155	TOTAL (8th Gr)	152	St. Raphael	5
				Repeaters	2
				TOTAL (9th Gr)	230

Total for entire Junior High School - 537 as compared to 465 for the present school year.

The foregoing anticipated enrollment does not include any elementary pupils who said they wished to attend other high schools. It is impossible to organize a school at Central until after the fall enrollment is in as we never know how many special permits will be granted. The present school year fewer special permits were issued and all but seven of the seventh graders who said they were coming to Central did come. I hope the same will be true this year.

II. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

The separation of the guidance activities of the Junior and Senior High School has had many advantages as well as some disadvantages. The greatest disadvantage is that Miss Fredrickson has no contacts with these pupils until they are in the tenth grade as Mr. Haugan does all the guidance work in Junior High. Junior High pupils have received much more help of a guidance nature than has ever been the case previously. Mr. Haugan has had individual conferences with most of the seventh graders and has begun to build up files that should help all of us to understand the needs of these children better. He has also been of considerable help in assisting home room teachers and pupils in the work on advance programs and their three and four year programs. Several profitable assembly programs on guidance were planned by him for the different grade levels. Teachers appreciated this help and many of them followed these programs by discussion in their home rooms which made the programs of real significance to the pupils. Several conferences were held with parents and some with teachers. A number of pupils were referred to the Department of Child Study for special services which they were better able to give than we were.

Our music department has been somewhat more active this year. The vocal groups have appeared at several auditorium programs and at P.T.A. meetings. They also put on a Junior High operetta. Our instrumental music groups have participated in several auditorium programs and several P.T.A. meetings. We have had a very good Junior High band and a fair orchestra.

Our dramatics groups presented a play as evening entertainment for their parents and friends. They also prepared several auditorium programs, most of which were very good. This department also cooperated in making the operetta a success.

All junior high pupils were given standardized tests in the fall in reading, spelling, language usage, and arithmetic. The results of the tests for Central pupils compared quite favorably with that of the entire city according to the results tabulated by Miss Leary. Other tests were given in the spring by individual teachers. The growth was very favorable in as far as results of tests indicate pupil growth in the various subject areas.

Our club program was organized early in the fall this year and has been very successful for most of the clubs. Now that we have two gymnasiums and a large recreation room we have better facilities to carry on our club activities than we have ever had at Central. The interest and worthwhileness of the club program depends largely upon the teacher sponsor and his ability to help pupils to develop their possibilities of leadership. Some sponsors do an excellent job in bringing out the best in pupils through club and home room activities while others do practically nothing in this respect. I always feel badly to see some children losing out in this important phase of education because they happened to get into a home room or club in which the teacher does not feel the great educational opportunity he is missing when he fails to consider these duties of equal importance to those of classroom teaching. Miss Hein has been very successful this year in getting the girls in her clubs interested in various kinds of needlework. They have had displays of their work several times during the year.

Our noon recreation program has been very well organized and supervised this year. However we have been limited to the use of one gymnasium as the other gym has been used by the Senior High for a lunch room. This has meant that pupils who did not wish to dance or play table games had no activity during the lunch period. The Junior High has been unfortunate in not having the use of the boys' gymnasium for noon recreation. The conduct of our pupils during the lunch period has been very good for more than 98% of the pupils participating in these activities. We appreciate the cooperation of Mr. Holmes and Miss Sauthoff in providing materials from the community centers for our noon recreation program and in helping us to reorganize the program.

We have been pleased to have new lockers for the entire second floor and a few on the first floor. This has been a much needed improvement.

We have had much more use of the vocational shops this year but failed to get the use of the General Shop which we were promised when the new addition to vocational school was being constructed. Our shop facilities have been quite good except for the last quarter for ninth graders where they rotated shops every three weeks. The boys did not like that and say they did not learn much. I hope we won't have to have that set-up again to accommodate the vocational school.

It has been a great relief to the Junior High to have all traffic of Senior High pupils to the shops and gymnasiums take place on the stairs between the Junior High and vocational school instead of passing through our corridors which are too narrow to accommodate that many pupils.

The use of two extra rooms for the Junior High next year is going to help a great deal in planning our organization.

Our Central Community Center has been a real success this year. We had from two hundred to over three hundred participating each week-end. A recreation committee appointed by the student council did much in helping to plan for special events. We greatly appreciate the work of Miss Sauthoff in helping to guide these activities and Mr. Holmes' interest in our Center. Several parents attended the last party and expressed their appreciation of what the school was doing for the social life of their children and volunteered their services for another year.

We are pleased to have Richard Harris representing our school in the National Optimist's Oratorical Contest at Louisville, Kentucky, having won the local contest at Madison and the district contest at Minneapolis.

Our Parent-Teacher Association was very active this year. We had very good attendance at all meetings and everyone seemed to enjoy the meetings. They have supported our school activities and many parents attended the National Honor Society initiation programs in both Junior and Senior High School.

Our athletic program at Central Junior High has been the least successful this year of any year since the program was organized. We carried on inter-scholastic athletics with West Junior, East Junior and Wisconsin High. Our football, track and golf teams placed second, our basketball team third, while our volleyball team won first place in this league. We began to offer tennis again this year and hope to have a tennis team next year.

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

Our Get Acquainted Club has kept up correspondence with boys and girls in other countries and has enjoyed receiving letters from these pupils. This has been very educational and should do much to establish good public relations between their countries and ours as these children become pen pals. It is interesting to see how this activity is carried on for several years by pupils in the Senior High who were former members of this club. The good English and correct spelling used by the children of other countries is amazing to our children who know only one language and that not too well. They frequently ask why children in this country learn only one language while the foreign children they hear from know two or more languages well.

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

Visual aids and recordings have been used to quite an extent to supplement the classroom work. In most cases visual aid materials have been used very wisely to supplement the teaching program.

III. SPECIAL PROBLEMS

The special problems at Central remain somewhat the same. However some improvements have been made the past year for which we are very thankful. After over twenty years we at last have the drinking fountain moved off the playing floor of the boys' gym. New drinking fountains were installed. We still need four more new drinking fountains.

Our custodial services have not been very good. This has been partly due to the change in the set up for janitorial services in which responsibility is hard to place. Also, the fact that the Senior High sells ice cream during the lunch period and these pupils were permitted to eat in any place in the building except the auditorium, which added to the untidiness of corridors and wells near the gym. Since eating of fruit and ice cream in the halls was permitted it added to the clean-up work necessary to keep the building in good condition. Practically all teachers feel that rooms are poorly cleaned. The Wisconsin Street entrance was very hazardous much of the time due to the ice and snow accumulated there. The girls' dressing rooms and Junior High corridors were kept in good condition most of the time.

If the pupils in the Central school district were expected to attend Central High (except those who for very special reasons as determined by careful investigation by the Department of Child Study) our school would be filled to capacity with pupils in the Central area. This would make for a better school and would be carrying out the trend in modern education for community schools as close to the homes of pupils as possible. It would help a great deal to revive the Central spirit and would be a help in reducing the per capita cost of educating children who do attend Central. It would also help to create a feeling of loyalty of the elementary schools to the high school in their vicinity. There has been a trend toward having this carried out this year and we appreciate what Mr. Waller and the Board of Education did in holding the special permits to a minimum. The increase in anticipated enrollment for the school year 1952-1953 shows that there are enough pupils in this area to fill this school to capacity.

Woodwork in the girls' dressing rooms should be painted or new metal or marble stalls provided. This has needed doing for over twenty years. If only one improvement could be made at Central this year, I wish it could be this. There has been no writing on the walls in the girls' dressing rooms and these were painted several years ago. I am very certain that our girls would not scratch the woodwork if it were free from scratches when school opens for just once. They have shown respect for the painted walls, and I am certain they would do likewise for the woodwork.

There is need of a uniform ruling in regard to the amount of time to be given to music at the seventh and eighth grade levels. East and West give five hours per week to instrumental music plus two hours to vocal music besides some time during activity periods and after school. Central has been giving only three to instrumental music. Mr. Fandrich is requesting that we give five hours to it. I can hardly see the justification in having a seventh and eighth grade pupil give from seven to ten periods out of a thirty-five period week for two years to music leaving twenty-eight or less periods per week each year to be spent on mathematics, history, geography, shop, art, English, home economics, science, spelling, physical education, health and home room guidance activities. No other subject in the entire school curriculum gets as many as seven periods per week at any grade level in either junior or senior high. Is music the most important subject for even a small per cent of the pupils at these grade levels? At Central Junior High 50.7% of the pupils enrolled in the seventh grade the first semester of this year and 36.0% of the eighth grade were taking instrumental music. Should that large a per cent of pupils give more than one-fifth of their school day to music activities when the field of education is so broad and there is so much to teach in other subject areas?

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

We are again having many teachers and parents questioning whether sports are of more value to an educational program than is work on educational committees, special help given to pupils who have been absent or who find school work difficult, coaching of plays, and supervision and planning for social activities for pupils. Our P.T.A. questioned the policy of having a banquet for athletes and not doing anything for pupils who had done an equally good job in representing the school in non-athletic activities such as band and orchestra. The past two years the P.T.A. have questioned the policy of having pupils pay their own bus fare for practices at the music festival when the school pays the bus fare for athletes. The past two years teachers and parents questioned the policy of having National Honor Society members buy their own pins and pay for their own luncheon when letters and banquets are provided for athletes. While these are small matters to us interested in education, it does indicate that parents and teachers are giving some serious thought to the real purposes of public education. I am very much in favor of an athletic program for every high school and for proper recognition to coaches and pupil participants but I do not want such a program to let us lose sight of the main reason for which our forefathers established public education. Their purpose in establishing schools was to teach children to read and interpret the printed page, to express themselves well in oral and written expression and to manipulate figures to the extent that they have need of them and are capable of so doing and to guide them in such a way as to make good citizens and leaders for their communities. We have added many

other things to our present day curriculum and to our aims of public education down through the decades and justly so, but we can never forget that those aims of public education which our forefathers saw need of are needed as much or more today than they were years ago. The graduates of our high schools today are going to have keener competition in getting jobs and in holding them than ever before. They will be competing with not only those in this country but those of the entire world. We need to continually review our curriculum offerings and what we are stressing in the light of modern trends in the entire world.

IV. RECOMMENDATIONS

1. That the amount of room space allocated to the Junior High be increased so it is more on the par of that for the Senior High School since the enrollment in the two divisions is approximately the same. Mr. Brown has promised to give us the use of two more rooms next year. This will be a great help in organizing our Junior High.

2. That better facilities for physical education be provided at Central as soon as building conditions permit.
   a. Enlargement of boys' gymnasium.
   b. Tennis courts built at Conklin playground or at Reynolds Field.
   c. School bus transportation provided so physical education classes might go to Reynolds Field whenever the weather permits.
   d. Squad rooms modernized and equipped.
   e. Ventilating in girls' gym and shower room improved.

3. That the floors of classrooms in our building be sanded and the corridor floors and stairs sealed so they can be easily cleaned. Painting does no good as it wears off in a very short time.

4. That new drinking fountains be installed in all corridors where they were not installed last summer.

5. That much use will be made of the excellent material Miss Leary has gotten out in the field of mathematics. If the proper use is made of this material from primary grades through the junior high school we will not need to be concerned about what standardized tests we use or when we give the tests. Our pupils will be prepared to meet the standards at any time we see fit to test them.

6. That the social studies program of the secondary school be examined critically with the idea of working out a six-year social studies program. I thought the choice of new texts for seventh grade geography and eighth grade history two years ago might be an incentive to begin this. I think Miss Leary is organizing a committee now for this purpose. I hope this work may be correlated with the English so we will get junior high teachers interested in teaching the same pupils in more than one subject area.

7. That generous funds be provided for rental of visual education material from the Visual Education Department of the University. We have made considerable use of these materials the past several years.

8. That the size of the slow groups should not exceed twenty pupils and should be kept below twenty if possible. Sufficient space should be provided to make it convenient to use visual aids materials frequently in connection with the daily class work for these groups. Teaching power should be sufficient to make it possible to run a class of this size at each grade level and two for seventh grade. We were able to do so this school year and test results seem to indicate that it was worth doing.

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

10. New double lockers should be provided as soon as they can be purchased. We got many new lockers this year. The Senior High has much greater need for new lockers than we do at the present time.

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

12. That room 206 be provided with a sink and built-in cupboards in the back of the room so it might be used as a laboratory for physiology classes and for science classes in the near future. As soon as we have an increase of one more section of eighth graders this room will have to be used for both science and physiology and the civics classes will have to meet in other rooms that do not require laboratory apparatus.

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

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

15. Provide tennis courts near enough Central so that our pupils might have the same opportunities to learn to play tennis as junior and senior high pupils have at East and West. We began to teach tennis again this year and had several seventh grade boys interested.

16. The vocational school has a recreation room in which pupils may smoke which is right across from the main entrance to our girls' gymnasium and near the high school activity room. Since the girls' gymnasium and the activity room are both used for noon recreation by the Junior High School it makes a very undesirable situation. It is hard to get children of eleven through fourteen years of age to see why some pupils should be given privileges of smoking in the building which are denied to them. The use of slot machines for selling candy, gum, soft drinks, ice cream, etc. in the vocational recreation room is a bad example to set for our children and almost impossible to control. I have seen children drinking soft drinks and eating pretzels before 7:30 in the morning. This is contrary to the teaching of our health program.

The fact that teachers can smoke in the adult eating room at noon and during the morning coffee hour has also met with criticism from parents and pupils. Central has been so democratic that pupils have not been used to seeing teachers have any privileges not accorded to pupils. Most schools and business places provide rest rooms and lavatories for their employees but at Central Junior all Junior High teachers use the same toilet facilities that the children do.

17. Two Junior High class rooms are not connected with the ventilation system at all. Something should be done to improve the ventilation in these rooms if possible. The least we could do would be to not have the top windows nailed shut.

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

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

VIDA V. SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson

June 1952

ANNUAL REPORT

For the School Year 1951 - 1952
GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

We prefer again to report on special projects rather than to submit a survey of our routine work.

This is the second year with Mr. Haugan on the staff and it has been most gratifying to see the work in the junior high school expand to meet the needs of pupils and teachers more adequately. He has supervised the development of a program in human relations, assisted the teachers in planning for group guidance in the home rooms, and has been responsible for all of the psychometric work of the school. Mr. Haugan will report below on some of this work.

Perhaps the 1951 - 52 project in senior high school that has been most satisfying to the worker was in the area of vocational guidance. In the preceding several years we have sponsored career days and have been trying to evaluate them by talking with pupils, speakers, and teachers. It was obvious to us that, when twenty or thirty girls listened to a talk on nursing, for instance, only a very few were interested in the subject and the rest were spending time unprofitably or being mildly entertained. The speakers often doubted the sincerity of the group and especially the questions they asked. This could not be remedied, for a class of one hundred and fifty will have only a few, if any, potential lawyers and yet we wanted a "good audience" for a busy lawyer who was willing to give his time to our program.

This year we tried an individual senior survey which, of course, is very time consuming but also very personal and rewarding. In the fall we reviewed with each senior his credits, requirements for graduation, second semester program, plans for further education, and vocational interests. The latter subjects led to investigating college bulletins, conferences with parents and other persons in the community, writing for information, and finally appointments to see the job.

Sixty-three per cent of the class did not want any help on further education. In this group more than half had their vocational plans well formed. These were the office workers and those who hoped to continue with the jobs in which they had been training -- largely in filling stations, restaurants, bakeries, stores, garages, laundries, etc.

The other thirty-seven per cent of the class wanted to discuss schools -- the university, small college, business college, beauty culture school, art school, etc. -- as well as

vocational plans. This was the group that tested our resources and that needed many repeat conferences. We arranged for visits to the following places: school of nursing and hospital, physical therapy department at the University of Wisconsin, bakery, laboratory of medical technology, newspaper office, the physical education for girls department at the University of Wisconsin, the school of occupational therapy at the University of Wisconsin, machine shop, large garage, dry goods store (behing the scenes), insurance company office, law office, auto body shop, police department, kitchens of a large restaurant, local art school, upholsterers shop, architect's office and nursery-greenhouse. It is our belief that each pupil appreciated the individual help in finding materials related to his interests and in arranging conferences that assisted him in making decisions. The worker feels that the vocational guidance area of her program was very personal in its nature and therefore more profitable. A career day speaker representing physical therapy expressed great pleasure at having three very interested pupils take her time "on location". She preferred this to talking to the senior class -- or part of it -- when her real audience would still have been the three who came to see her and the physical therapy program. And she is a recruiter for her department!

We are now finishing our first full year with the Trades Course in our program. One fourth of our present ninth grade is enrolled in this course. It is meeting a real need and will probably hold pupils in school who might otherwise tire of "impractical" academic courses and move rapidly toward withdrawal from school. The pile-up of elections is in courses that work with wood and automobiles. We feel that the boys are missing good opportunities in cookery, merchandising, refrigeration, sheet metal, and other trades. Attempts will be made to acquaint pupils with the content and values of all the trade subjects so that elections will be more studied and less prompted by a desire to "follow the crowd". The instructors in the trade subjects are preparing brochures that will answer the questions that pupils ask about specific trades and that may stimulate interest in areas other than the now popular ones.

The guidance department has continued routine work in testing, counseling, programming, arranging employment, providing services for handicapped and indigent children, selecting pupils for awards and scholarships, and keeping pupil records.

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

Respectfully submitted,

Mina B. Fredrickson
Director of Guidance

EMPLOYMENT

NUMBER OF PUPILS GRANTED WORK PERMITS

(September 1951 - June 1952)

Vacation Permits	148
Regular Permits	267
Street Trades	85
Total	500

Type of work for which permit was issued:

Vocational Cafeteria	15
Office	8
Stores	114
Hospital	28
Theaters	23
Restaurant	64
Madison Schools	8
Bowling Alley	47
Street Trades	87
Golf Courses	23
Miscellaneous	83
Total	500

	Boys	Girls
Pupil requests for employment	43	49
Jobs called in	92	73
Pupils placed	81	62

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

1951 - 52

Junior High School

	Number	Percent
Retarded (I.Q. below 95)	109	23.34
Average (I.Q. 95-115)	268	57.39
Superior (I.Q. over 115)	90	19.27

Average I.Q. of all Junior High Pupils 105.16

Senior High School

10th Grade:	Number	Percent
Retarded (I.Q. below 95)	36	20.69
Average (I.Q. 95-115)	109	62.64
Superior (I.Q. over 115)	29	16.67
11th Grade:		
Retarded (I.Q. below 95)	33	19.30
Average (I.Q. 95-115)	103	60.23
Superior (I.Q. over 115)	35	20.47
12th Grade: Graduates of June 1952		
Retarded (I.Q. below 95)	25	18.65
Average (I.Q. 95-115)	82	61.19
Superior (I.Q. over 115)	27	20.16

Average I.Q. June 1952 graduates 105.35

Average I.Q. all Senior High pupils 104.62

CON-FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	1st Grade Period	Final	1st Grade Period	Final
Number of Conditions	35	130	57	0
Number of Failures	54	20	85	97
Total No. of Cons/Fails	89	150	142	97
Pupils having:				
1 Con or Fail	54	67	68	45
2 Cons or Fails	8	19	18	8
3 Cons or Fails	5	7	8	7
4 Cons or Fails	1	5	2	1
5 Cons or Fails	0	1	0	1
6 Cons or Fails	0	0	1	1
Number of names on list	68	99	97	63
Percentage of pupils	14.56	19.05	20.77	13.49

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	11	0	0	4
Number of Conditions	55	25	26	19	52	14
Number of Failures	89	124	103	78	84	67
Total No. of Cons/Fails/ Open	144	149	140	97	136	85
Pupils having:						
1 Con or Fail	90	102	86	62	82	59
2 Cons or Fails	18	16	16	14	20	9
3 Cons or Fails	6	5	3	2	4	3
4 Cons or Fails	0	0	2	0	0	0
5 Cons or Fails	0	0	1	0	0	0
Number of names on list	114	123	108	78	106	71
Percentage of pupils	23.79	25.67	22.55	16.28	22.13	14.82

WITHDRAWALS

Junior High School

First Semester 1951-52

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTA
Other Madison Schools						5	1	6	6
Out of town	6	10	1	17		1		1	18
Work & Voc. School	5			5	1			1	6
TOTALS	11	10	1	22	1	6	1	8	30

Second Semester 1951-52

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTA
Other Madison School					1			1	1
Parent's request					1			1	1
Work & Voc. School		1		1					1
Out of town	1	4	1	6	2	1		3	9
Doctor's recommendation						1		1	1
TOTALS	1	5	1	7	4	2	0	6	13

Total withdrawals for year 43

Total withdrawals for 1950-51 67

WITHDRAWALS

Senior High School

First Semester 1951-1952

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	TOT
Work & Voc. School	1	2	3	6	2	3		5	11
Out of Town	1		1	2	1	2	1	4	6
Illness							1	1	1
To be married		1		1	1			1	2
Left home						1	1	2	2
Dr. Waller's recommendation						1		1	1
Mother's request						1		1	1
Over 18	1			1					1
Other Madison school			1	1		1		1	1
TOTALS	3	3	5	11	4	9	3	16	27

Second Semester 1951-52

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOT
Work & Voc. School	1	4		5	1	2		3	8
Out of town		4	2	6	2	3	1	6	12
Illness							1	1	1
To be married					2	1	1	4	4
To work	1	1		2	1			1	3
Other Madison School						2		2	2
Over 18	1	1		2					2
Graduated		1		1					1
Disinterested					1		2	3	3
TOTALS	3	11	2	16	7	8	5	20	36

Total withdrawals for year 63

Total withdrawals for year 1950-51 99

RECORD OF TESTS ADMINISTERED 1951-52
By Junior High Guidance Office

MENTAL ABILITY		
California Mental Maturity	Intermediate Form	345
Henmon-Nelson	Grade 9	180
Wechsler Bellevue		7
ACHIEVEMENT		
Stanford Achievement	(Administered by Mr. Haugan, Miss Smith and staff.)	467
California Arithmetic	(Administered by Mr. Haugan, Miss Smith and staff.)	158
Iowa Silent Reading Test	Grade 9	180
PERSONALITY		
Mental Health Analysis		22
Washburne SA		10
APTITUDE		
Iowa Algebra Aptitude		135
Bennett Test of Mechanical Comprehension		35
OTHERS		
Madison Study Habits Inventory		465
Social Usage Tests		180

GROUP GUIDANCE

This year the seventh and eighth grade home rooms embarked upon a project called Classes in Human Relations using the materials of Edmund Bullis. In the fall a meeting of the home room teachers was held to explain the purpose, aims, and procedures used in the program. Dr. Waller met with the teachers and told of the experiences he had in observing some of these classes on his visit to eastern schools.

Next a letter was prepared and sent to all parents whose children would be in these classes. This letter explained the purpose of the program and its underlying theory. Several parents made favorable comments about the program and indicated they felt it was a worthwhile project. One parent felt the discussion of general cases was acceptable but that private family relations were sacred and should be treated as such. This parent's wish was made known to the home room teacher and all discussions of family relations were avoided in that home room.

Several classes were conducted by the counselor in order to get the "feel" of the materials and be better able to appreciate the problems of the teachers using the materials on a weekly basis.

One lesson consisted of having the children respond to a series of questions by which they indicated their preferences toward classmates. A class acceptability chart was then tabulated and the home room teacher was given a clear picture of those pupils in her room who were most socially acceptable to their classmates and more important, those who were least acceptable. This device also enabled the teacher to discover friendships, as well as those pupils who had no class ties at all. The results were kept secret from the pupils, but used by the teachers to give the least socially acceptable more recognition and to try to draw them out and help them make new friends.

After the program was initiated each teacher used the materials as he saw fit and moved along with the lessons at his own rate. Approximately half of the teachers used these materials throughout the year.

Some teacher reactions to the use of this material are as follows:

"Our Human Relations program is helping our children to analyze their own problems."

"The classes draw out some pupils who ordinarily do not participate in subject matter discussions."

"I feel that the pupils realize that their problems are not unique and get great satisfaction out of sharing their experiences with other pupils."

"The stories the pupils have written about themselves and their problems has given me a much better understanding of my group."

"I have found that many of the stimulus stories in the book lack appeal for the children. Mr. Bullis uses the personal pronoun I altogether too much and the pupils have mentioned this upon several occasions. The fact that the stories are based largely upon Bullis' World War II experiences makes the stories too remote from the lives and experiences of my pupils."

Next year the National Forum Guidance materials will be used in the seventh and eighth grade home rooms. A trial of these materials was made by one of the teachers in the latter part of this year and she felt they were far superior to the Bullis material. The pupil reactions were more favorable and better discussions developed. The Bullis books will continue to be used in addition to these new materials as the teachers see fit.

NINTH GRADE HOME ROOM GUIDANCE PROGRAM

This year considerable emphasis was placed upon improving study habits at the ninth grade level. It was noted that over one-third of the pupils in the 1950 follow-up study reported that "being able to study effectively" was their number one difficulty in high school.

The unit on study habits was started by showing two films, "Keep Up With Your Studies" and "How to Study". (These two films were also shown to all seventh and eighth graders.) Film guide sheets were prepared by the Guidance Office in order to make the films more meaningful and also to serve as a basis of discussion and information following the showing of the films.

Next, sufficient copies of Kelley and Green's -"Better Reading and Study Habits" pamphlets were obtained for each ninth grader to have a copy for his own use. Weekly use of these pamphlets was made by the home rooms.

In December, the Iowa Silent Reading test was administered to all ninth graders. The purpose of the test was to enable each student to better analyze his reading and study skills.

After the tests were corrected by the home room teachers, a sheet explaining the purpose of the test and giving a detailed explanation of each sub-test was given to each pupil along with their corrected reading test and the results were discussed in home rooms. Suggestions were made on this sheet as to how the pupil could go about improving a particular weakness as indicated by the test.

The average of the median standard scores of all ninth graders was computed and the results are as follows:

Number of cases	180
Average median standard score for Central ninth graders	160.5
Median standard score for the fourth month of the ninth grade	159.0
Central ninth grade - 1.5 standard score points above ninth grade median.	

From this data we can conclude that the average ninth grader at Central is three months ahead of the median grade equivalent and three months ahead of the median age equivalent of the ninth graders upon whom the test was standardized.

In addition to the work in the "Better Reading and Study Habits" pamphlets, the following instructional films were shown and guide sheets prepared for each
"How to Read a Book".
"Do Better on Your Examinations"
"How to Observe"
"How to Remember"

Before the film was shown a topical introduction was read by the teacher along with questions to be answered by the film. After the film was shown pupils returned to home rooms to discuss its important points.

In January a unit was introduced on "Planning For My Future". A detailed booklet was prepared by the Guidance Office for use by each ninth grader. This booklet was designed to help the pupil analyze himself in relation to future job possibilities and the choice of the proper three year course in high school. The booklet covered such areas as (1) interests (2) skills and special abilities (3) personality characteristics and (4) physical fitness and health factors. These booklets were filled out by each ninth grader, the various parts discussed in home room, and were then filed in the pupil's cumulative folder.

Copies of a pamphlet "Your Future is What You Make It" were distributed to all ninth graders for use in home room. This pamphlet covered such topics as choosing a vocation, preparing for a vocation, how to land a job and how to progress in a vocation.

PROGRAMMING

In February work was begun on the three year programming. Dr. Waller spoke to the ninth graders on the topic, "What a Ninth Grader Should Be Doing About Choosing a High School Program". His stimulating talk was well received by the pupils and got them started on some serious thinking about their high school course.

The home room teachers carried out the bulk of programming with special cases and unusual programs being handled by the Guidance Office. A total of one hundred and fifty two such conferences were held. It might be added, that considerable use of the pamphlet "Should My Boy or Girl Go to College" was made during this type of counseling and was found to be very effective.

This year, as last, letters were sent to the parents of each pupil who signed up for the Trades Course. The letter explained the purposes and goals of the course and its limitations as far as meeting college entrance requirements.

the parent signed and approved letters were then filed in the pupil folders.

The last unit of the ninth grade home room program was on "Personality and Character Development". Here again use was made of instructional films. The Guidance Office prepared guide sheets for all of the films used. The films shown were: "Improve Your Personality", "Social Courtesy", "Dating Do's and Don'ts", "Right or Wrong -- Making Moral Decisions" and "How Honest Are You". In addition to the films, supplementary pamphlet materials were used by home room teacher and a "Test of Social Usage" was administered by them and the results discussed in home room.

APTITUDE TESTING

Before the programming was started in the eighth grade the Iowa Algebra Aptitude test was administered to all eighth graders. These test results were used along with achievement test results, past mathematics grades, I.Q.'s, and current performance as judged by mathematics teachers, in making mathematics recommendations for the ninth grade.

A correlation between the test results of last year and the grades of this year's algebra students has not as yet been made, but a cursory review of this data indicates a significant, positive correlation exists.

EXPERIMENTAL TESTING

This year all boys who signed up for the Trades Course were administered the Bennett Test of Mechanical Comprehension. It is planned to follow up these pupils for their three years in the course to see if any relationship exists between their score on the test and their success in their chosen trade. After this study has been completed, one may be able to use this test in future counseling in connection with this course. The mean percentile score on the test for this group of boys was 47.2. The mean I.Q. of the boys who elected the Trades Course was 97.94.

DISTRIBUTION OF ELECTED COURSES AND MEAN I. Q.'S OF PUPILS ENROLLED IN EACH COURSE - Incoming 10th Graders - Fall 1952

COURSE	MEAN I.Q.	NUMBER ELECTING		% OF TOTAL
College Preparatory	112.24	63		35.0%
Trades	98.97	37		20.6%
General	92.08	51		28.3%
Commercial	102.82	17		
Combined Commercial & University Entrance Requirements*	113.75	12	29	16.1%
	TOTAL	180		100.0%

*The pupils enrolled in this classification do not meet the Central High School requirements for the College Preparatory Course, however, they will be meeting minimum University of Wisconsin entrance requirements.

INTRODUCTORY INTERVIEWS

This year, as last, the policy of interviewing all incoming seventh graders was continued. The purpose of the Guidance Office was explained in detail to each pupil and an investigation was made of pupil experiences, outside interests, spare time activities, subject preferences, school clubs, friends and vocational interests. A brief record of each interview was kept on index cards. These personal contacts were felt to be very valuable in that each pupil became acquainted with the counselor and function of the Guidance Office.

ORIENTATION DAY

The Guidance Department handled that part of the Orientation Day program which dealt with explaining the home room, club and activity programs. This year the program was held in Scanlan Hall. It was felt that this arrangement was more satisfactory than the use of the auditorium in that the atmosphere was more relaxed, homey and personal.

This office especially wishes to express its appreciation for the assistance rendered by the Department of Child Study in its handling of the more difficult cases of pupil maladjustment. The prompt attention given to these cases and the excellent reports submitted were of great help to the counselor and teacher in gaining a greater understanding of these pupils. Mrs. Brandenhoff's reports on home and family environment of the attendance cases also proved to be of great help in understanding the problems of many of our pupils. Close cooperation of the nurse's office, the administration, the faculty and office staff was also deeply appreciated.

R. William Haugan
Junior High Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
FOSTER S. RANDLE
August, 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-1952
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	De-
1942	1091	2.7		1300		1.8	2391	.25	crease
1943	1104	1.19		1325	1.9		2429	1.58	
1944	1128	2.17		1189		10.26	2317	4.61	De-
1945	1095		2.92	1233	3.7		2328	.47	crease
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	)De-
1950	1042		3.78	1246	2.8		2288	.3	)crease
1951	1119	7.39		1223		1.84	2342	2.36	
1952	1137	1.6		1184		3.18	2321	.89	De crease

II. Junior High School Total Enrollment by Grades

Grades	1942-43	1943-44	1944-45	1945-46	1946-47
7	313	282	285	303	285
8	333	348	297	324	297
9	458	498	513	439	478
	1104	1128	1095	1066	1060

Grades	1947-48	1948-49	1949-50	1950-51	1951-52
7	302	313	298	348	324
8	299	307	311	295	346
9	475	463	433	460	467
	1076	1083	1042	1103	1137
			Remedial	16	16
			Total	1119	1153

III. Increase in Enrollment

The Senior High School enrollment during the last twenty years has been less than that of 1952 only in 1933, 1934 and 1935. The Junior High School enrollment in 1952 was larger than at any time in the school's existence.

The difference between the 1952 enrollment and the largest enrollment in the last twenty years was as follows:

	Junior High	Senior High	Building
1952 - Largest Enrollment	1943 -- 1325	1943 -- 2429	
	1951 -- 1184	1952 -- 2321	
	141	108	

The 1952 Junior High enrollment increase was small, only 1.6% over 1951, but the increase was 9.1% over that of 1950. The Senior High enrollment in 1952 was the smallest since 1935.

During the last twenty years our ninth grade enrollment was larger than that of 1952 eight different years. Our seventh grade enrollment was larger than any other year except 1951 and our eighth grade 1952 enrollment was only exceeded in 1944 and then by but two pupils.

It is evident that the Junior High School enrollment is on the increase and that that increase will also from year to year increase the Senior High School.

Part of the enrollment loss that this school has experienced during the last ten years has been due to losing ninth grade pupils to high schools outside of the city, to parochial high schools, and to some extent to a decrease in the pupil age group in the school district. Since Madison does not provide school bus transportation we will probably continue to lost tuition pupils to the Sun Prairie, Stoughton, and Deerfield High Schools.

At the end of the past school year, the East Junior-Senior High School enrollment, compared with the first year of the school organization, was as follows:

	Junior High	Senior High	Building
1952 --	1137	1184	2321
1933 --	956	1132	2088
	181 Increase	52 Increase	233 Increase

The present Junior High enrollment for September 1952 is:

7th grade --	294
8th grade --	304
9th grade --	479
Total	1077

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	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
		Total	6779		

From 1922 until 1932, when East High School was organized as a four year high school, the total number of graduates was 1467

Graduates 1932-1952 6779

Total Graduates in 30 years 8246

Counting the boys and girls granted diplomas due to credits earned in the armed services, and based on General Educational Development Test scores, the number of graduates would be increased to over 8500.

During the last twenty years, the graduating pupils averaged 27.25% of the Senior High School total enrollment. The call of the armed services, full employment, and not having made the best possible provision for boys and girls of real low academic ability, has kept the school from holding more of its pupils.

V. Graduates Going on to Higher Institutions

Up to the middle of August, we have sent 117 transcripts of 1952 graduates to colleges and universities. The above indicates that about 36% of our 1952 graduates expect to go on to school. This percentage of graduates who expect to continue their education is in line with that of other years. Up to this year 39 percent has been the greatest percentage of graduates who have gone on to college.

The reports received from the University of Wisconsin on grades earned by our graduates prove that pupils expecting to go to college should enroll in, and complete, our College Preparatory Course with a better than average grade level. Graduates of our General Course, who go to college, do not, in most cases, remain long as college students.

VI. Special Achievements

During past years the East High School completed studies for the North Central Association of Colleges and Secondary Schools as follows:

1. An analysis of the pupil population and the school community. The school's educational philosophy was formulated and adopted.

2. A study of the program of studies.

3. A study of the pupil activity program and special school services.

During the school year 1951-1952 "Special Report on Criterion 5"--General Factors Affecting The School Building Program, The School Plant and Equipment, Plans for Possible Future Development--was prepared by committees appointed from the senior high school faculty for each subdivision of each section. There were eleven subcommittees in all. The reports of the subcommittees were submitted to the entire faculty for approval. After the faculty had approved the reports, they were turned over to a coordinating committee made up of the chairmen of the eleven subcommittees. The coordinating committee reviewed the various reports and prepared the final report, after considering staff suggestions, following presentation of the reports to the entire faculty.

The following members of the faculty worked on the report:

Mr. Barrett	Mrs. Hoyer	Mr. Randle
Mrs. Cardin	Mr. Hungerford	Miss Scheifelbein
Miss Collins	Miss Kaub	Miss Schrader
Miss Crink	Miss Labus	Miss Sharpe
Miss Davey	Mr. Lincoln	Mr. Smith
Mr. Dhein	Mr. Lugg	Miss Stillman
Miss Duling	Miss Mathias	Mrs. Streeter
Mr. Ferrill	Miss Murphy	Miss Vaniman
Miss Fosse	Miss Neprud	Miss Vogelbaugh
Miss Gebhardt	Mr. Nickel	Mr. Webster
Miss George	Miss North	Mr. Wells
Mr. Gerhardt	Miss Olson	Miss Westover
Miss Hansen	Mr. Peterson	Mr. Williams
		Mr. Wolters

Some committee findings were:

Artificial Lighting--

Some of the rooms, especially the shops, drafting rooms, the libraries, the chemistry class room and laboratory, and the typing rooms are inadequately lighted. Poor lighting is conducive to the incidence of accidents as well as eye strain and inaccurate work. The installation of fluorescent lights should be a major improvement.

Temperature--

During the past yearit has not been possible to maintain proper temprature in some rooms due to the break down of equipment. Inadequate controls of temperature represent a health problem to both pupils and teachers so we hope that there will be no delay in improving the situation.

Air Conditioning--

The Univent System is used in the senior high portion of the building. No provision has been made for humidifying the incoming air, which can be extremely dry in cold weather.

Good air conditioning involves:

1. Circulation of air
2. Maintaining of the proper temperature
3. Controlling the moisture content
4. The removal of dust from the incoming air

The system is defective now in items 2 and 3 listed above.

Future Expansion--

Enrollment in the Madison elementary schools and the growing birth rate in the city indicates that previous to 1961 Madison will need to add to the present plant or build a new school to serve the community. It is the opinion of the coordinating committee that an entirely new plant to provide a junior high school would be better than an addition to the present plant. Using the present plant to serve a three or a four year high school would decrease many of the problems that we have in providing services to both a junior and a senior high school with the present plant.

With our plant serving a four year school, additional facilities would be available to add emphasis on our vocational offering to a growing community.

VII. Special Problems

A. The administration of the W. I. A. A. Accident Benefit plan continues to present a problem. The increasing amount of time required of one office worker is suggested by the following accident report for 1951-1952:

7 Employee accidents
43 Athletic injuries reported to W. I. A. A.
1 Claim denied
1 Claim not completed (extension of time granted)
41 Claims completed
Amount requested $1163.38
Amount paid by W. I. A. A. 845.68

Pupil Coverage

108 Injuries not requiring doctor's care
85 Injuries reported to W. I. A. A.
8 Claims not filed
2 Claims denied by W. I. A. A.
3 Claims not completed (extension of time granted)
72 Claims completed through W. I. A. A.
Amount requested $1021.40
Amount paid by W. I. A. A. 811.50

Athletic Group coverage in 1951-1952 cost $403.00 and the W. I. A. A. paid on the forty-one East High claims $845.68. Pupil Group coverage in 1951-1952 cost $1095.00 and the W. Y. A. A. paid on the seventy-two East High claims $811.50.

B. Our need for more playground space becomes greater each year. We hope that soon a start can be made in developing the grounds across Johnson Street.

C. We need additional clerical help so that some departments may have the assistance of a clerical worker.

D. The service department of this school does not function well. The custodians are not satisfied with their work schedule, the head custodian is not satisfied with the work schedule, and the principal is not satisfied. The teachers are certainly not satisfied with the janitor service. If Mr. Earl Powers was given some authority perhaps he could find a solution to our building cleaning problem.

E. Work needs to be done in character education.

F. It is still my hope that a plan will be developed for the city to work with the County School Committee, and that the result

of that work will be that we do not have taken away from us school territory which has been a part of the East High School area for the past thirty years.

G. The Principal and Faculty of this school have the problem to determine what Democratic Practices should be developed and adopted by the school.

H. We always have--and I expect always will--the problem of developing in all pupils a greater appreciation of their state and their country.

Respectfully yours,

Foster S. Randle

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER
July, 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-1952
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

According to information available in the spring of 1952, the estimated enrollment for the year 1952-53 in East Junior High School will be as follows:

Grade 7 -	Emerson	90
	Lincoln	9
	Lapham	25
	Lowell	81
	Marquette	65
	Sherman	24
	Total	294
Grade 8 -	East Junior - Grade 7	304
Grade 9 -	East Junior - Grade 8	312
	Allis	44
	Nichols	25
	Sunnyside	18
	Madison Lutheran	18
	St. Bernard's	30
	St. Patrick's	2
	St. Raphael's	2
	Holy Redeemer	2
	Lakewood	1
	Sanderson	3
	Hiestand	4
	Seminary Springs	1
	Gaston	1
	Estes	1
	Waubesa	2
	McFarland	8
	Cottage Grove	5
	Total	479
	Total Junior High School	1077

It is interesting to note that in September, 1951 we had estimated 1071 would be our enrollment--just six less than this year's estimate. However, the attendance report for the first month shows our total enrollment was 1111 with division in classes as follows: 308 seventh graders, 335 eighth graders, and 454 9th graders. Ninety-three pupils were enrolled the week before school opened.

According to present figures the seventh and eighth grades will be about the size we usually have them. However, ninth grade by all indications would have 60 more members than we expected last year. This present ninth grade class was one of our largest seventh grade classes in many years.

II. Special Achievements

It has been particularly good to have had the ninth grade dental and physical examinations held within the first two weeks of school. This tends to disturb class routine much less than later on.

This year each eighth grader in our school received a physical examination blank when he left school in June. If the family cares to have the child see his family physician for the examinations it is more convenient before school opens in the fall.

Our Orientation program again received the fine cooperation of our Parent-Teachers' Organization which invited the parents of incoming children to a tea. It seems an excellent way to get the parents interested in the school.

Mr. Irving Gerhardt now has been a member of our staff since 1947. His work is in agriculture and contacts with the homes from which these boys come builds a fine relationship between the school and the surrounding area. The interest in agricultural work definitely carries some ninth graders into Senior High School who otherwise might not continue in school when they reach sixteen years of age.

The operetta "Love Pirates of Hawaii" was again a school project with the various departments contributing to make it a success. The music teachers and the dramatic director had the stagecraft group and manual arts classes work with stage scenery. The art department did an excellent piece of work in decorating the scenery. The home economics groups and the costume club helped provide costumes. The physical education department worked with the dance groups, the printing department did the programs and the Junior Pen furnished the publicity. In addition to the faculty groups who worked with each one of the above groups, a backstage committee of teachers helped with supervision for after school rehearsals and the evening of the performance in handling the large group of students.

This year, Mr. Leo Barnes worked with a ninth grade group of boys who needed much remedial work and had given difficulty in large 7th and 8th grade classes. They were given special English, arithmetic and social studies largely at the various levels they could handle and did far more creditable work than they had previously along with fitting into the general school behavior pattern much more successfully than they had before this year. In addition to this Mr. Barnes did some excellent counseling with boys.

In reporting the work of the Home Economics Department, Miss Beatrice Sylvester writes as follows:

"We in the Home Economics Department feel that we have had a good year. To begin with both teachers and pupils were happy to find that more remodeling had been done in our Foods Room, so that our work could be more efficient and in keeping with the modern trends of home planning.

Boys, as well as girls have enjoyed working in our modern Foods Laboratory, since each Boys' Chef Club has met in the room every two weeks. That the boys feel that they belong here was shown by a remark made by one boy the first time his club met in the room after our ironer had been delivered. "Did we get something new?", is what he said. Incidentally, boys continue to have high interest in this

club. At the last meeting of the club, a set of the recipes which the boys had learned to use was given to each one. They were quick to discover that the sheet with Biscuit Mix was missing. Through some oversight, the supply of this page had been exhausted. So the boys eagerly copied this recipe from the board.

The Costume Club continues to fill a much needed purpose and it surely should be continued.

The need for some training in household mechanics is keenly felt, and if this cannot be incorporated in any of our courses, then we would like to see help given through club work.

The response to our "Open House" at the March P.T.A. was most gratifying, and we welcomed the opportunity to acquaint mothers with the work their daughters are getting at different levels in home economics.

The series of four teas and style shows given on May 22, May 26, 27 and 28 by all junior high home economics classes was a highlight for most of the girls who took part. All members of the eighth grade classes participated in both the serving at the teas and the modeling at a style show on another date. The attendance at the style shows was very good, even on the two days which happened to be rainy. Some mothers who work even put forth the effort to be present to see their daughters model their finished garments. One of these mothers told of having left work three hours early, in order to go home, change clothes, and come to her daughter's style show.

We are striving to interest the girls more and more in doing the things which make for happier home living. Where the girls are interested in the many activities which are a part of good wholesome family life, they are going to spend more time at home doing these things and avoid many of the troubles which arise from spending leisure time in places which are not well directed."

There were again two special reading classes--one for seventh grade made up of 24 pupils, and one for eighth grade which had 27 pupils. From the reading tests given it would seem that considerable progress has been made by most of the boys and girls.

There were two special low sections in the seventh grade group--one of 22 and the other 20 pupils. This seems advisable and has worked out well over a period of years.

The auditorium programs given this year were as follows:

September 18	C. E. Jones - Paid program
October 9	Fire Prevention
October 11	Beyer - Paid program
October 19	Brown - Paid program
October 25	Miss Gallagher
November 8	Miss Habermehl
November 14	Capt. Dry - Paid program
November 15	Miss Puestow - Am. Education Week
November 21	Miss Sylvester - Thanksgiving
November 29	Mr. Woollen, Mr. Iltis--Jr. High Music
December 6	Miss McFarland
December 13	Mr. Schaeve
December 21	Christmas Program--Miss Dietrich, Miss Graven, Mrs. Kirkpatrick

January 10	Mrs. Marks
January 17	DeMotts
January 24	Mrs. Macdonald
February 25	Strickfaden - Paid program
February 21	Mrs. Friedrichs
February 28	Mr. Gerhardt
March 6	Mr. Carlson
March 13	Miss Dietrich, Miss Daul--Operetta Prevue
March 20	Spelling Contest
March 25	Archery - Paid program
March 27	Mr. Woollen, Mr. Iltis--Junior Orchestra
April 3	Mrs. Howley
April 10	Miss Steude
April 24	Audubon Society Program
May 1	Miss Brennan
May 16	Mr. Barnes
May 23	Jr. High Music
May 29	Mr. Foote
June 5	Miss Daul--Award Day

It is interesting to note that in some of these programs an entire home room participated which makes it most valuable. In one instance a seventh grade art class presented a puppet show. It meant that the boys and girls worked diligently for several weeks in preparation of the program in the art class and then presented it to the entire assembly. This is particularly gratifying when one considers that Mrs. Delores Macdonald did this with one of the low seventh grade groups.

Clubs were organized as usual--with 34 in number. They were as follows:

Boys' Glee Club
Girls' Glee Club
Junior Pen
Checker Club
Book Club
Handicraft Club
Boys' Chef Club--A
Boys' Chef Club--B
Conservation Club
Stamp & Coin Club
Radio Club
Stage Craft Club
Dramatics & Theatre Club--A
Dramatics & Theatre Club--B
Archery Club
Chess Club
Photography Club
Game Club--A
Game Club--B
Hunting & Fishing Club--A
Hunting & Fishing Club--B
Sketching & Craft Hobby Club--A
Sketching & Craft Hobby Club--B
Magician's Club
Cheerleaders & Games
Movie Club
Railroad Club
Costume Club

Girls Sports Officials
Pen Pal Club
Red Cross Club
Model Airplane Club
Record Club--A
Record Club--B

A new club--suggested by a group of boys was organized this year--Aeronautics Club for 7th and 8th grade boys. This worked successfully. It has been suggested that next year a Household Mechanics Club for girls be sponsored. A projection club, probably a ninth grade group which could work with operation of the movie machine, might work out very well.

No account of the achievements of the year is complete without paying tribute to the good classroom teacher who daily makes the subject live and inspires the boys and girls to work to capacity. At times the task seems most difficult, but I believe no group is more frank than the Junior Highers themselves in respecting those teachers who give them understanding, guidance and security.

In the last semester of the year 212 pupils in the Junior High secured a B or above average. This represents more than 21 per cent of the school population.

In September five new teachers were added to our faculty. At the beginning of the second semester three more were added to fill vacancies. By the middle of February another teacher was added. It is particularly difficult to step into a large school system in the middle of the year, but these teachers very soon seemed to become a definite part of our school in a very short time and we were fortunate to have them with us.

The new and very usable handbook was issued to all pupils in September, 1951. The foreword of the handbook reads as follows:

"This handbook explaining the organization and general plan of East Junior High School is intended to serve as a guide enabling its citizens to work together successfully."

III. Special Problems

Attendance was especially poor this year. By this I do not mean that there were more cases of deliberate non-school attendance. But I have hardly known a year in my experience where there was such a large absence list in November and that same number practically followed through to the month of May. It seemed there were cases of "flu" in November followed by series of winter colds, strep throats, and more "flu". By April an epidemic of measles and spring colds, mumps and bad throats continued into June. This was hard on both teachers and pupils because there was constantly incomplete work to be taken care of.

Following is a statement from the report of the school librarian:

"The inventory during spring recess showed that more books had disappeared from the library shelves than in any previous two year period, a substantial loss in dollars. We can perhaps see the same trend in

other places, in increasing disregard for public property, but what can we do in our school situation to improve attitudes? Shall we examine each pupil's belongings as he leaves the library? What is the answer when the Junior High enrollment exceeds the thousand mark? The librarian talked to several seventh grade home rooms about a pupil's responsibility toward public property. Our problem is to make these students more conscious of our losses, to do something about it when the occasion arises."

There is definitely need for all of us to be on the alert and attempt to work with boys and girls on this problem. However, it seems to be a reflection of the spirit "of getting by" to get what one wants regardless of right or wrong. This makes it a most difficult problem, but the schools must continue to work on character education and citizenship.

More work needs to be done in the social studies department on organization of materials.

Apparently the eighth grade is the most difficult if one may judge by the failure reports of both June, 1951 and June, 1952. The eighth grade English course indicated the highest number of failures in the school, followed by eighth grade mathematics. Work has been started on the revision of the course of study in 8th grade English and will continue the coming year.

It might be advisable to organize a ninth grade class for pupils who have difficulty in reading. This would reach the boys and girls who are entering our school for the first time as ninth graders.

There needs to be further planning and organization in the visual aids program so that there is less waste of time and effort and more efficiency in the use of the films.

As more classes are added it becomes increasingly difficult for teachers to have their rooms free during the period they are not scheduled for a class. This is inconvenient but there seems no other way to handle the problem.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Director
MARGARET A. FOSSE
August, 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
EAST HIGH SCHOOL GUIDANCE DEPARTMENT
1951-1952

The work of the guidance office has continued this year with much the same emphasis on the importance of the individual, with the addition of a part time man counselor, more attention was given to the problems of our boys. We have been very grateful for the excellent help of Leo Barnes in this work.

The 1951-1952 activities of the East High School Guidance Office will be described here briefly.

I. Significant Statistical Data 1951-1952

A. Withdrawals and Transfers

Reason	Junior High	Senior High	Total 1951-52	Total 1950-51
Transfers to Madison Schools:				
Central High School	9	2	11	
West High School	2	0	2	
Edgewood	0	2	2	
Wisconsin High School	2	0	2	
Parochial Schools	2	0	2	
Vocational-Full time	0	0	0	
Total	15	4	19	14
To work and Vocational (1 day per week)	10	27	37	26
Transfers to Other Towns	65	30	95	71
Over 18-To work	0	11	11	20
Rural	4	10	14	6
Armed Services				
Air Force	0	1	1	
Navy	0	1	1	
Marines	0	2	2	
	0	4	4	26
Miscellaneous				
Illness	5	2	7	7
Marriage	0	4	4	4
Industrial School	0	1	1	1
Death	0	0	0	4
Total withdrawals	99	93	192	181

For many years we have observed that the withdrawal picture at East High School reflects the socio-economic pattern of the times. This year our total number of withdrawals 191 is much higher than the 155 in 1950, or the 181 in 1951 (minus the 21 necessary Reserve Armed Service withdrawals-160). The increase shows up markedly in the number moving to other towns, 95, as compared to the 71 and 61 in the two previous years, approximately as many move into our school. These transient groups, moving for employment, housing, or home reasons, bring serious problems. We feel that our

teachers do an unusually fine job in helping these transient students adjust to their new school situation. Perhaps more could be done by our student body through Home Room Welcoming Committees.

Each withdrawal or transfer has an Exit Interview. No one is allowed to leave without permission from home, by note, telephone or home visit. Many unnecessary Drop-outs are avoided this way. Often a call from school gives a parent courage to refuse hasty permission to withdraw. Poor school attendance is recognized as an important symptom of Drop-outs. It is important that we all watch for early signs of it.

B. Testing Program 1951-52

1. Psychological Tests

The same plan for testing continued this year. The California Test of Mental Maturity was given to the following groups:

New Pupils	150
Rechecks	75
Grade IX	220
Madison Lutheran VII and VIII	40
St. Bernards VIII	55
Total	540

Since it is so easily administered, Henmon-Nelson was frequently given new transient pupils when they enrolled, followed later by the California Test. The Wechsler-Bellevue Test was used in cases of peculiar test result discrepancies.

Each year a bulletin is given each teacher, explaining our testing program, methods of recording and a statistical picture of the school.

The following Table shows distribution of I. Q.'s, grades VII and IX, California Test of Mental Ability.

Table I. Junior High School

I. Q. Intervals	Grade VII No. in each interval	Grade IX No. in each interval
140-149	1	2
130-139	7	16
120-129	31	44
110-119	89	100
100-109	77	135
90-99	60	96
80-89	28	40
70-79	12	16
60-69	1	2
Totals	306	451
Median I. Q.	106	104

Table II. Distribution of Percentile ranks, grades IX and XI, Henmon-Nelson University Prediction Tests, 1951-52.

Percentile Rank	Grade IX Number in each interval	Grade XI Number in each interval
90-100	63	33
80-89	62	36
70-79	56	52
60-69	34	24
50-59	39	32
40-49	38	42
30-39	61	32
20-29	34	33
10-19	26	25
0-9	29	18
Total	442	327
Median Percentile	57%	54%

In studying this Table, we wonder about the students in the lowest three intervals, the 89 ninth graders and 76 eleventh graders who rank in the lowest 30%. How are they adjusting in our school? Have they been programmed correctly in sections and subjects in which they can experience some degree of success?

2. Achievement Tests

At the recommendation of the Achievement Testing Committee, the following tests were given September, 1951:

Grade VII - Stanford Achievement Advanced Language Arts, Form DM. - 304 pupils

California Arithmetic Test, Form AA, Intermediate. - 304 pupils

Grade IX - Stanford Achievement Test, Advanced Partial Battery, Form DM. - 451 pupils

The administrative procedure of previous years was followed. Tests were given by the English and Mathematics teachers, and were machine scored at the University of Wisconsin.

The statistical data for East High School was compiled in the guidance office and compared with total Madison data from the curriculum office. Miss Bernice Leary, Curriculum Supervisor, then met with the teachers for an interpretation of the test results. We are always grateful for her help in this field.

All test information is recorded in the cumulative folders which are accessible for all teachers. We feel it is very important to become familiar with these folders, for a better understanding of each pupil.

Table III. Distribution of Grade Level Placement in Grades VII and IX, East High School, September 1951, from Stanford Achievement Test, Language Arts VII and IX, and California Arithmetic VII.

Name of Test	Median Grade Levels	
Stanford Achievement	Grade VII (Norms 7.0)	Grade IX (Norms 9.0)
I. Paragraph Meaning	[illegible]	8.6
II. Word meaning	6.9	8.8
Average Reading	6.8	8.8
III. Language Usage	7.1	7.6
IV. Spelling	5.7	7.6
V. Arithmetic Computation	(See	8.5
VI. Arithmetic Reasoning	below)	8.5
Total Arithmetic		8.5
Total Average Grade Placement		8.4

California Arithmetic - Grade VII

Arithmetic Reasoning	7.2
Arithmetic Fundamentals	6.2
Average Arithmetic	6.6

Table IV. Distribution of Age Level results, Grades VII and IX, East High School, September 1951 - Stanford Achievement and California Arithmetic Tests.

Median Age Levels	Grade VII	Grade IX
Chronological age (as of October 1)	12-5	14-4
Mental age (California Test of Mental Maturity)	13-1	15-2
Reading Age	11-11	13-6
Arithmetic Age	11-10	13-6
Average Total Achievement Age		13-3

Table V. Median Grade Placements for years 1947-1951, Grades VII and IX, Stanford Achievement and California Arithmetic Tests.

Medians

Grade VII	1947	1948	1949	1950	1951
Reading	6.6	6.4	6.6	6.6	6.8
Language Usage	7.0	7.0	6.6	7.0	7.1
Spelling	5.8	5.6	5.6	5.6	5.7
Arithmetic	5.9	6.2	6.1	6.1	6.6
Total Achievement	6.2	6.2	6.2	6.4	---

Grade IX	1947	1948	1949	1950	1951
Reading	9.0	9.5	9.5	9.3	8.8
Language Usage	8.3	8.1	8.1	8.1	7.6
Spelling	8.1	8.1	8.1	8.1	7.6
Arithmetic	8.8	8.8	9.3	8.5	8.5
Total Achievement	8.8	8.8	8.8	8.8	8.4

3. Other Tests

Iowa Silent Reading

The Iowa Silent Reading Test, Revised Form AM, was given to 220 ninth grade pupils who seemed to have reading difficulties, as indicated on the fall Stanford Achievement Test. From the collected data, including teacher recommendations, tenth grade English classes are organized in which the students will receive special help in remedial reading.

Iowa Algebra Aptitude Test

The Iowa Algebra Aptitude Test was given this year to all eighth grade mathematics classes to have one more measure to help students decide their ninth grade Algebra or Applied Mathematics election. These percentiles, with mathematics teachers' recommendation were given to the home room teachers. Mr. Barnes counseled many of these groups who showed a wide discrepancy between their mathematics choice and their ability as indicated on the data accumulated.

Aptitude and Interest Tests

Aptitude and Interest Tests are used for all students in the planned tenth grade English Occupations unit. Otherwise, tests are given at the request of pupils and parents, or at the suggestion of a councelor in an interview. It is our firm policy never to give Aotitude or Interest Tests unless they can be followed by interpretation of the results.

C. Scholarships

This year with a senior class of exceptionally high scholastic ability, much interest was shown in scholarships. Many were urged to apply for the Knapp and University Freshman Scholarships. Two boys won four year awards to Harvard and Cornell University.

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

Name of Scholarship	Amount
University of Wisconsin Legislative (first three in class rank)	1 year tuition
Altrusa - 1 senior girl	$25.00
Helen E. Davis Faculty Memorial	$12.00
East Side Business Men's Club 2 scholarships - 1 boy - 1 girl	1 year tuition
East Side Women's Club - Senior girl	1 year tuition
Gisholt Efficiency Award - Boy in Manual Arts	$25.00
Gisholt Industrial Arts University Scholarship	$100.00
Madison Alumna Pan Hellenic Award 1 Senior girl	$50.00
McPyncheon Awards - 4 boys	$ 4.00 per month
Rotary Club (1 of top 10 class rank)	$50.00
Stein Awards - 2	$10.00
Theodore Herfurth Efficiency Award	$50.00
UNICO - University tuition	$200.00
Winkley, Frances Drew	$120.00

II. Special Achievements 1951-52

The special achievements of the year will be described under Individual Counseling and Group Guidance.

A. Individual Counseling

With emphasis on the importance of the <u>individual</u> the keynote of our guidance philosophy, individual counseling is handled in a variety of ways. Following is described typical individual conferences.

1. Entrance Interviews

All new pupils, incoming VII, IX or the large transient group have an entrance interview. Cumulative folders are made and an attempt is made to help the new student become acquainted with East High School. Pertinent information is given to the new home room teacher.

2. Exit Interviews

As described above each student transferring or withdrawing from school must make arrangements in the guidance office

3. Pupil's Grades

After each grade period, many students are referred for counseling because of failures or underachievement. Others are called in to discuss their problems. Since failing grades are often symptoms of other adjustment problems, care should be taken to watch for such patterns of serious underachievement.

4. School Maladjustment

The majority of teacher referrals are students obviously out of gear in the normal class room situation. This shows up in poor attendance, truancy, poor grades, lack of purpose, and too often bad behavior patterns. Behind the picture of the student, one usually finds insecurity, homes disorganized, mothers working, financial troubles, and ill health.

Complex cases such as these require time and patience, since one or two interviews, even eleven or twelve, can not quickly undo years of family pattern.

Madison is a city of many excellent social welfare referral agencies. The cooperation with the City Police Department and the Probation Departments is exceptional.

As part of the total guidance plan, the Child Study Department is available for more intensive work with these complex cases. We are indeed grateful to Mr. Waller and his staff for their help.

5. Programming and Vocational Information

In the spring, many conferences are held helping pupils plan their high school course in terms of their future plans. References are made to college catalogs and to all helpful resource material. The occupational files are used extensively for these individual conferences as well as the group work to be described later.

6. Senior Conferences

This year arrangements were made to see each Senior during his last semester. All but eleven took advantage of the interview. Many were directly helped to permanent employment. For others college plans were discussed, including course of study, social life, finances, possible scholarship opportunities. On graduation day, we felt as though we knew the group better than any year. Senior interview records were kept, to be filed in their folders for reference. In the graduating class commercial plans led this year with 87 desiring some type of office job. This includes the trained commercial course senior plus the large number with minimum business training.

7. Employment

"I want a job" is one of the common reasons for a conference! Much part time employment is arranged through the guidance office in such jobs as baby sitting, odd jobs, stores, restaurants, filling stations. We are concerned not only with the financial side of the job, but with helping establish good business practices such as responsibility, getting along with the employer. The work Experience Program for grades XI and XII has the same plan and principles.

B. Group Counseling

1. Ninth Grade Auditorium Programs

Again this year a series of auditorium programs was planned by the home room teachers, around the ninth grade theme "Finding your Life's Work". Good speakers, movies, student participation programs were given. The plan suggested last year was worked out namely to invite parents to the ninth grade meeting in which Information on Senior High School Programming was described.

2. Occupations - English Units

The tenth grade occupations unit was given to each English class under the supervision of Miss Catherine Collins. At the beginning of each semester, movies were shown, as an introduction to the unit. Class discussions, aptitude and interest tests, reading assignments were part of the work. Students were urged to use available catalogs and occupational pamphlets to study their possible vocational choices.

Occupational guidance is recognized as an important part of secondary education today. We are grateful for the opportunity to integrate it with the English work.

3. Career Talks

A series of career talks was arranged in Teaching, Secretarial Work, Nursing, Medical Technology, Physical Therapy, X-Ray, Beauty Work.

The meetings were well attended, with excellent audience attention. Mechanics of the meeting, introductions, roll call, were handled by girls club members. We feel these talks are very worth while and should definitely be continued.

4. Girls' Club

Girls club grew in four years from 50 to a present 404 members. It seems to meet the needs of many girls eager for girls who want "to belong" to something. Every club detail was handled by a most efficient elected board of directors.

The program consisted of speakers and movies on such girls' problems as Dating, Good Grooming, accepted Social behavior, Marriage. A panel on "Dating as I See It", was given by two of our teachers and two community youth workers.

5. Orientation

About the same procedure was followed in Orientation activities. Twenty-four rural and parochial schools were visited, programs discussed, and information obtained from the teachers on each new student.

Orientation Day, with approximately 450 students and 200 teachers and parents, had as its 1952 theme "A Little School within a Big School". The entire program emphasized the attempt of individualization in our schoo. The P. T. A. again gave a delightful tea for the visiting teachers and parents.

6. Senior Meetings

Three meetings were arranged for Seniors this spring, two giving information on the University of Wisconsin, one on the many opportunities in Civil, State and Federal Civil Service.

The three counselors in the guidance office have enjoyed working this year with the East High School faculty. We appreciate their fine cooperation and wish to thank them at this time.

Respectfully submitted.

Margaret Fosse
Guidance Director

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, 1952

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1962

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

GENERAL

Pupils continue to be careless with their belongings and careless in their housekeeping. At the present time there are fourteen watches in the vault which have been uncalled for.

SPECIAL ACHIEVEMENTS

Mr. Steiner has had a very efficient visual education program during the past year. A summary of the work for the year is attached to this report. A total of 33,284 pupils saw the films.

The West High Times was awarded the Medalist rating for schools of its size in the nation-wide contest sponsored by the Columbia Scholastic Press Association. This is the highest award given. The National Scholastic Press Association gave the High Times a first place rating.

Our music groups continue to grow in quality and size. The choir continues at a high level, and both the band and orchestra performed very well at the spring concert.

The attitude and leadership of the past three graduating classes has been very good.

Mrs. MacLeish and her committee of senior teachers performed an outstanding job in providing career days for our senior pupils. Thirty-three community leaders advised the seniors concerning 33 different vocations. I feel that this program is a distinct service to the boys and girls who attend West High School. Many other contacts between professional people and the students have been made, especially in the commercial department.

The Girls' English Club collected clothing again this year. It was distributed by the American Friends Society.

The West Junior department collected and distributed 360 gifts to the children of Pontypridd, Wales.

A number of our pupils won many art prizes during the year. The work of 49 pupils from West High School was selected to be

Lugg in the scholastic art award exhibit at Ed Schuster and Co., Inc. of Milwaukee. To this group 56 places and 11 keys were awarded. In national competition, the Strathmore Regional Award for Wisconsin for Ollis was won by Ray White. Carol Jean Attoe received a place in transparent water color.

We have been pleased with the low drop-out rate from West High School. (As I pointed out to you in a letter dated January 5, 1952, however, drop-out rates differ according to differing formulas. Using Circular 322 of the United States Office of Education, we found the following percent retained in the school years 1949, 1950 and 1951: 103.66%, 84.59%, and 97.77%. It is clear that it would be impossible to have more pupils in a class at the end of four years than at the start unless more moved in. I feel that a uniform designation of the term "drop-outs" should be used in all matters in schools.)

During the past school year West had unusually fine success in athletics. We won four state titles--cross country, curling, track, and baseball. The basketball team was tied with East for the basketball Big Eight championship. The track team won every relay and track meet it entered during the year. (Our track teams have created a problem because we do not have adequate display place for our trophies.) Besides being successful in winning games, our boys have uniformly conducted themselves in a sportsman-like manner on and off the field. In a letter to me, Mr. Clifford Fagan states, "It is gratifying to report to you that this year, for the first time, not one case of destructiveness was reported by the Hotel Menasha manager. This is unusual when over 100 boys are lodged in the same hotel during the same period. It is a record in which the competing schools can be justly proud."

Mrs. Lugg has done an outstanding job again in her radio club. Following is a copy of her complete report:

"We feel a report of the year's work in this department needs a word or two about the West High Radio Club. The organization of this club is unique in one respect. Its constitution is subject to the review of the Federal Communications Commission by virtue of the license granted it to maintain an amateur radio station. The station has been licensed for the last two years as W9MDT. Station operating activities have been largely in the hands of licensed members of the club. Scheduled contacts have been maintained with several schools in Wisconsin and northern Illinois while the station log is well filled with personal contacts made by the station operators. Our activities have been severely hampered by the radio interference created by ventilating machinery in the building. Funds were generously supplied the Club for the purchase of a special noise reducing antenna. This antenna has been a marked improvement but is not a complete solution to the trouble. We realize this problem is not an easy one to solve for any one, and our efforts will continue to find

means of improvement, for the range of distance covered is limited by the noise that is not eliminated.

"Outside the activities of the station there has been work done in code teaching and study of radio theory. The code practice has largely been in the hands of club members who have given generously of their time outside class hours. They have been faithful, prompt and patient in their efforts. At the present time there are four club members ready to take the license tests in code. During the year two other members who began their radio club work in years previous have taken and passed examinations for higher grade licenses.

"To one unacquainted with amateur radio as a hobby, it is difficult to make plain the true scope and nature of the activity the radio club carries on. This is due perhaps more than anything else to the silent solitary nature of radio communication. On a football field there is noise and motion all can see and appreciate, while the radio amateur can do little to entertain the crowd. He is concentrating his attention upon creating and maintaining a bridge of intelligence through flimsy ether across which two personalities meet and find each other very human. However, once interest has been aroused, an enthusiasm not unlike a religious fervor completely absorbs the individual, and he becomes another personality fired with a strange new zeal to study and master the problems of his hobby. In the mastery he is rewarded with tools useful in many other fields of scientific technology. Many a dull mind has been shaken from its dullness to studious activity. This is all to the good as over 100,000 radio amateurs in this country can testify. We are convinced the work of the Radio Club is worth notice for this if for no other reason.

"Of course, there is a vocational value not to be overlooked that accrues from the work of this organization. Service with the armed forces is almost a certainty for most of the boys now in high school. So a boy interested in radio communication and prepared with knowledge and skills associated with it enters upon his tour of duty with a decided advantage. This has often been experienced. Military training today is technical training, as any recruiter is ready to explain. To one with ready preparation in the ground work, advancement is more rapid in a field in which the serviceman's interests lie. Would that more of our young men in school were far-sighted enough to appreciate this! Yet to set up a mass production activity would be fatal to the very objectives desired."

Madison still seems to be the place where more girls are needed in stenographic positions. This year all of our girls who took the complete commercial course were employed at salaries ranging from $150 to $186 a month.

Machine shop instruction was begun again after a lapse of a year. We also opened up a course in auto mechanics and auto repair after a lapse of ten years. The Industrial Arts department constructed 75 cribbage boards, 25 walking canes, and 25 occupational tables for veterans' hospitals.

Mr. Willis Jones has run the West High Relays for many years in an efficient and creditable manner. It has become one of the main track attractions of the state and pays its own way. I wish to commend Mr. Jones for doing this job so well.

SPECIAL PROBLEMS

There are over 95 or 96 places by actual count in the building where there has been water damage to the plaster, where the plaster has fallen off, or where the building has settled and cracked the plaster. Some of these patches have been plastered for a period of two or three years and have not been painted. I feel that maintenance of this type should be taken care of yearly.

Rooms 301, 306 and the dark rooms adjacent to 306 should be ventilated. The state building inspector and city building inspector have so indicated. We need additional storage space at West High School.

Additional physical facilities are required for Guidance service.

We need more storage space in connection with our music program. This was true previously, and now that we are buying new uniforms, the problem will be accentuated.

Last year I wrote a note indicating that the handling of textbooks is a considerable problem and chore, especially when it comes to assessing fines at the end of the school year. Some teachers are very conscientious and turn in $50 to $60, whereas others may turn in nothing, or $5 to $10 in fines. I think the penalty system should use a finer scale, with pluses and minuses, resulting in smaller fines to the individual pupil. Some teachers dislike very much assessing and collecting fines at the end of the school year. In many cases, as I pointed out previously, I feel the deterioration of the book is as much the result of poor materials and workmanship on the part of the book makers as it is due to misuse by the pupils.

A continuing problem is lack of adequate regular custodial help. This is especially true during the recreation season.

The use of the auditorium by outside groups continues to be a recurring problem. In a letter to you this past winter, I suggested that the Civic Theater do half of its work at East High and half at West. You O.K.ed this idea in principle.

We have had a serious problem in our mathematics department for a long period of time. It concerned itself chiefly with illness and with our men who are in and out of service. Mr. Burgess will be called upon to teach two or more mathematics classes again. The next new teacher hired undoubtedly will be in mathematics.

Respectfully submitted,

R. O. CHRISTOFFERSEN
Principal

SUMMARY OF FILMS

1951-52

West High School

Year	Month	No. Films Shown	No. of pupils Seeing Films	Commercial	Language Arts	Social Studies	English	Science	Music	Clubs	Guidance	Manual Arts	Physical Ed.	Mathematics	Administration	Home Economics
1951	Sept.	22	2,422	0	1	3	4	2	6	0	0	0	0	0	0	1	5
1951	Oct.	53	4,801	3	2	4	7	7	8	0	4	7	0	0	3	0	8
1951	Nov.	51	4,267	2	2	7	3	9	15	0	3	3	3	0	0	0	4
1951	Dec.	33	3,141	4	2	3	5	4	10	0	2	0	1	0	0	0	2
1952	Jan.	31	3,248	1	5	0	2	0	9	0	3	0	2	0	1	0	8
1952	Feb.	41	4,455	3	2	2	6	2	10	0	3	0	0	2	2	0	9
1952	March	51	4,052	10	4	3	3	5	17	0	1	2	0	0	0	0	6
1952	April	35	2,448	2	2	0	4	1	14	0	3	4	0	0	2	0	3
1952	May	43	3,956	2	2	0	4	4	16	0	2	3	0	0	1	0	9
1952	June	7	494	0	0	0	0	0	5	0	0	0	0	0	0	0	2
TOTALS	1951-52	367	33,284	27	22	22	38	34	110	0	21	19	6	2	9	1	56
TOTALS	1950-51	274	32,603	11	30	21	53	31	68	2	11	7	6	9	5	0	21

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 1952

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1951-52
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

Below is presented a comparison of the enrollment at the beginning of the 1951-52 school year and the anticipated enrollment at the start of the 1952-53 school year.

1951-52		1952-53	
7th Grade	173	7th Grade	205
8th Grade	179	8th Grade	197
9th Grade	288	9th Grade	270
Total	640	Total	672
Boys' Remedial Section - 17		Boys' Remedial Section - 17	

The changes in the enrollments in the three grades will necessitate the following changes in the number of sections: One additional section in both 7th and 8th grades, and one less section in the 9th.

Attendance during the school year varied from a high of 98.6 to a low of 91.3% in February. In general, attendance was good. Most pupils attend school very regularly, but a small minority cause a considerable part of our total absence. All cases of questionable attendance is immediately investigated by our school attendance clerk and by Mrs. Brandenhoff of the Child Study Department. In recent years, more parents have been taking their vacations during the winter or early spring. No small part of our absences is due to the necessity of these parents taking their children out of school to accompany them on trips during their vacation periods. A cumulative absence record for each pupil is kept in a special attendance file, so that the attendance of any pupil may be examined at anytime. This file enables us to make accurate and complete reports to parents, teachers, and other school authorities and it forms a basis for conferences with pupils by our guidance workers.

The regular classroom work was conducted in a sincere and sound manner. Too frequently this most important function of our school is obscured by the more spectacular or unusual things we do. Verbal and written reports from teachers leave no doubt of their purpose and will to instruct children in learning the fundamentals of different subjects.

SPECIAL ACHIEVEMENTS

With the use of a new movie projector for the junior high division and two shadow boxes, our movie program has rapidly expanded.

In addition to the use of the visual arts room on the second floor of our building, the movie crew under the direction of Mr. Steinmetz, provided 59 classroom showings of films during the first semester and more than 200 showings during the second. The filmstrip projector, opaque projector, and the tape recorder have also been used to a greater extent. Having our own equipment, as well as our own organization for showing illustrative material in the junior division, has resulted in an expanded program. Indications are that 1952-53 will see an even larger program of visual aids.

Special attention has been given to the remedial work necessary for pupils who were materially retarded in one or more branches of school work. Cumulative records and results of the present testing program enables us to locate these pupils and determine their needs. Classroom teachers then group pupils with like deficiencies and give them the necessary instruction and drill. Where abilities of pupils indicated that they could not achieve the prescribed work, the course of study was altered to fit their needs and abilities.

In the 8th grade speech work an emphasis was placed upon the solution of problems in the teen-age behavior by means of discussions, special reports, and original dramatic skits. Some of the subjects considered were, behavior at movies and athletic contests, appropriateness of dress, dating behavior, and conduct at social events.

In English and social studies classes older students worked towards a broader, more accurate concept of democracy and the status of the individual, with emphasis on the obligations which freedom imposes, as well as its privileges. One English teacher reported: "We worked extensively on creative writing in all the classes, with some remarkably fine results. Several students with deep personal problems proved the fact that such writing can have definite therapeutic value."

One social science teacher spent about one month with the pupils of her classes helping them to learn new geographic concepts and correct faulty ones. "Each pupil chose a place on a world map where no actual land form exists and there be located his own, in a latitude in which it was possible to make a living. He could make it his conception of an ideal land, providing that he fulfilled all the geographic requirements to attain that ideal. His originality was challenged by his choice of names for all natural and cultural items be placed on his map.--------A written summary was prepared in encyclopedic form, giving all of the information that had been placed on the map, and thus requiring the ability to read back what had been put there."

My visits to classrooms reminded me time after time of the opportunity and the participation of individual pupils in original work. They took form in colored murals, experiments, demonstrations, oral and written reports, dramatizations, models, and many others.

The results of these original projects were reviewed by parents, other teachers and by many other pupils than those engaged in the projects.

Pupils and teachers of West Junior High Schools are grateful to the Board of Education for its permission to participate in the Christmas gift project with the pupils of the Mill Street School of Pontypridd, South Wales. With the cooperation, and through the inspiration of Miss Esther Gerling our pupils and teachers gained a better understanding of the South Wales children and a finer feeling toward them. With the return of Miss Gerling, we anticipate a continuation of the good relationships which have been established. This project inspired other pupils in our school to write to pupils in many other countries.

Our boys' athletic teams were very successful this year. They won the City Junior High School Championship in football and basketball. In basketball we went through the season without a loss for the first time in our history. The coaching skill of Mr. Paugh and Mr. Evans together with a splendid attitude on the part of a fine group of young athletes account for this excellent record.

We conducted the same club activities,we had last year and added a Photography Club and a Dissecting Club. The Dissecting Club was an outgrowth of the work in elementary science. Since Mr. Antonio sponsored the Sportsmen's Club during the Activity Period he suggested that the Dissecting Club meet after school. This met with general approval. Perhaps the club can continue this next year during the Activity Period. I believe that the several service clubs deserve special mention, since they render service to the school which is invaluable. These clubs are the Press Club, Stage Crew Club, Service Club, Office Assistants Club, Library Club, Lost and Found Club and the Student Council.

Our orientation program for incoming pupils is held during the last month of school. Each class is invited to visit West Junior High at a separate time, when it makes a tour of classes and activities. Pupils are told where to go and what to do on the opening day of school in September. They are also given general information about our school at this time. Members of the Service Club act as guides for these groups of pupils. Pupils observe each class or activity for about 5 to 10 minutes.

SPECIAL PROBLEMS

The elections in 9th grade Chorus are so large that it may soon be necessary to start a second Chorus. This will require additional instructional help or the offering of Chorus may have to be placed upon a selective basis.

Elections in 8th and 9th grade manual arts and home economics are too low. Pupils and parents favor foreign languages and speech to the manual skills subjects. Too many pupils do poorly in the languages and have to have their programs adjusted later in the year. Home room advisors and guidance counselors should make a

special effort to analize pupils' abilities and recommend to parents and pupils an appropriate program of studies.

The boys' toilet room at the north end of the first floor should be rebuilt with steel toilet booths immediately. This room has had to be looked because of the condition existing, and leaves the north half of our first floor without toilet facilities for boys.

The Junior High Principal's office should be repaired and re-decorated as soon as possible. The water which seeped in from the defective Ash Street entrance, has loosened the plaster and defaced the paint to a serious degree. The condition is not only unsightly, but very annoying.

The guidance worker assigned to the junior high division should have her office more conveniently located to junior high pupils. At present pupils have to go to the far end of the third floor to consult the guidance worker. The very location discourages pupils from seeking help and counsel, and makes the work of the worker less effective and efficient.

Respectfully submitted,

R. E. Trafford,
Assistant Principal

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

Twenty-first Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

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

June 1952

ANNUAL REPORT - 1951-52

This annual report for 1951-52 is again submitted on the same general outline of previous reports, in order that we may have an over-view and a related comparison of the trends and services of the Guidance Department at West High School. The usual routine work of the office will not be recorded.

Vocational Talks:

At West we have developed a plan whereby a pupil may hear many occupations discussed by people successful in their fields. We feel that this plan is superior to the "Career Day" plan which necessarily limits a pupil to one or two speakers. Our "Vocational Talks" project, which has become a tradition at West and one which is highly endorsed by the pupils, was under the direction of Mrs. MacLeish, who was assisted by all home room advisers. It draws into its plan the many resources of the community, as well as the various departments of the school who cooperate to make it a success.

Mrs. MacLeish's report follows:

"This year the project of the senior vocational talks was started much later than usual due to a combination of circumstances. The project began with a meeting of all twelfth grade home room teachers where it was decided that a questionnaire similar to that used other years should be given to seniors, asking them to underline six choices of vocations that they would like to hear more about.

"The results of these questionnaires was tabulated with the various professions receiving the most number of votes at the top, the others falling in descending order. (Sample enclosed) Another meeting of the twelfth grade home room teachers and the chairman took place and with these tabulated results before them various speakers were suggested for the talks that were the most popular.

"The following professions were combined: Civil and Electrical Engineering, Commerce and Business, Occupational and Physical Therapy, Mechanical and Chemical Engineering, Home Economics and Dietetics, Aviation and Air Line hostesses, and Architecture and Contracting.

"The speakers were contacted by Mr. Christoffersen and invited to have lunch in the West High Cafeteria on the day of the talk. A graduate of West High or the father of a student in West High was chosen for the speaker if possible. A suggested list of subjects for him to touch upon in his talk was them mailed to the speaker by Mrs. Engen. On the Thursday before the talk, a post-card was mailed to the speaker to remind him of his invitation to

lunch and the time of his speech. This was also done by Mrs. Engen.

"The speakers were greeted by the faculty sponsor and the student chairman in Mr. Christoffersen's office about one o'clock on the day of the talk. The student chairman was chosen from the Speech classes. A summary of the talks was made by members of the Stenography class. "Thank You" letters were written by members of the senior English classes and typed by members of the Typing classes.

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

Dorothy MacLeish
Chairman

TO SENIOR HOME ROOM TEACHERS: Following is the result of tabulating the results of the election sheets for the senior vocational talks.

If you have any suggestions for possible speakers, will you please indicate opposite the name of profession or occupation.

Profession or Occupation	Election	Suggestions
Social Work	55	
Scientific Research	51	
Interior Decorating	50	
Advertising	50	
Armed Services	46	
Teaching	44	
Forestry and Conservation	41	
Recreation	40	
Occupational Therapy	39	
Home Economics	38	
Nursing	37	
Mechanical Engineering	38	
Commercial Art	35	
Accounting	34	
Commerce and Office Work	33	
Secretarial	33	
Government Service	32	
Aviation	30	
Physical Therapy	30	
Civil Engineering	30	
Dress Designing	29	
Journalism	28	
Radio	27	
Medicine	22	
Architecture	21	
Dietetics	20	
Chemical Engineering	20	
Electrical Engineering	19	
Photography	17	
Dentistry	17	
Pharmacy	15	
Beauty Culture	13	
Trades	13	
Banking	12	
Agriculture	12	
Insurance	11	
Landscaping	10	
Library	9	
Armed Services for Women	7	
Merchandizing	6	
Television	5	
Music	5	
Geology	4	
Air Line Hostess	2	
Ceramics	1	

VOCATIONAL TALKS - 1951-52

Date	Topic	Speaker	Student Sponsor
March 4	Introduction	C. H. Waller	
March 11	Scientific Research	Dr. H. T. Scott	Kathleen James
	Commerce & Business	Dean Fay Elwell	Gordon Schaaf
	Recreation	Glenn Holmes	Tanis Wallace
March 18	General Engineering	Henry Goehring	Bonnie Stephan
	Secretarial & Office	George Heath	Katherine Zwerg
	Photography	R. S. Becker	Bill Bayer
March 25	Social Work	Bernice Orchard	Elizabeth Engelke
	Banking	Arnold Gehner	Roger Gaumnitz
	Trades	R. W. Bardwell	Dan DeLong
April 1	Dress Designing	Emma Jordre	Faye Fischer
	Medicine	Dr. Otto Hibma	Ardith Mossman
	Civil Engineering	Dr. Olaf Haugen	Roy Lindau
	Electrical Engineering	Dr. H. A. Peterson	Roy Lindau
April 8	Armed Services - Boys	Sgt. Waessinger	Dan Milan
	Armed Services - Girls	Sgt. Murray	
		Chief Lewellyn	
		Sgt. Clark	
	Occupational & Physical Therapy	Margaret Kohli	Joan Miles
	Beauty Culture	Mrs. Alma Gehrke	Janet Marlett
April 22	Home Econ. & Dietetics	Eleanor Turner	Nancy Schuman
	Advertising	Frank Lathers	Tom Ragatz
	Forestry & Conservation	L. P. Boight	Ned Consigny

Date	Topic	Speaker	Student Sponsor
April 29	Teaching	Frank Estvan	Ann Calhoun
	Mechanical Engineering	B. J. Elliott	John Wood
	Chemical Engineering	Olaf Haugen	John Wood
	Commercial Art	Winfried Guenther	Carol Tygum
May 6	Accounting	Stanley Grady	Henry Goehring
	Nursing	Josephine Ballaty	Carolyn Keith
	Journalism	Roy Matson	Carol Price
May 13	Interior Decorating	Ruth Solie	Nancy Meyer
	Aviation & Air Line Hostess	Charles Gill	Nancy Herrick
	Medical Technician	Dr. W.P.L. McBride	Betsy Griem
	Architect - Contracting	Allen J. Strang	Jan Wheeler

Miss Perego conducted several large projects this year. Included were:

1. Conference with each 7th grade child.
2. Conducting the "How To Study" unit in 9th grade.
3. Organizing and promoting the "Social Living" project with an interested group of Junior High teachers, through the media of H. Edmund Bullis' books, "Human Relations in the Classroom".
4. Administering and interpreting the interest and aptitude tests in the vocational unit of the 11th grade English.
5. Supervision of university participators.

Miss Perego's report on her work follows:

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

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

Testing:

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

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, the 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. As in the past, a letter 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.

In order to facilitate the tremendous job of scoring these tests, all were given at the same time so that they could be scored by the university. This meant that the counselor's introduction of the unit and description of the tests did not, in all cases, coincide with the actual unit. Although this was felt to be somewhat of a disadvantage, it was more than compensated for by the worker's time that was saved in not having to hand score the tests. The individual conferences, which were staggered throughout the first semester, were carried on in conjunction with the actual class work on vocations.

Mr. Krider again offered liberally of his time -- this year on an optional basis. Even though it meant an extra job and extra hours, he did a thorough, interested piece of work and it is sincerely believed that without his help the program could not have been undertaken successfully.

The English teachers met at the end of the semester to discuss the values derived from this unit and again voted unanimously to continue it. They requested that they receive copies of the summary of each pupil's test scores and interpretive conferences, which they may then use in meeting the pupil's needs.

An Experiment in Group Guidance: The general nature and advantage of the Bullis classes in human relations were explained briefly in a flier to the junior high faculty, which then invited all who were interested to attend a meeting to learn more about this program. Eight teachers met and discussed the aims and characteristics of the plan, considering whether it could be worked into their classes. Since we were in the very earliest of the introductory stage and wanted to learn all we could, Dr. Waller was then invited to tell the group of his experiences in observing such classes in action. Two of the group began to regularly use the Bullis lessons in their 7th and 8th grade English classes and a few others experimented with it briefly. At another meeting, the two who used the plan extensively described their experiences to the rest of the group. It was generally agreed that the desired outcomes, such as better self understanding, freer feelings about reciting, recognizing that others have similar problems, had been gained by several pupils. Both teachers heartily agreed that they themselves had gained immeasurably in developing, not

only a better understanding of their pupils, but a better spirit of cooperation on the part of these pupils in other class work. The interest shown by some of the other teachers at this meeting made one feel that the movement will spread and grow next year.

An Outgrowth of the Experiment in Group Guidance: Many of the junior high teachers would like material similar to the Bullis book to use in home room but find that most of the lessons available are too long for our twenty-two minute period to be adequately handled. As an outgrowth of our experience with the Bullis book and of the teachers' desire for home room material of this nature, the following project has been begun.

The counselor met with several 9th grade English classes to discuss the meaning and purpose of stimulus stories. She then presented to them the idea of organizing a booklet of such stories which they themselves would write to illustrate teen-age problems. As a result, the pupils have written approximately 150 short, but appropriate, stories on such topics as dating, hours, grades, home work and making friends.

The next steps will be to select the best of these stories, to revise them where necessary, and to organize them into booklet form. It is intended that discussion guides and a list of suggested activities will be worked out for each story. It is believed that these "lessons" will not only be short enough for use in the home room period but will have a special appeal to the pupils because of having been written by their friends.

"How To Study" Unit: The "How to Study" program was conducted in a revised and, it is hoped, improved form this year. Not only was it held early in the school year but the meetings were held in close succession and its total length was condensed in an effort to maintain the pupil's interest. At the first meeting Mr. C. H. Waller spoke to the pupils on the importance of good study methods, after which the movie, "Effective Study", was shown. The pupils who wished additional help in special subject areas were given this opportunity, since smaller groups met to discuss how to study English, Math, Science, Social Studies and foreign languages. Attendance at these meetings was entirely optional. Each meeting was conducted by a teacher qualified in the respective subject area.

Although the home room teachers were encouraged to follow up these meetings with discussions in their respective groups and get helps or materials from the worker, it is planned, therefore, that specific suggestions will be offered for their use next year.

7th Grade Orientation Project: The orientation program for prospective 7th graders begins in the spring and aims to waylay

as many of the fears that these youngsters have about their new school as possible. First, the principal visited the 6th grade classes to describe our subjects, rules, clubs, etc. and to answer their questions. Then the 6th graders visited West, a class at a time, and were escorted around the building by members of the Service Club. Not only did they see the school building but they actually spent some time observing 7th grade classes in session. After these tours, the counselor visited three of the 6th grade groups to tell them about the guidance services at West and to answer any questions they might still have about their new school.

In the fall when the 7th graders arrived, the Service Club members, with identifying armbands, were at their posts in the hall to direct them. It is planned for next year that there will be an information desk near the office which will be conspicuously labeled.

After a few days of school the new 7th graders were, as in the past few years, 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 offices and to spot those pupils who seem to need special assistance.

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

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

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

Aims for next year: Several of the aims have been previously mentioned in connection with the preceding descriptions of the projects. In summary, our aims are as follows:

1. To complete the booklet of stimulus stories described above and to encourage their use in the home room.
2. To enlarge the orientation program to include a joint visit by the principal, counselor and Student Council president to each 6th grade in the spring.
3. To improve the "How to Study" program in the ways cited above.
4. To make available to the English teachers the information on their pupils interest and aptitude tests.
5. Our major aim will be to continually evaluate, enlarge and improve the present activities.

Respectfully submitted,

Betty Perego

Counselling Office:

Because the desk of the guidance secretary was removed to the outer office it enabled us to use the Guidance Office for more individual counselling than has been heretofore possible. The presence of a third person, the interruptions of telephone, typewriter and other business were not conducive to counselling techniques. We feel that this has been a much more successful year.

As new pupils come to enroll at West they are given a psychological test to determine their placement in classes. With the test, we consider the pupil's achievement to date, his grades, his interests and plans. This work is done at the time of enrolling, whether it be during the year, during the spring anticipating fall entrance, or before school opens in September. It was possible this year to have a second and longer conference with each new enrollee to discuss his adjustment to his new school, new friends, a different home and city. It was possible hereby to give more individual attention to the new pupils than the home room adviser could do in the first early weeks of school.

During the first six weeks of the first semester individual conferences were held will all new 9th grade pupils, with their cumulative folders at hand so that weaknesses and strengths could be observed. This procedure was considered to be worthwhile, to the counselor and the pupils, for it provided another and natural step to the child's orientation to high school.

Programming:

Pupils about to enter the 9th grade must make a definite choice, for at this time they make a choice concerning their further educational plans. If they wish to enter universities or colleges, as do about 60% of our graduates, and prepare for a professional or semi-professional career, or if they wish to enter fields of work at the close of senior high school, there are special courses which will be of benefit to them.

Because 8th and 9th grade pupils are undertaking a high school program which they will carry for four or three years, because they are building up 16½ credits for graduation, and because many of them plan to enter the University of Wisconsin, it has been the custom for twenty years to give much special attention to these pupils to help them choose their proper electives on an individual basis, tailored to meet their individual needs. The program which has been in effect was carried out this year in several steps.

1. A conference with guidance director and all home room teachers.
   a. The course of study for the 9th, 10th, 11th and 12th grades, graduation and college entrance requirements, and a chart for making out a three or four year plan are discussed. These charts for planning a four year program, for and by each individual child, are considered essential so that proper sequence of courses may be understood and planned. (See page 12)
2. Conference with principal and all 8th grade home room advisers and pupils. At this meeting in the auditorium the principal explains in detail the possible choices open to pupils and the factors which should guide them in the selection of subjects. Pupils are advised in regard to majors and minors, college entrance requirements, etc. They are warned that if they plan to enter eastern colleges they should plan their courses to meet requirements for the colleges in which they are interested.
3. A conference with the principal and all 9th grade home room advisers and pupils. The same procedure is followed as for 8th grade, with the exception that pupils at this time may wish to revise their charts.
4. Conferences with home room teachers and pupils. The home room teachers hold strategic positions. Effective guidance depends largely on them. In their conferences with their home room pupils, both group and individual conferences are held over a period of several weeks when they discuss and advise elections with their pupils. Pupils make out their four year charts according to their particular need with the home room adviser.
5. Four year charts are checked with the guidance office.

MY PROGRAM CHART

WEST HIGH SCHOOL - MADISON, WISCONSIN

NAME _____ H.R. _____ DATE _____

My course (check one) College Preparatory _____ Non-College _____ Occupational Choise _____

16½ credits are required for graduation--3 in English and 2 in each of 3 or 3 in each of 2 of the following subjects: mathematics, science, social studies, or languages.

REQUIRED

9B	9A	10B	10A	11B	11A	12B	12A
English	English	English	English	English	English		
Math	Math	Math	Math				
Civics	Physiology	History	History	History	History		
Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.		
ELECTIVES							

I WILL HAVE

3 years of English and

3 years of _____ _____

or 2 years of _____ _____ _____

Approved by _____
H.R. Teacher

_____
Guidance Director

West Guidance - 12

Majors and minors and sequence of courses are checked. If these charts present any problems, individual children are called in for conferences. In many of these cases the parents are called in to help make a satisfactory plan which may adequately meet each individual child's needs.

6. Program charts are returned to home room advisers. Each pupil makes out his individual election sheet for 9th or 10th grade and takes the program home for parent approval and signature.
7. Parent, adviser and counselor conferences are encouraged at all times.

Remedial Reading:

During the second semester eight pupils were excused during part of the afternoon periods to take advantage of the Individual Remedial Reading program sponsored by the Madison Vocational School and ably taught by Mrs. Huffer. Mrs. Huffer not only worked on the mechanics of reading with her pupils but helped them with their adjustment to their various personal problems through developing their confidence.

Although the program is too new to evaluate, it was our feeling that it was very beneficial to the eight pupils participating. There was improvement in fourteen grades for these eight pupils, fifteen grades remained at level and a loss of one point was noticed in only three grades of the entire group. It is hoped that some remedial reading can be carried out next year.

Special Vocational Credit:

Through the cooperation of the Vocational School it was possible to adjust programs so several pupils could benefit by the specialized courses not offered at West but given at the Madison Vocational School. One senior boy was excused the first two periods the entire year to attend a course in radio, for which he received high school credit. Several boys were given adjusted programs so that they might take welding at afternoon courses. Two senior girls attended vocational practical nursing courses each afternoon and are receiving credit toward graduation from high school. This cooperation with the vocational school makes it possible for several boys and girls to get experience and training in fields of work not offered by the high school curriculum.

Senior Counselling:

During the first semester conferences were held with all seniors to discuss individually each pupil's credits, plans and objectives. Colleges, scholarships, college courses, fields of interests and professions were discussed with some seniors,

whereas job opportunities, occupations and military service were the basis of the conferences with seniors who were not making further educational plans. In tabulating the results of the pupils' plans at the time of conferences, it was learned that 50% of the senior class were planning to attend the University of Wisconsin, 20% were considering other colleges, universities and schools of nursing, making a total of 70% planning on entering schools of higher learning. 15% of the seniors were definitely planning on jobs and had their placement in jobs well in mind. Of the remaining 15%, the largest group was planning on the army, navy or other services soon after graduation. Each boy was urged to consider his education and vocational plans and to take a long term view of his interests and capabilities.

Military Service:

Two of the boys of the graduating class withdrew to go into the armed services before graduation. Fifteen boys took the NROTC examination and eight of these passed the scholastic test. Only one of the boys of the eight failed to pass the physical examination which was taken in Chicago, but only one boy was given an appointment under the NROTC program. West High School is proud of the attainment record of eight out of fifteen boys.

College Plans:

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. About twenty-five admissions officers counselled with over one hundred pupils. A room is provided so that the college representatives may confer with pupils in groups or privately.

College Entrance Examinations:

Seven seniors took the College Entrance Board Examinations in March to complete their applications for eastern colleges. All of these pupils have been accepted by the colleges of their choice.

Employment:

We have offered to pupils, as in the past, an outstanding service in aiding them to secure employment. Pupils who wish any type of employment register in the guidance office and are the first to be notified as jobs are received. If the positions cannot be filled in this way, notice is given to the entire student body through the daily calendar and an effort is made to fit the pupil

to the job. Pupils have been placed in stores, as ushers, as dental assistants, at housework, restaurants, hospitals, farms, canning factories, lawn work, child care and the like. This spring we have filled many more jobs than formerly and are receiving requests for many more than we can possibly fill. The Wisconsin General Hospital and Memorial Union offer excellent opportunities for boys and girls. Many business men have called for people to be trained in their particular fields of work.

The commercial department has placed all of its trained office workers who wish employment, and many requests for graduates to fill permanent jobs cannot be filled because such a large percent wish to go to school. Miss Norton has been in charge of placing commercial pupils in business offices.

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

During the year about 35 juniors and seniors earned work experience credit on the job under the supervision of Mr. Benson. The child permit office reports that to West High School pupils they have issued 92 street trades, 201 vacation and 353 regular permits from June 8, 1951 through June 12, 1952. This figure amounts to over twice as many pupils with work permits as during the year 1950-51.

Considering the trend, it would appear that children are not entirely idle during the summer months.

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

WEST HIGH SCHOOL

November 1951

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		160-164	0	0	0	0	0	0	0
		155-159	0	0	0	0	0	0	0
		150-154	0	2	1	0	0	0	3
		145-149	0	1	0	1	1	0	3
		140-144	0	2	2	1	6	2	13
X	45	135-139	5	3	12	12	15	7	54
		130-134	12	7	17	11	19	7	73
		125-129	11	18	27	34	26	21	137
		120-124	24	22	37	25	34	23	165
		115-119	21	27	42	40	33	33	196
		110-114	26	21	41	39	32	43	202
Y	46	105-109	29	27	30	37	33	43	199
		100-104	21	14	27	33	21	28	144
		95-99	8	20	25	21	21	17	112
		90-94	8	10	14	5	12	7	56
		85-89	5	4	3	14	5	5	36
Z	9	80-84	2	1	4	6	2	4	19
		75-79	1	1	2	3	2	3	12
		70-74	2	0	1	0	0	0	3
		65-69	1	0	0	0	0	1	2
		Total	176	180	285	282	262	244	1429
		Median	112.02	112.98	114.39	112.76	115.38	111.57	113.24

	Total	X	% Y	Z	Median IQ
Junior High	641	46	45	9	113.41
Senior High	788	44	47	9	113.09
Jr.-Sr. High	1429	45	46	9	113.24

Distribution fo Grades by Departments:

Below is the tabulation of the distribution of grades in all classes in grades 9, 10, 11 and 12 for Semester I, 1951-52.

DEPARTMENT	A	B	C	D	I	F	W	NO.	% FD.	% WI.	CLASS AVE.
ENGLISH	130	317	382	119	19	32	35	1034	.031	.034	27.9
MATHEMATICS	162	209	191	88	14	14	30	708	.019	.042	28.3
SOCIAL STUDIES	94	219	262	143	10	30	34	792	.038	.043	29.3
SCIENCE	156	129	134	78	5	18	20	540	.033	.037	25.7
LANGUAGE	93	137	113	55	16	10	7	431	.023	.016	23.9
COMMERCIAL	23	73	176	64	2	7	18	363	.019	.049	27.9
HOME ECONOMICS	15	43	40	12	3	1	1	115	.009	.009	23.0
ART	66	87	47	2	0	0	3	205	---	.015	20.5
MANUAL ARTS	47	89	71	34	6	3	16	266	.011	.060	26.6

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

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

I.Q.	30-31 No.	%	40-41 No.	%	45-46 No.	%	50-51 No.	%	51-52 No.	%
135-139	-		-		-		1		-	
130-134	-		-		-		-		-	
125-129	-		2		2		2		2	
120-124	1	3%	1	27%	1	13%	2	25%	1	18%
115-119	1		6		4		2		1	
110-114	2		3		8		3		4	
105-109	9		5		14		3		5	
100-104	8	59%	8	64%	10	74%	9	61%	6	73%
95-99	13		6		7		2		1	
90-94	10		1		3		2		-	
85-89	5		1		1		1		1	
80-84	3	38%	1	9%	1	13%	1	14%	1	9%
75-79	2		-		-		-		-	
70-74	-		-		-		-		-	

FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

Year	No.	% of Total Enrollment
1930-31	54	9
1931-32	68	10
1935-36	36	4
1939-40	18	2
1940-41	34	3
1943-44	40	4
1944-45	49	5
1945-46	53	5
1946-47	48	5
1947-48	16	2
1948-49	25	3
1949-50	32	4
1950-51	28	4
1951-52	22	3

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

Percent of Withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 13, 1952 shows the following comparison with former years. It is to be noted that only 36 children withdrew from the senior department during the school year. This represents only 5% of the school. 50% of these withdrew because their family left the city.

Cause of Withdrawals by Percentage	30 31	40 41	45 46	49 50	50 51	51 52
Over 18	14	10	5	3	9	3
Work	6	3	0	17	0	0
Vocational School	17	3	8	3	4	0
Work and Vocational School			13	5	9	14
Left City	19	41	33	40	34	50
Post Graduates	8	4	0	0	0	0
Illness	3	10	8	3	4	3
Married	3	3	2	5	2	3
No Report	1	0	0	0	0	0
Rural District		4	8	3	7	5
Graduates		4	10	9	11	8
Armed Forces Graduating			9	3	2	3
Armed Forces Not Graduating		8	3	3	7	3
Transfers	29	10	9	3	9	8
Deceased			2	3	2	0

Percent of Withdrawals - Junior High School: It is to be noted here that only 27 children withdrew from the junior division this year. This is only 4% of the total enrollment. 69% of those who withdrew left because their family left the city.

	40 41	45 46	49 50	50 51	51 52
Work and Vocational				7	0
Vocational School	7	3	5	4	4
Transfers	18	7	3	18	15
Left City	50	71	64	60	69
Illness	7	3	5	4	12
Rural District	18	13	0	7	0
Work		3	0	0	0
Placed on Farm			20	0	0
Court Cases			3	0	0

Withdrawals: Distribution of I.Q.'s

A study of the distribution of I.Q.'s of the 36 pupils who withdrew from senior high reveals the fact that the percent of withdrawals is distributed among the three groups.

SENIOR HIGH

I.Q.	30-31	40-41	45-46	49-50	50-51	51-52
115 & Above	3	15	28	23	26	8
95 - 115	62	62	63	66	58	84
Below 95	35	23	9	11	16	8

JUNIOR HIGH

In the junior department we note that our percentage of withdrawals in the three ability groups is about evenly distributed.

I.Q.	40-41	45-46	49-50	50-51	51-52
115 & Above	31	31	29	29	42
95 - 115	42	53	42	42	31
Below 95	27	16	29	29	27

Graduates: Distribution of I.Q.'s

Tabulating the distribution of I.Q.'s for graduates from year to year, we find that they represent a cross section of the senior department as shown on page 16.

I.Q.	30 31	40 41	45 46	49 50	50 51	51 52
115 & Above	20	31	36	41	34	40
95 - 115	73	58	59	52	57	52
Below 95	7	11	5	7	9	8

Of the 234 graduates of June 1952, 140 have already made application for entrance to the University of Wisconsin, or a total of 58%. About 40 pupils have applied to other colleges and schools of nursing. It is estimated that by fall more than 60% of the seniors will enroll in schools for advanced training.

June 1952

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

Date	No. Grad.	No. Appl. To U.W.	%	No. Ent.	% Ent.
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	186	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.53
1947-48	359	222	.62	199	.53
1948-49	301	191	.63	164	.54
1949-50	237	140	.59	130	.55
1950-51	251	134	.53	124	.49
1951-52	234				
Total	6157	3462	.58	3194	.54

The total of 3462 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 3194 represents the total, to date, who have entered the university.

Scholarships:

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

Name of Scholarship	No.	Amount
McPyncheon	2	$60.00
Brandenburg	1	250.00
Christian R. Stein	1	14.16
Theodore Herfurth Award	1	50.00
University of Wisconsin	3	450.00
Rotary Club of Madison	1	50.00
Girls' Club of West High School	3	300.00
Shaw Essay Contest	2	10.00
Allan Shafer Memorial Award	1	50.00
PTA Welfare	3	150.00
Albright Scholarship	1	100.00
Zeta Phi Eta	2	
Altrusa Club	1	25.00
Madison Alumnae Panhellenic	1	50.00
Mabel Hendrickson Creative Writing	1	5.00
Gisholt Industrial Education	1	100.00
Gisholt Industrial Efficiency Award	1	25.00
Francis Drew Winkley	1	120.00
Special Service Award	1	25.00
Oberlin College	1	200.00
University of Tulsa	1	200.00
Harper Beauty School	1	100.00

The Florence Dodge Memorial Fund is raised by the PTA for the use of pupils who would otherwise be deprived of participating in school activities. About $165.00 was spent for such items as school fees and activities, doctor bills, glasses, bus and taxi fare in emergencies, school lunches, clothing and loans. Three scholarships were given from the fund to three senior girls.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Cleck
June, 1952

The Madison Public Schools
Madison Wisconsin

ANNUAL REPORT

For the school Year 1951-1952

The beginning of the school year found our enrolment down due to the completion of the new Midvale School but almost immediately about 100 kindergarten, first and second graders were added due to the crowded condition at Randall School. Special effort was made to make these children, transported by bus, and their parents feel a warm welcome and "at home" at Dudgeon School. Some of the families already had children attending two different schools and we were anxious for them to immediately become a vital part of things at Dudgeon. Letters were sent home with the children at the close of their first session welcoming them and their parents. Some P.T.A. meetings were re-arranged so that parents could attend wherever they had children and many parents from our new district were active in P.T.A. and held offices in the Pre-School Kindergarten Club.

The fact that we didn't need to use every room as a classroom, as has been necessary in recent years, made it possible to utilize one classroom for an Art room and one for a Music room. We also used one of the rooms for various activities and special events and a long-felt need was satisfied in being able to use these rooms for such purposes.

Miss Leary met with the staff to present and discuss the new "Possible Achievement In Arithmetic" committee reports and her meeting with us was a profitable and helpful one.

We have had a good year in the music department and in addition to the regular work upper grade children enjoyed and benefited from a "talent show" in which they were encouraged to prepare and participate with various numbers - both individual and group - which brought out their special interests and abilities. At Christmas time the Music and Physical Education teachers had a major part in putting on the program for the parents. Music, dancing and dramatizations characterized the program. In order to accommodate all parents we gave both an afternoon and an evening performance.

We have had a delightful year as far as art is concerned. The very best has been brought out in the children under the very able direction of Virginia Johnson. Every spark of creative ability was challenged and the children produced many fine pieces of work. They decorated the gym for the Christmas program - and the decorations were especially lovely. Several children entered drawings and paintings in the School Salon of Art and some received honorable mention.

The bicycle testing program in fifth grade this year proved very satisfactory. The officer who talked to the group did a good job and children benefited from the film shown.

Mr. Lampmann, our adjustment worker from the Child Study Department, dealt with several children and made home calls in order to assist teachers and pupils with social, emotional, physical and environmental problems. He indicates typical activities of these children as: "Discussion with teacher; observation of child in the classroom situation or on the playground; interview and testing of child, diagnosis and report. Following the diagnosis the worker conferred with teacher and parents at intervals in an effort to assist them in meeting the problem. Some of the problems dealt with include: Parental over-concern about a child; failure of child to work up to capacity; belligerent and destructive behavior on the part of a child towards other children; diagnosis of placing and learning needs of new children."

Mrs. Easter, our Speech Correctionist reports: "During the year thirty-two children have received training for speech difficulties. Of this number eleven were dismissed; five were corrected to be checked in the fall as to carry-over of training; one was withdrawn and the rest will continue with further training in the fall. One kindergartener and one pre-school age child was brought to the school for special training. In these cases therapy was carried out closely with the home through the cooperation of the mothers, and both children showed marked improvement.

The speech correctionist conducted the hearing test program for children in third and sixth grades. All children were screened and individual hearing tests were given to those children showing losses. Experimentally, the third graders were checked by use of the Audiometer while group testing was done on sixth graders. During the year other children throughout the school were given hearing tests as teachers felt the need for this service."

We have had a fine year in P.T.A. Programs have included "Some Newer Practices in the Teaching of Reading" by Miss Leary, a talk by LeRoy Luberg during National Brotherhood Week, and a panel discussion on "What Can the P.T.A. Do" by two former parents and an Elementary Principal. Open House during American Education Week was again a high light of the year's activities. An all school picnic in June was very well attended and greatly enjoyed. The special event of the year consisted of the P.T.A. planning a surprise evening for the four members of the teaching staff and the head custodian in celebration of the school's 25 years. It was a delightful and gratifying evening and an occasion long to be remembered as being characterized by a warm friendly spirit - what we have called the "Dudgeon spirit" for many years. Plans for next year's program are well under way and an enthusiastic committee is already making plans for some worth while meetings for the ensuing year.

The Pre-School Kindergarten group and P.T.A. groups took an active part in helping with the spring registration for children who will enter kindergarten next fall. Thus far 102 children have been enrolled for next fall's kindergarten.

The Pre-School Kindergarten Club although rather small in number had a good year with worth while and helpful programs. They are an enthusiastic group and have already set up plans for the meetings for next fall. In response to a request from the group Mrs. Barbara Easter, our speech correctionist, conducted a discussion of speech development and problems with suggestions to mothers on how to aid in good speech development, and how to help the child with defective speech.

Our children gave generously toward the Children's Clothing Crusade and much satisfaction was derived from this sharing with those who are not so fortunate.

The opportunity this spring to meet and help to orient new teachers who will be assigned to our building has proved very helpful to both teachers and principal and has been met with favor on the part of both. It has given a feeling of security and belonging to the new staff members - an acquaintanceship with Madison school philosophies and ideals, and an opportunity to see their prospective building, look over curriculum and other materials. It seems desirable that this plan be continued.

In general we have had a good year - children have achieved well, relationships have been harmonious, adaptations and adjustments to different situations have been readily made and the esprit de corps has been excellent. As always, we have emphasized the fundamental skills. I wish to express appreciation to the staff for the fine job they have done, to Mr. Falk, to all departments and to the Board of Education for their fine spirit of cooperation and help at all times.

Special Problems:

Need for improved lighting

Need for further permanent surfacing of playground

Need for completion of fence enclosure (planned for this summer)

Need for shades for windows in gym

Need for a room for the nurse with telephone, running water, and suitable facilities

Long term planning for acoustical treatment of rooms would be very helpful.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the school year 1951-1952

EMERSON SCHOOL

Enrollment Trends:

Table I - June enrollment for the past seven years.

Table I

Grade	1946	1947	1948	1949	1950	1951	Sept. 1951	June 1952
Kgn	112	119	140	165	127	130	155	144
First	111	106	121	153	170	111	107	112
Second	118	96	104	131	132	156	128	114
Third	83	98	102	111	124	112	118	113
Fourth	95	82	90	110	111	121	118	120
Fifth	84	100	83	113	100	108	99	97
Sixth	94	77	102	91	114	95	86	89
TOTALS	697	678	742	874	879	833	811	792

Enrollment and Organization

The enrollment during the past year has fluctuated from a high of 811 to a low of 792. During the year there were 71 withdrawals, 32 transfers out, 22 transfers in and 58 new enrollees. Gross enrollment was 870.

With the situation that now exists, it will be necessary to continue fundamentally the same organization we have had the past year. Grades one and two are with the homeroom teachers the greater part of the day, having classes with special teachers in art, music, science, and physical education. Grades three, four, five and six are heavily departmentalized, being with the homeroom teacher for two and one half hours a day, and the remainder of the time with special teachers. Each homeroom teacher is responsible for two sections of the same grade. Only in one room do we have a fifth and sixth grade combination.

TABLE II -- Anticipated Enrollment, 1952-53

Grade	Enrollment	No. of Sections	Pupils Per Section
Kindergarten	170-175	6	29-30
First	117	4	29-30
Second	110	4	27-28
Third	119	4	29-30
Fourth	114	4	28-29
Fifth	121	3	40-41
Sixth	97	3	32-33
TOTAL	853		

Truax Field Enrollment at Present Time

Kindergarten	0
First	0
Second	16
Third	2
Fourth	16
Fifth	4
Sixth	2
TOTAL	40

In programming classes for next year it is necessary to make several changes. According to the 1952 Madison Census, there are 150 four year olds and 175 five year olds in the Emerson district. This would indicate that our kindergarten enrollment for next year would be between 165-170 pupils. This would necessitate six sections with the addition of one full time kindergarten teacher. Our kindergarten enrollment at the present time is 146. (Five sections.) According to a recent survey made of all parents, twenty-nine have indicated that their children will not attend first grade at Emerson. This will enable us to have four sections of first grade next year with 29-30 in each section. As indicated in Table II, it will be necessary to transfer the 16 Truax students in 4th grade to Sherman School so that our class size in Fifth grade may be lowered from 40 to about 35 per section. This transfer is necessary because we have only three sections of fifth grade. Only four sections of second grade will be needed. Room 8 will be used as a kindergarten room for the additional kindergarten teacher.

Achievements:

According to results received from a rather extensive testing program given this spring in nearly all of our class sections, the usual good teaching has been done during the past year. From the information received from these tests, teachers have attempted to reexamine individual needs and apply techniques to bring them up to grade standards. Sixth grade teachers like the new testing program and feel that it has been a very informative one as well as an aid to guidance planning for the remainder of the year.

In cooperation with the Civil Defense Committee, First-Aid classes were conducted during the second semester. These classes were taught by two of our staff members with all the members of the staff completing the course and receiving the standard first aid certificate.

Teachers have continued to make use of all available visual aid materials. The use of films from our curriculum department and the University of Wisconsin has shown a decided increase. The purchase of a new portable R.C.A. has made scheduling of equipment much easier. Several of our teachers have taken the Visual Education course at the University and have been able to acquire many free films to be used in their classes. One of our art teachers made an extensive use of films to help develop technique, and to suggest art activities that are a basis for their creative work.

Excursions played a part in enriching our curriculum. One of the most interesting was the visit of our sixth grade to the W.H.A. studio. At that time a recording was made of our choir to be used on a "Music for Enjoyment" broadcast. Letters were received from children from various parts of the state telling how much they enjoyed the program.

Teachers have invited interesting people in to talk to their classes on units of work. One outstanding talk was given by a parent of one of our children who had lived in Japan for two years. A teacher from Germany was an interesting guest, and talks on Safety and Health were also timely and educational. In one instance, a first grade teacher invited the parents of her children to a social hour where a movie made of the children was shown. Children participated in the program and displayed their work to the parents.

The need for good public relations has been emphasized during some of our staff meetings. Teachers have been conscious of this need and have attempted to meet the parents of their children through special conferences or home calls.

The following excerpts from a few teachers' reports have set forth some of the goals for which we have worked this year:

A friendly personal note was written sometime during the school year to each parent. The notes contained interesting items about incidents taking place in the school room, special progress, or development of particular skills by the individual child. Some of the notes written near the end of the school year contained suggestions in regard to summer reading for the child in order that the First Grade vocabulary might be retained over the vacation period. Since many parents find it difficult to attend P.T.A. or visit during the school hours, this means of establishing cordial home-school relationship was used. In addition to sending personal notes, many conferences were scheduled with parents throughout the year in order that they might become familiar with First Grade requirements.

Mrs. Thompson - First Grade

Through Teacher-Pupil Planning, a program has been developed to improve school living not only in the classroom but as it affects the entire school. The feeling of responsibility has been stressed and felt. This branched out to a new interpretation of international relations when we studied Japan and prepared many kinds of art work to exchange with a particular elementary school in Yokosuka. Home-school relations have proven to be successful in cooperation with field trips such as to the fire station and the baking of Christmas cookies in which each child as a member of a very small group under the leadership of a mother participated in every phase of baking cookies. The special interests of the children were met in the formation of two groups

known as the Girls' Club and the Boys' Club which met once a week from 11:00 to 11:30 to pursue new activities such as woodwork, clay, etc. Many other outlets were provided for creative dramatics, free expression, creative writing, composing songs, and many other ways.

Miss Evans - First Grade

This year I have tried to accomplish a number of specific skills in each subject area. I have tried to encourage the maximum individual progress in reading, arithmetic, spelling, social studies, science, writing, and other subject areas. However, throughout all my teaching I have maintained one goal as foremost--getting along with others or good citizenship. I believe that a child that has mastered his academic subjects, but is unable to get along with other children and other people is actually very poorly equipped. I hope I have contributed to the children's development as good citizens. I hope I have helped them understand the importance of consideration of other people. I have attempted to encourage consideration in several ways. First of all, at the beginning of the year we studied Community Helpers in our social studies class. We stressed how people working together at different jobs benefit the community as a whole. The children showed great delight in building a miniature community. In their community, the children represented all the community helpers. In this project, as in other projects throughout the year, the children had experience in co-operating with one another in committees. They also acted out the different ways community helpers contribute to community life. We related out conclusions in this unit to our own classroom situation. We often talked about how we could work together in our room and school for good citizenship. The children set certain standards for themselves, and we discussed the merits of all the suggestions. We formulated "rules" of behavior only if the rules seemed to have a valid reason behind them. We also had discussion periods throughout the year on respect for other people's property, manners, good health habits, and personal safety. We maintained a health house of our bulletin board to encourage good personal habits. Another method I tried to use to encourage thoughtfulness and consideration was to be as thoughtful and considerate of the children and their ideas as I expected them to be of mine. I tried to develop manners by examples to the children, and I tried to be an example for the children. As I stated in my opening paragraph I do not claim 100% effectiveness. However, each day I'm encouraged by a little act of unselfishness or good citizenship that sometimes arises. Here a a few examples: (1) I called on a girl to pass out paper. She replied, "Thank you, but I just passed paper. Could I give my turn to someone who hasn't had one today?" (2) A new little girl came into our class. We were electing Room Helpers for the week. She was elected to a favorite position by a landslide. (3) When we had an extra bottle of milk, "Let's let Gary have it; he's been sick," someone suggested. It is my sincere hope that I have had a small part in guiding my class to being <u>happy</u> and useful citizens at home and at school.

Mrs. King -- Second Grade

Throughout the year, along with the everyday work of the basic subjects, we tried to see improvements in ourselves and others. This improvement covered many things--written and verbal expression, self-reliance, cooperativeness and helpfulness when in a group, courtesy, and thoughtfulness. Growth in these things was helped in various ways. In the morning when the children were full of things to tell, we had a period called Telling Time. The class president, elected during our Club Meeting took charge of the class and called on individuals desiring to tell something in the news or which had hapoened to them since we last saw each other. In doing this the children became confident of their ability to express themselves orally before a group because they were thoroughly interested in and understood the topic. The children had many responsibilities in caring for the room, in analizing difficulties in behavior or discipline, and in planning different phases of study. We had pen pals with a fourth and fifth grade combination in Milwaukee which gave our children the chance to express themselves, share letters received, learn grammar, etc., and find out about another school in Wisconsin. As a culminating activity in social studies we made murals covering the entire blackboard, and had a Dutch party with cheese and no shoes, and a Mediterranean Lands party telling about life there as we had some food typical of those countries. An informal home-like happiness with a good learning environment for my classes was my goal.

Miss Brown - Fourth Grade

P.T.A.

The P.T.A. under very capable leadership, has made a decided contribution to our school. This is the first year that all meetings have been held in the evening, and all have been well attended. The membership was 506, which is the largest that we have ever had. Outstanding meetings were on Civil Defense, Founders' Day and Dads' night. Panel discussion groups were encouraged on Family Living and Sex-Education programs. There seemed to be much interest stimulated and many suggested that we have more of this type of program next year.

The Pre-School and Kindergarten mothers were again very active. They had many excellent programs concerning the welfare of children. The last meeting of the year was devoted to informing parents of the routine of kindergarten and providing an opportunity for advance registration.

Violin:

Interest in violin instruction under Mr. Iltis, has increased tremendously during the past year. We haye had very few pupils drop out. Fifth and sixth grade classes met on Mondays and Wednesdays during the noon hour thus causing no interference with our regular class schedules. The classes presented an auditorium program for the school as well as appearing before our P.T.A.

W.I.A.A.

The cost of providing pupil accident insurance was $419.50. Due to a slightly smaller enrollment, we were not able to collect the entire amount, however, our P.T.A. has underwritten the deficit. It appears that this is a very valuable service for children who would perhaps not receive medical aid if it were not for this benefit plan. During the year there were 25 claims for a total of $243 dollars. Claims allowed amounted to $194.00 Only one case was denied, and three cases are pending.

Library

The purpose of the centralized library in the Emerson School is twofold. We wish to encourage reading for enjoyment in the individual child, to satisfy his questions aroused by the multifarious activities which compose his life, and to improve his reading skills which are necessary tools for his education. We also recognize a duty to the teachers in the building by providing additional information in the classroom to supplement textbooks. Teachers and librarian have cooperated in gathering library materials for units of work. Special teachers as well as home room teachers have availed themselves of the library materials which include, in addition to books, twenty-two magazines and an excellent pamphlet and picture file. All classes from first through the sixth grade come regularly once a week to the library; the first three grades for one-half hour, the three upper grades, for a full hour. We circulated an average of 3,283 books per month, which means roughly that each child borrowed from the library four books per month.

Mrs. Gilbert - Librarian

Special Services

The Nutrition Center gave service to a total of forty-five children during the year. Of this number, forty-one were on a full time basis which meant that they were transported by bus, had special rest periods and were given a balanced noon lunch. A large number of these children was excluded from regular physical education classes, however, nine of them with their doctor's consent, were permitted to enter a limited class for two twenty minute periods per week. The majority of the children in this nutrition program were from the Emerson district with only seven coming from other East Side Schools. It is apparent that this service is defintely for the children of the school in which the center is located.

We were again priviledged to have Mr. Berger work with groups of students in remedial reading. Results of tests verifies the worth of this project and the fine job Mr. Berger has done. Most of the pupils enrolled in the special remedial reading classes were taken from the third and fourth grades to allow for as much teaching as necessary during the following years. The

fifth and sixth grade pupils were chosen because they were very seriously handicapped in their reading. The amount of time devoted to each child was limited because during the first semester the groups met only twice a week. During the second semester they met three times a week. These sessions were during the afternoons only. The number of children taught was greater than last year with a total of twenty-one. Of these there were two second grade children, seven third graders four fifth graders and one sixth grade child. The two second grade children were repeaters in their grade and overaged. They were included because it was felt they could benefit by the special help. The sixth grader has been in the reading group for three years. Two of the fourth graders were working for the second year and three of the fifth graders were from last years group. The remainder were enrolled for the first time. To improve the effectiveness of the teaching the possibility of daily meetings with the children should be considered. At the same time a smaller number chosen largely from grades three and four would provide for those children whose reading habits could most easily be improved.

This worker spent one half day per week in Emerson School and during that time did case work with pupils who were referred to him by teachers and the principal. Intensive work with a few cases was performed rather than reaching any great number of pupils. The objective of the work was to assist teachers and pupils with serious social, emotional and physical problems which obstructed normal learning procedure. Typical procedures employed in investigating and assisting with an individual problem are outlined below: I. Discussion and definition of the pboblem with the principal and teacher. II. Review of all available information about the pupil in a search for further understanding of the problem. III. Observation of the child in the classroom in an effort to comprehend first hand the problem faced by the teacher, and to comprehend the pupil's reaction to the class suitation. IV. Interview and testing of the child. Both the interview techniques and the test techniques are determined by the nature of the problem and the hypotheses which are to be tested. When family environment and emotional reactions are being studied, the worker typically uses projective techniques of personality study. Questions involving the abilities and performance of the pupil are frequently studied by means of aptitude and achievement tests. V. Further observation of the child and discussion with special teachers or others who know the child well. VI. Conferences with a parent, (frequently the most productive of all techniques) seeking further understanding of the child and his problem and soliciting parent cooperation. VII. Diagnosis of the problem from available information, and the interpretation of evidence to teachers and parents. An effort is made at this stage to describe the viewpoint of the child, in terms which can be utilized by the teacher in helping the child to meet the problem. Sometimes specific recommendations are made but in other cases the report concludes with the analysis of reasons for the child's behavior. Specific suggestions sometimes are not made. This is because there may be little in the way of specific activity that the teacher can do

to assist the child. However, there is much that they can do in subtle personal relationships with the child which will help the child to adjust. Such matters must be left to the discretion of the teacher. VIII. Recommendations and progress are discussed periodically with the teacher and principal, so that consistency of understanding and actions is achieved among the various adults who work with the child. IX. The child is sometimes referred to another individual or agency along with his parents. The most frequent referrals are to the family physician or pediatrician, psychiatrists, and social agencies. X. In some cases the worker undertakes a brief course of therapy with the child. In a series of interviews with the child or sometimes with the parent, the worker attempts to lead the child or parent through an emotional reorientation to the school environment. This process, when successful, goes through the following stages: A. A release of feeling about the school situation. This means complaining, placing the blame on others and freely expressing feelings of frustration. B. The worker reacts to this expression with understanding and assists him to express his feelings and to arrive at deeper layers of dissatisfaction until he spontaneously perceives his own responsibility for adjustment. C. The formulation of aspirations and of solutions to the problem occur under the worker's guidance. D. Pupil or parent begins a constructive attempt to achieve his aspirations and to solve the problem. The worker assists him to discover effective solutions.

Mr. Lampman - Child Study

The adjustment service extended to the classroom teachers reached eighty-five pupils, the marjority of whom were new enrollees who were given achievement tests and mental capacity measures to assist in determining proper grade placement. The adjustment worker gives the yearly Kindergarten mental tests and assists the third and sixth grade teachers in administering the group mental tests and achievement measures if necessary. The retests needed as follow-up information were twenty-two Kindergarten rechecks, eight third grade follow-ups, and thirteen sixth grade retests. There were approximately fifteen other retests found necessary during the school year. Any pupils having special remedial problems were given careful consideration and study by the department to determine amount and type of academic and sociological assistance needed for satisfactory school relationships and adjustment. With continued emphasis on prevention of severe hearing loss, audiometric tests were given to all third and sixth graders and to pupils from other grades for whom hearing tests were requested. The total number of group audiometric tests administered was two hundred twelve; one hundred fourteen to third grade and eighty-seven to the sixth grade. Individual diagnostic hearing tests were given to the thirty-four third graders, eighteen sixth graders and eleven children from other grades on the basis of request. Special otological service was extended to two pupils and it was learned that no child in the school was suffering from a serious hearing deficiency. The speech survey in the fall of the first grade pupils new pupils and re-check of those previously enrolled in speech

resulted in speech therapy being offered to sixty-one children with articulatory defects and to one primary stutterer. Because good speech is so important to successful adjustment in social and academic living, speech therapy is started at the first grade level--unless the problem is severe due to a hearing loss, cleft palate or aphasia and requires earlier therapy--to coincide with the child's first instruction in reading skills. The speech correction program is designed to meet each child's individual needs and there is close correlation between classwork and the speech class. Speech therapy resulted in twenty-nine cases corrected, seventeen, including the stutterer, greatly improved, ten moderately improved and six showing slight improvement.

Miss Suliver - Speech Corr.

Special Problems and Recommendations:

1. A general reorganization of the school program to provide at least forty-five minute class periods. Several major changes will have to be made to achieve this. As has been mentioned in previous reports, it is difficult for homeroom teachers in the platoon school to find the required time allotments for all subjects. This is especially true of the third grade program. It is hoped that when relief is given in regard to enrollment, the third grades may be removed from the platoon organization.
2. Provide additional handwashing facilities in our art rooms.
3. It is hoped that the project of improving the lighting fixtures may be continued next year. Only two rooms remain in the old section of our building.
4. The boys' gym and the art room should be accoustically treated.
5. There is urgent need for additional communication service between the school office and seventeen rooms in the old section of our building. Much time is lost by the secretary and principal because of this lack of service.
6. Plans are being made for the remodeling of the girls' shower room and also the provision of space for a kitchen. It is our hope that this project may be approved so that work may get under way next year.

Respectfully submitted,

Emery C. Bainbridge.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education

by

A. F. Ketterer, Principal

June 23, 1952

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
1951-1952

Special Achievements

P.T.A.

The Franklin School P.T.A., under the capable and conscientious leadership of Mr. and Mrs. Harold Hayes, made a distinct contribution to the school and community during 1951-52. The organization provided a complete schedule of interesting programs at the regular monthly meetings, various study groups were active throughout the year, and three regular afternoon parties for the pupils of all the grades were sponsored by P.T.A. and supervised by the teachers and room mothers. Room mothers generously assisted in conducting room picnics at the close of the year. The Fifteenth Annual Father and Son Banquet, which was held November 28, 1951, was adjudged as one of the most successful and valuable undertakings of its kind. Because of a previous commitment, Mr. Glenn Stephens, representative of the Board of Education, was unable to attend and sent his regrets. The ladies of the P.T.A. deserve high praise for this affair, and the principal who acts as co-ordinator of plans for the annual banquets appreciates the splendid co-operation received from all groups involved.

This year the Franklin P.T.A. served the city-wide Founders' Day Banquet in February. During the spring a series of Saturday night square dances was sponsored. Among the projects for which the organization provided funds are equipping the library with opaque window shades for motion picture purposes and the purchasing of a high grade victrola for the school.

S.S.M.C., INC.

The South Side Men's Club, with the consent of the superintendent and the Board of Education, sponsored the fifth Hallowe'en Party in the Franklin School gymnasium, Tuesday, October 31. The event attracted, entertained, and amused about 500 boys and girls of the community. The same organization co-operating with the P.T.A. sponsored again this year the Thirteenth Annual Mother and Daughter Banquet on May 6, 1952. A portion of the proceeds after payment of expenses was turned over to the P.T.A. to help finance a four-number lyceum program free to all Franklin pupils during 1952-53.

MUSIC DEPARTMENT

The first highlight of the year was a Christmas Pageant under the direction of Mrs. Langston and Mrs. Gilbert. The performance was

of very high caliber. Mr. Russell Pett, a music major at the university, rendered valuable assistance by accompanying. A Spring Musicale under the direction of Mrs. Langston and Mr. Ralph James was held at Franklin School on May 27. Miss Joyce Pease, University of Wisconsin practice teacher, ably assisted with piano accompaniment. Groups from West Junior High School and Nakoma School made an excellent addition to the Franklin band and orchestra, and added much to the performance. A large and appreciative audience attended this concert, which was considered very successful. Under the leadership of the two directors, there has been continued improvement in both vocal and instrumental music at Franklin School.

FIRST AID COURSE

Franklin School was privileged this year to have special Red Cross First Aid Classes for the faculty members. These classes were taught by Miss Mary Paynter and Miss Lois Goldman, instructors. Miss Goldman and Miss Paynter received their training in the regular instructors' course which was given to representatives from various schools during the months of November and December.

Franklin classes were conducted each Monday afternoon from 3:30 to 5:00, and each Friday noon from 11:40 to 12:40. All faculty members, the principal, and the secretary participated in the course. Itinerant members of the Franklin staff received their training at the school most convenient to them.

Eighteen First Aid Certificates were issued to the Franklin group. Everyone felt that these periods were well spent, and that much of value was gained from the course.

EXCURSIONS

Outstanding among other excursions made by Franklin pupils, was that made by the eighth grade class on June 6, 1952. 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, and the Adler Planetarium. 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. This excursion was made possible through the co-operation and efforts of Mr. Hurlbut of the Milwaukee Railway, of Miss Bartholomew, teacher, and Mesdames Norman Opelt and Glen Mason, P.T.A. room mothers who assisted the principal in chaperoning this group. The expense of the trip was paid by the funds raised through the sales of waste paper gathered by members of the class, and through the sale of candy and pop at the Friday evening Franklin School recreation center, plus the proceeds from a food sale

sponsored by room-mothers. Additional funds were raised by the sale of food and garden trellises made by the eighth grade home economics and manual arts classes. During the year several room groups took field trips to the Fire Station, the Post Office, a dairy, the "Alert America" exhibit, and other spots of interest.

LIBRARY

Franklin has the services of a librarian on Mondays, Wednesdays, and Fridays. Since a section of kindergarten had to be housed in the library, Mrs. Metry, the librarian, spent the three afternoons going to the classrooms. This arrangement while not ideal, did have some good points. The following excerpts taken from a report from Margaret Moss, Supervisor of School Libraries, is suggestive of what can and may be done to bring about some improvements.

"In summing up the hopes, desires and achievements of the school libraries of Madison for this year, I stop and take a long look at Franklin. That look shows me many things; some really good and some we wish might be better. We all know that we have been, due to over crowded conditions, working under difficult circumstances.

I would like to see a full-time library at Franklin where the library would definitely be a part of the school curriculum. Teachers would then know that it is open at all times as their second work shop — a place where they can find answers to their questions, additional and new information for their work, and much discussion of materials and new ideas which will make our work better.

Our policy in elementary schools has been to have each class scheduled to the library for one period a week (the length dependent upon the school schedule). One hour for 4th-5th-6th-grades and one half-hour for the younger children has been found quite satisfactory in most schools.

The Junior High people have reached the place where it is more satisfactory for them to come to the library as individuals rather than as a class group. If, at Franklin, they could be given time before and after school or at any time during school hours when they have definite assignments or special interests of their own to visit the library, I believe that much could be gained. The permit system from classroom to library during regular school hours works very satisfactorily in our other Junior High Schools. This, of course, must be combined with free access to the library before and after school.

I have seen much good work between the classrooms and the library at Franklin, and I hope that it may continue and grow.

The library is a teaching department in itself in that it encourages the use of materials of all kinds — materials for study, materials unknown, neglected, old and new. It expands the interests already developed in youngsters and encourages the forming of new interests.

Never in our country's history have we so needed mature and well-informed citizens who are capable of making calm, clear-headed decisions. A good citizen is an informed citizen and an informed citizen knows the answers or knows where to find them. Let's start early on this generation."

REMEDIAL READING

Mr. Berger again did remedial reading work at Franklin School and the results are very gratifying. We hope that his services may continue to be made available to us. The following summary is indicative of the progress made by the pupils:

A total of eleven pupils was enrolled in the Remedial Reading class for the year 1951-52.

Three boys were dropped after the first semester because it was felt that they could continue their work in the regular class.

One boy was continued for two full years. The remaining seven pupils were taught to the end of the school year 1951-52.

Table showing gain in months by pupils in the Remedial Reading Class:

Gains in Months	Number in each group
0 - 5	1
6 - 10	2
11 - 15	1
16 - 20	2
21 - 25	4
	10 total

Name (Omitted)	Pres. Grade	I.Q.	Time in Years	Initial Test	Final Test	Gain
Pupil No. 1	3	89	1	2.9	3.9	1.0
Pupil No. 2	3	87	1	2.6	4.9	2.3
Pupil No. 3	3	92	1	2.5	4.2	1.7
Pupil No. 4	3	88	1	2.4	4.7	2.3
Pupil No. 5	3	90	1	2.6	4.5	1.9
Pupil No. 6	4	97	1	2.4	4.6	2.2
Pupil No. 7	4	100	2	2.3	4.5	2.2
Pupil No. 8	4	88	2	2.8	4.4	1.6
Pupil No. 9	3	100	1.5	2.6	3.6	1.0
Pupil No.10	3	87	1.5	2.7	4.1	1.4
Pupil No.11	3	86	1.5	2.7	3.3	.6

ORGANIZATIONAL PLANS

Our tentative organization for 1952-53 shapes up in this manner.

Three sections of kindergarten - 75 to 80 pupils, accommodated in the same manner as in 1951-52 unless a minimum of 20 pupils could conveniently be accommodated at the community building in South Madison, thus freeing our library three half days each week.

Two first grades	-	60 pupils
Two second grades	-	54 pupils
Two third grades	-	50 pupils
Two fourth grades	-	50 pupils
One fifth grade	-	37 pupils
One sixth grade	-	43 pupils
One seventh grade	-	40 pupils
One eighth grade	-	27 pupils

MISCELLANEOUS

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

A brief comment on Community Center: it attracted larger groups than in former years. Quite a number of young people in the area adjacent to the city also attended the center. The general conduct was of a high order, but there were occasional incidents which need to be guarded against by workers and by youth participants as well. The youth can do a great deal to guide their friends.

While heretofore only a small group of parochial school seventh and eighth graders attended, this year they virtually "swarmed" in. More study should be given this whole matter. It would seem advisable to limit attendance to a more restricted area or to make the center available to junior high school pupils only.

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

During the Christmas holidays Mr. Stockton, our manual arts instructor, was taken ill and was unable to carry out his work until his return on April 8. During January we obtained the services of Mr. Ira Fuller who also for health reasons had to give up after a few weeks. Since no substitute teacher was

available, the principal "took over" early in February until Mr. Stockton's return.

Having had previous experience in teaching manual arts, the situation did not present any problems as far as instruction or discipline. The one disadvantage was the taking of time away from other duties, but since it is frequently necessary to make these adjustments, it was a satisfying and worthwhile experience.

School Council

At a staff meeting on February 1, some of the discussion centered about the idea of general pupil conduct and citizenship. A committee composed of Miss Reed, Mrs. Gilbert, Mr. Haugen, and Mrs. Weisblat was appointed to give further consideration to the problem. Later this committee evolved a plan of establishing a school council composed of pupil representatives from each grade one through eight. This council met with the committee twice a month at 8:00 a.m. on every other Wednesday. A set of general rules was proposed and adopted, and each representative kept his room informed as to council action. Numerous suggestions came to the attention of the council from the various rooms.

Aside from the fact that pupils obtained first-hand experience in democratic processes, the work and influence of the council seems to have been all for the good of the school.

SPELLING

Franklin School has been happy to participate in city-wide spelling bees since they were begun about four 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 to "compete" in any contest, however worthy it might be.

As evidence of what progress is being made, the table on page seven and the "progress report" on page eight will speak for themselves.

This summary of standard spelling test results for Franklin School first semester, 1951-52, shows: (1) individual scores, (2) range, (3) comparison of Franklin and national medians and averages.

Grade	2	2	3	3	4	5	5	6	6	7	8
Room	103	112	101	205	203	207	201	201	206	210	213
	100	100	100	100	100	100	100	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	98
	98	100	100	100	100	100	100	100	100	100	98
	90	100	100	100	100	100	98	100	100	100	98
	90	100	100	100	100	100	98	100	100	98	98
	90	100	98	100	100	100	96	100	100	98	96
	88	100	96	100	98	100	96	98	100	98	96
	88	100	96	100	98	100	90	98	100	96	96
	86	100	94	98	98	100	88	94	100	96	94
	84	100	84	98	98	98	82	92	100	96	92
	78	98	84	98	98	98		92	98	96	92
	78	98	80	98	98	98		86	98	94	92
	76	98	80	96	96	98			98	92	92
	74	98	76	96	96	98			98	92	90
	74	98	74	96	96	96			98	90	90
	68	98	72	96	94	94			98	88	90
	66	92	72	96	92	94			98	86	90
	66	88	66	94	92	94			96	82	88
	36	84	60	94	92	92			96	80	88
	34	66	36	92	92	90			96	78	88
	28	62	*34	84	90	90			96	74	86
	14	52		82	90	90			96	40	86
		28			86	90			96		86
			* Only recently came to Franklin		86	86			90		86
					84	84			86		84
					84	80			84		84
					84	78			84		82
					80	76			78		82
					80	72			76		80
					78	66			70		76
					74				52		70
					54				46		66
					46						52
					36						52
											40
Nat. Median	84.0	84.0	88.0	88.0	90.0	92.0	92.0	90.0	90.0	90.0	88.0
Franklin	78.0	98.0	84.0	98.0	92.0	96.0	98.0	100.0	98.0	96.0	89.6
Nat. Ave.	75.8	75.8	79.0	79.0	81.4	84.0	84.0	84.0	84.0	83.7	83.8
Franklin	74.0	90.0	82.0	96.4	88.3	92.3	95.2	96.9	91.7	90.2	84.5

For several years a supplementary report similar to the one following has been enclosed with the pupil report card at the end of the first and again at the end of the second semester. We have discovered over the years that pupils who develop a good spelling sense in the lower grades definitely maintain their spelling status throughout the upper grades. It is apparent that a good beginning is very important in the development of proper attitudes and skills involved.

(copy)

Franklin School
June 2, 1952

ANOTHER PROGRESS REPORT IN SPELLING

Dear Parent:

100 The scores listed at the left were made by the third
100 grade pupils of room 205 on a fifty word standardized
100 test covering the words studied in their spelling
100 books during the second semester.
100
100 A check has been placed opposite the standing earned
100 by _____. The purpose of this
100 report is to show how well the pupil is succeeding in
100 comparison with his class at Franklin and with more
100 than 10,000 other children in 13 states representing
100 every section of the country.
100
100 It should be noted that the lowest score is above the
100 national average.
100
98
98 National Average 86.4
98 Franklin Average 98.08
96
96
96
94 _____ Teacher
92
88

_____ Principal

* * *

RECOMMENDATIONS

Recent Improvements:

Once again it is gratifying to note that numerous improvements have been made, and the superintendent, the board, and the supervisor of buildings and grounds should take due credit for enhancing the utility of our school plant.

Notable among the improvements made since the last report are:

1. Re-roofing a large portion of the building.

2. Repair of walks and extending with flagstones.

3. The pointing up of brickwork and coping has not only improved the appearance of the building but is a recognition of the importance of a continuing type of maintenance program that saves dollars in the long run.

4. Replacing rotted window sashes and broken window lights.

5. Painting the outside of the building improved the appearance and is a wise investment.

6. The trimming and the planting of additional shrubbery has added to the general appearance of our grounds.

7. The installation of a new curtain, and cyclorama have made our gym stage much more attractive and useful.

8. The installation of a retractable basketball bounding board enables us to make more convenient use of the stage.

9. The recent installation by the P.T.A. of darkening shades in the library will encourage greater use of our visual education equipment.

10. During the past three years the Pre-School Kindergarten Club of the P.T.A. has been very thoughtful in providing a large fiber rug for each kindergarten department. This group has provided for replacement of rugs as well as for cleaning and repairing of rugs still usable.

11. Providing metal devices which enable us to adjust the height has done much to increase both the convenience and comfort of our kindergarten tables.

12. The purchase of a new motion picture projector and the installation of twin loud speakers in the gym provides a readily accessible and very adequate public address system in our gym, besides bringing our projection needs up to date.

13. We will find many good uses for the tape recorder recently purchased.

14. The addition of a sizeable area of blacktopping and the twelve-foot strip along the east edge of the playground have proved very valuable.

15. The weed control program begun last summer as well as the dragging of the playground not only have reduced unsightly weed growth but made the playground more safe and usable at the opening of school in September.

16. The installation of acoustical treatment (the first Franklin has had) in the office suite and in the corridor of the first floor has been a real blessing.

17. Replacing the cracked, torn, and warped congoleum on the table tops in the home economics room with a more permanent and much more attractive covering, has done much to improve the appearance, increase sanitation, and bolster morale in that department.

18. Replacing a movable bulletin board in the corridor opposite the office with a fixed and permanent wall-type display board has enhanced the appearance as well as the utility of this item.

19. The installation of a washbowl in the girls' shower room is a much needed improvement.

20. The addition of a second stoker has done much to increase the general efficiency of the heating plant.

21. The eighty-five new steel folding chairs are a valuable addition to our chair inventory.

22. The new pupil desks in room 101 replaced some very poor and antiquated ones.

23. Replacing the old type of drinking fountain has been a valuable improvement.

Further Recommendations

1. The roof over the gym needs replacing and a couple of leaks in the vestibules should be checked.

2. The lack of sufficient heat radiation in the office suite should be corrected.

3. The ventilating in the old portion of the building should be sealed off to prevent undesirable drafts.

4. Periodic attention to weed control on playground (inaugurated last summer) should be continued and perhaps increased.

5. A washbowl should be installed in the boys' dressing room.

6. Some new electric outlets should be provided in the home economics room because of the addition of electric sewing machines which recently replaced the treadle type.

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

8. The application of acoustical treatment for the top corridor would be an excellent undertaking.

9. The addition of 150 feet of fencing along Lake Court would eliminate trespassing across the front lawn.

10. Franklin has only one telephone, so a separate telephone in the nurse's room is imperative.

11. Our library is in need of additional shelves and some type of magazine rack.

ACKNOWLEDGMENTS

There are numerous evidences that we have had a successful year at Franklin. In many respects it seems apparent that staff members realize that "teamwork pays off". Even greater success will come with an increased desire on the part of each member to realize the full importance of and to assume the full responsibility for his job. Greater success is bound to come if there is a frequent rededication of self to the important task of serving faithfully, conscientiously, and consistently.

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

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

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

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

Respectfully submitted,

Armand F. Ketterer, Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education

by the Principal

Maurine Bredeson

June 1952

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1951-52
LAPHAM SCHOOL

Enrollment Data

Again this year enrollment at Lapham School has been affected not only by the increase in child population which is city wide but also by the need for caring for children who are residents of Truax and of the Sherman Terrace apartments. Following is a comparison of fall enrollments for the last two years and a projected figure anticipating the needs for September, 1952.

	1950		1951			1952		
	Total	Truax	Total	Truax	Sher.Terr.	Total	Truax	Sher.Terr
Kdg.	125	50	167	77	22	215	95	25
1	92	39	90	31		147	60	20
2	62		54			87	26	
3	57		79	29	7	54		
4	49		83-(23 from Sherman Sch)			75	22	6
5	52		63	13		60	1	
6	44		48	6		59	10	
Totals	481	89	584	156	29	697	214	51

It will be noted in comparing the fall enrollments of 1950 and 1951 that many shifts occurred, especially at kindergarten, first and second grade levels. Some of these were due to the shifting of groups of children to Lincoln School to equalize class enrollments there and at Lapham. Some were due to the extreme mobility of the Truax residents. Though the number of Truax children enrolled in kindergarten and first grade as of June, 1952 shows no appreciable difference from September, 1951, there has been a great change in the actual composition of the groups.

There is not sufficient classroom space at Lapham to care for this large increase in enrollment for the year 1952-53. Plans are being made to shift kindergarten and first grade children from the Sherman Terrace apartments to Lincoln School, take a small group of Truax third graders from Lincoln School to Lapham, move a section of Truax fourth graders to Sherman School, and transport a remedial class from Lapham School to Longfellow School.

Anticipated enrollments in the school for the deaf and sight saving room show no significant difference over present enrollments. Thus it will be necessary to continue using the Art Exhibit Room as a classroom for the deaf.

Achievements

Classroom As has always been true, we of the Lapham School feel that one of the most important goals of an elementary school, and perhaps the only one which belongs peculiarly to the school, is the development of competence in the tool subjects. When asked for their estimates of achievements in their classrooms, teachers unanimously respond first with comments like these: "The reading program has progressed well this year. Children have achieved at many different levels. Some have responded with outstanding success and all commensurately with their abilities."; "I'm still teaching the multiplication tables, though some folks seem to think it is old fashioned."; "My children have grown in their ability to locate data through the use of dictionary, maps, charts and reference works."; or "We have studied about our government, the documents which represent our democratic heritage and the ways it presently functions."

We are aware however that these goals are best realized when many approaches are used. Textbooks play a very important part in the teaching of reading, but a reading program based only on the use of texts would be sterile indeed compared to what goes on in the daily education of our children. From kindergarten on, functional use of written language is made to encourage comprehension and a carry over into actual living of meanings derived from the printed word. A kindergarten chart headed "I can tie my shoes" has real influence on the behavior of the almost-six-year-old as he prepares for his more academic experiences in first grade. The encyclopedia or a paper prepared by a fifth grade child on Eli Whitney become very important to a third grader studying about cotton. And by the time a child reaches sixth grade level the sources of reading material which he uses to contribute to the solution of his problems become almost too numerous to list.

Similarly specific techniques are used in teaching writing and spelling, but real growth in these areas is measured by the efficiency with which a child writes an invitation to mother to visit a class activity, a letter to Mr. Hayes at the Poultry Building to thank him for his help on an excursion, or a summary outline of his study of the United Nations.

The same principle applies in the teaching of all academic areas. A detailed discussion of such application would be too lengthy for this report, but I would like to mention some of the experiences given to Lapham children to motivate, enrich and firmly establish the academic learnings. Trips were taken to a fire station, with a police escort, resulting in appreciation of two city services, to the zoo, Poultry Building at the University, Forest Products Laboratory, Historical Library and Museum, Northwestern Station, First and American Exchange National Banks, and the Capitol.

Many radio programs, chiefly of the Wisconsin School of the Air, were regularly used at most grade levels. Literally hundreds of visual aids, ranging from film strips to sound movies were in daily use. Science experiences ranged from the planting of seeds in the kindergarten to the development of a "Sound Fair", which a sixth grade shared with a first grade and with the Parent Teacher Association. It represented the culmination of their suudy of sound and included experiments to prove basic principles learned, experiments in which the Fair visitors could participate. Many talks were enjoyed. Mrs. Mueller, a former missionary to Iran, told of life there in connection with the sixth grade study of that country. We have this year had several children of German birth enroll with us. Two of the older ones have shared their knowledge of that country in talks to groups of upper grade children. As always the firemen have participated with us in observing Fire Prevention Week, and this year Officer Emory of the police force gave an unusually good talk on bicycle safety to fifth grade children. Voting officials showed children the voting machines and answered many questions on election days. First graders were thrilled to carry on a real correspondence with Blinko, a Ringling Brothers clown. A very satisfying exprience for fifth graders came when, in connection with their study of Christmas in other lands, one of the mothers came to school and taught the children to make Norwegian Christmas cookies. Many dramatic presentations were a part of the year's activities at all grade levels. Some were given for the whole school to enjoy, some shared with mothers only, and some with children of only one or two grades. All were representative of one or many aspects of the work of the grade giving the play. In all about twenty such presentations were given. Children from Lapham School have also participated in the Child Salon of Art, and the fifth and sixth grade choruses have contributed much to the pleasure of our life together. One especially interesting experience this year was the recording of their music used in the Christmas Pageant. The library also has been of inestimable help in enriching the classroom program and providing materials which enabled us to extend children's experiences as effectively as we have.

Effective realization of the goal of competence in school subjects, achieved as it is through an enriched curriculum, depends also on the development of each child as a person. May I again quote from the reports of teachers. One says, "The realization of individual problems in this class sent my head spinning many a time, and behavior problems were the cause for much study." Another says, "We gave attention to personality development and improvement by discussing together some problems of wide concern and providing for special activities to meet individual needs." Still another says, "There seemed to be a need greater than usual for an emphasis on living together, doing one's own work independently but sharing successes and pleasures. We tried to develop a feeling that everyone's contribution is important, in fact necessary,

to make the day's living complete, that there is a time for work and a time for play and both are important." Again, "Participatinn in class and club activities using the techniques of a democracy has been an important emphasis in our room. We have tried to help children make the best choices possible after weighing facts, then accept and carry out responsibilities in a self reliant manner with due consideration for the needs of all in the group." Just as it is true that in academic achievement there is a great variation in any given group, so have we found varying degrees of maturity in social and emotional growth. We feel just as proud of the achievement in these areas of three very difficult children, new to our school this year, as we do the much greater poise and insight of others with more fortunate backgrounds. That children with intelligence quotients of from 48 to 140, grade placements from 0 to 9.1, physical handicaps of deafness and visual impairment can live together comfortably, happily and all achieving in many areas is a real tribute to the understanding of the staff in behavior as well as academic areas.

Teaching

The school has had an unusually large number of faculty changes this year. September found us with eleven new placements. Of these new people, five were inexperienced teachers hired directly upon graduation from college, three had only one or two years of experience. Many staff members have given generously of their time, thought and effort in helping these people understand the philosophy and practices of the Lapham School. Much gratitude is due these people, and also the new members of the staff who have made many contributions within their classrooms and to the school as a whole.

Building and Equipment

We are very appreciative of Madison's program of building maintenance. Lapham was completely redecorated this year with colors chosen by our staff assisted by Miss Buck. Children and staff alike are very pleased with the results. A one way vision door to permit observation of children in the youngest group of the deaf department was installed this year, using funds raised and contributed to the Board of Education by Kathryn Hubbard's dance studio. Several typewriters and radios were purchased this year to replace and supplement those we had. A new group hearing aid was bought for the hard of hearing classroom. New cupboards were built in the kitchen to accomodate both Parent Teacher Association needs and those of the school lunchroom program. New cupboards for the storage of large paper, designed by the staff and built by the school carpenter, have been added to many classrooms. The science room has become a classroom this year. Mrs. Adams deserves much credit for the attractiveness of that room, and the fact that it can serve the dual purpose of providing the school with science materials and also house a full time class.

Cooperation with other groups

As in previous years the success of Lapham School has depended in great measure on other groups than the school staff. The Parent Teacher Association has had a very busy and profitable year. In addition to regularly scheduled monthly meetings, that group has sponsored a Halloween program, several coffee hours and bake sales, a pre-school summer round-up tea, a dinner for the staff and a farewell picnic for sixth graders. It has also continued to sponsor Boy and Girl Scouts. Parents have been responsible for new draperies, a lamp and new couch cover in the redecorated teachers' rest room. We have again worked with the Junior Red Cross in filling gift boxes for Christmas, and this year nearly all staff members took the Red Cross First Aid Course, taught by Mrs. Burns and Mrs. Huber who gave most generously of their time to help us become ready to cope with a possible emergency. Many visitors have continued to come to Lapham School. Among them are several groups of medical students, nurses in training and university classes. A new group this year was composed of students from the recently established course in elementary education there. Several visitors from the Madison area and neighboring states and also from foreign lands spent time with us. Lapham School children will again attend the Reading Clinic and the Laboratory School. The Historical Library has been most generous in lending exhibits for school use this year.

Problems

Once again there seem to be few major problems at Lapham not common to all schools, and those seem well on the way to solution. We regret that there was an interruption in the program of playground surfacing and hope that it can be resumed in 1953. We need exterior painting and acoustical treatment of the small Activity Room but expect that both will be done this summer. High enrollments challenge us all, but the city wide recognition of the problem and planning to meet it make us feel very fortunate to be living and working in Madison. We anticipate the time when the Home Economics Laboratory can be moved to a high school, thus releasing a classroom for grade school purposes. We will be glad, too, when school building has progressed to the point where bus transportation will be unnecessary. The problems resulting therefrom are many, the greatest being the loss for children (for some over several years) of the very valuable special help period.

Conclusion

In retrospect this year has again been a good one. That this has been so is due to a capable, loyal staff, a cooperative parent group, the special departments of our school system, a fine Board of Education and a superintendent of schools whose concern for the welfare of children is outstanding. We continue to be grateful for the opportunity to serve in such an environment.

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 1952

Annual Report

For the School Year 1951-1952

LINCOLN SCHOOL

On September 10, 1951 Lincoln opened with a total enrollment of 378 pupils divided into 13 sections. Three of these sections - one a combined 4th and 5th, one fifth and one 6th grade consisted of pupils from Sherman School who stayed with us temporarily until the new addition to their building was completed on February 11, 1952. At that time four pupils in the combined 4th and 5th grade who had been transported from Truax were transferred to Emerson, and 79 in the other three grades went to Sherman.

An analysis of our attendance during the year gives the following data:

Gr.	Sept. enrollment	new entrants	transfers in	withdrawals	transfers out	June total
K	59	5	5	11	4	54
1	50	8	1	10	5	44
2	53	5	2	11	2	47
3	36	3	1	5	4	31
4	36	3	1	2	4	34
5	87	5	2	3	59	32
6	57	4	0	4	30	27
Total	378	33	12	46	108	269

Again the figures show considerable change in pupil personnel with a greater number of withdrawals and transfers out over new entrants and transfers in - exclusive of the group moving to Sherman School. This is in great part due to the mobility of the renters in the Sherman Terrace apartments, with many military personnel who are transferred often.

During the year 187 pupils were transported to Lincoln by school bus including the Sherman School group and the Truax Field group who were transferred in February. At the close of the year there were 98 regular riders from Sherman Terrace apartments and the Superior Street area.

In searching old records for a needed birth certificate to qualify for an old-age pension we came across the following as the aims of a teacher in Lincoln in the year 1896-97:

"The aim of all the work in both grades has been primarily the development of character; secondarily the awakening of a sense of responsibility toward the duties of citizenship. But citizenship depends upon character. With those aims in view every lesson has (as far as possible) been made a basis of thought and discussion. There has been the constant thought of correlation. More than ever before I have endeavored to train and develop physical, intellectual, and spiritual power. The above aims will be the aims of the whole year's work."

These can well be given, too, as the aims of a modern school, and we are again impressed with the fact that good teaching is not a thing of the moment, but always has looked toward the optimum growth and development of every child.

One way in which we attempt to reach these is exemplified in the following report written by a first grade teacher in this year 1951-52.

"This First Grade class was one to be remembered - there were three groups at first, but by March the third group was absorbed into the second group. Of course, this can be attributed partly to the smallness of the enrollment and partly to the innate determination of the three in the low group to read with the next group. There were two in the middle group who had the same urge to move into the first which evened the classes well. There was no problem child in the class but some with outstanding I.Q's who grew to be speedy readers in spite of the unusual winter for absences due to illness. There was much moving - five who moved in within the last few months - from Maryland to California - and from private, parochial and public schools. At the end of the year there will be six less boys and eight less girls to go on into our second grades. We have had one from Estonia who moves to New York, one from Germany already moved to Boston - one who moved to Okinawa, eight whose fathers are air force men, one whose father is the resident artist at the University - all of which background makes for interesting experiences.

Because of these experiences we have been able to write better, spell more, and read much material of all sorts. Even the art work has shown the effect of abler inheritance.

We took a field trip to the zoo, walks for bird and flower study, and had some incursions such as a talk from the Fifth Grade on rocks, butterfly and moth talks by one of our own group whose father's hobby is moths and butterflies, etc. It has been an enjoyable year."

Critics of our present-day schools for not teaching the 3-R's as well as "in the good old days" should read the old records. Numerical marks in Spelling, Arithmetic, and Reading as well as other subjects show groupings in general lower than our achievement ratings today. A few comments about the pupils in an 1896 class show a difference in promotion procedures as:

"Elsie:	Retained	Mary:	Summer School
John:	Retained	Frank:	Degraded
Nora:	Retained	Fred:	Retained

Mamie: Four years in room - not regularly promoted - to go to High School as an adult special.

Jessie: Two years in grade - still weak."

One of the most interesting and worth-while activities carried on at Lincoln this year was the publishing of the "Lincoln News" - a weekly one-page newspaper sent to each home to acquaint parents with school activities, give suggestions as to how they can help in furthering the work, carry special notices and give some opportunity of publishing children's original writings. It did not take the place of a classroom newspaper done by the pupils themselves but its chief purpose was to take the place of the many notices sent home formerly at unscheduled times. It proved a valuable piece of public relations, and at the close of the year several parents reported, "The little paper was fine. We hope you continue it." "It lets us know what is going on at school." "Now we receive the notices as I can ask for the paper every Monday - they are not left in Tommy's pockets."

Notices and articles give a resume of the years' work: The PTA as usual, has been most helpful in the carrying on of the work of the school as these activities testify:

A group acted as hostesses the opening day of school to assist new people in finding their way about the building, and served coffee and doughnuts to the teachers at the close of the first session.

Several times committees have helped the nurse, doctor and dentist in examinations.

The organization was very active in sponsoring Brownie, Girl Scout and Cub Scout troops. These groups did outstanding work the past year.

A clothing exchange was conducted.

Two awards were received at the October district meeting - one for membership and one for achievement.

Parents wrote letters to the Defense Production Administration asking that steel be allocated for school purposes.

In May the Summer Round-up committee held a tea for mothers of the fall kindergarteners. At the tea instructions were given for preparation for school in the fall.

The regular monthly programs for the year were as follows:

October	School Services	-	Dr. Waller
November	Go To School Night	-	American Education Week
December	Christmas Program		
January	Radio Today	-	Mr. Engel, WHA
February	Pot Luck Supper		Games: Mrs. Burns
	Fun Night	-	Mr. Thompson
March	Arithmetic Class Demonstration	-	Fourth Grade
	Interpretation	-	Dr. Leary
April	Intern. Relations Group	-	3 foreign students
May	How Are Your Teeth?	-	Dr. S. D. Kelly

Health Nurse Until October 1, Miss Anne Borge, public health nurse formerly assigned to Lincoln worked with us, and after that Miss Emily Tomell took over the duties. Special emphasis was made to have parents keep children home when indications showed they were not in good physical condition. It has been an unusually bad year for measles, chicken pox and other childhood diseases.

Reports show that a very large per cent of the kindergarten children had had the physical examination before entering school in the fall, as had also the entering third and sixth grades.

T.B. tests were given to all first graders in February.

The dental survey showed the following facts:

Grade	No. pupils examined	No. pupils poor teeth	No. pupils good teeth	Percentage good teeth
1	43	21	22	51%
3	35	20	15	43%
6	50	33	17	34%
Total	128	74	54	42%

The radio programs offered by School of the Air - WHA have given much valuable aid. Among the ones listened to most regularly were:

Upper Grades:
- Afield With Ranger Mac
- Radio Almanac
- Young Experimenters
- News of the Week

Primary Grades:
- Growing Up
- Rhythms

Examples of writing activities following the programs are:

GOOD EYES:

Always read in good light.
Keep sharp things away from your eyes.
Keep your fingers away from your eyes.
If you wear glasses keep them on.
If you can't see well, go to the eye doctor.

A Second Grader

BROTHERHOOD:

Brotherhood week is supposed to be a time when the peoples of all nations strive to work for and with their fellow countrymen. If everyone would heed this resolution, much would be accomplished. But alas, the villain of the story is the unattentive few, who still don't believe that all men are created equal.

Many people think that the "chinatown" of a big city, looks like a slum area. Well, maybe it is, but it was our abuse that made them that way, and now those poor occupants have to work their hardest for self-preservation to say nothing of cleaning up their neighborhood.

And it's this kind of stuff, that the communist editors make a big splash of in such papers as the Provada and others. Communist propagandists take advantage of our unfavorable districts and actions.

A Six Grader

Excerpts from the speech correctionist's report are:

"The 1951-52 school year began with forty speech cases. Fourteen of these were first graders; the remaining being from the other five grades. Eight of the original forty speech cases moved away during the school year. Twenty-two have been corrected. Ten cases will need more speech work next year. Along with these ten will be an approximate eighteen new speech cases from the first grades and a few transfers from other schools.

The true joy and reward which comes from working patiently for months with one child often brings real fulfillment at the end of the year.

Along with my speech work I have acted as adjustment worker. Our adjustment cases have not been serious, but they have been interesting."

Among the many activities carried on by the various grades one which gave many worth-while experiences to all the grades was the second-grade study of the post office. It's report in the paper was as follows:

"A unit which is being enjoyed and is giving many worthwhile learning experiences to all the grades in the building is the Post Office unit being carried on in the second grades. Stamps are purchased, and letters are mailed at the P.O. in Morris Falls and there are cancelled, sorted and distributed by the mailmen. Each room has chosen a name as follows:

Kindergarten Corners	Milky Way
Melrose Park	Fort Lincoln
Webb Prairie	Simonsdale
Morris Falls	Fort Leon
Richardson Valley	Stoney Hill"

The school was a busy place for several weeks with letters going to and from the post office in Morris Falls.

Results of city-wide Reading tests in the fall, and tests given in the spring by teachers to check the years work show gratifying growths. We were glad the standard tests were given city-wide in the sixth grade this spring, instead of waiting to be given in the junior high school in the fall. We feel it is a much fairer judgment of the pupils' accomplishment.

With the opening of Sherman's new addition we were able to use a room again for music and visual aids and have an extra room for the kindergartners active games. As the present kindergarten is a regular sized classroom an enrollment of 30 crowds it so, many activities have to be curtailed. It was good to have space.

From all indications the year has been a good year for pupils, teachers and parents. It has for the teacher-principal because she can always rely on the active cooperation of the faculty, office and custodian force, department heads and superintendent. Such cooperation is sincerely appreciated.

Respectfully submitted,

Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

For the School Year 1951 - 1952

LONGFELLOW SCHOOL

ENROLLMENT

Our enrollment next year should be only slightly larger than this year. The Madison school census and the school census of the Waunona Way area (Joint District #4) point this out.

The kindergarten may have an increase of about twenty children. Unless it runs more than this we should be able to care for them in our present four sections. The other grades should run about the same as this past year.

ACHIEVEMENTS

Under achievements and accomplishments activities in four broad areas may be mentioned. First, those activities in which the children participated directly. The second, third, and fourth areas all exist to better facilitate the education of children. They are parent-teacher-community activities, additions to and improvement in the available instructional materials, and improvements in the physical plant in the building itself.

1. Children in all grades participated in a "good citizenship" drive this spring. Courtesy at home and at school was centered around the "golden rule" philosophy. Reading, class discussion, dramatizations, and checks on actual improvements were used. A second aspect of good citizenship was safety. School Safety Patrol activities were emphasized. Safety in bike riding, walking in the neighborhood, and on the playground were stressed. Many times safe practices and courtesy were found to be synomymous in procedure.
2. For many years it has been felt that secondary age mentally handicapped children should be educated in secondary schools. Parents and children alike accept and, therefore, profit more when excuses for a teenager's attendance at an elementary school do not have to be made. To this end the junior high age class of slow-learning boys has been moved to Central.
3. Three years ago we started spring registration of kindergarten children. While it does not help too much in anticipating fall enrollment it has proved helpful. With the registration period spread out, more time can be given to each parent. Questions can be more fully answered by the teachers, the

school nurse, and the principal. The children can see the room they will be in and find out first hand that kindergarten is a pleasant place with many attractive things to work with. Spring registration of kindergarteners has, therefore, become spring orientation of kindergarten children and parents.

4. Field trips have been a very helpful instructional tool this year. Some of the places visited were the neighborhood fire station, a neighborhood grocery store, a house under construction, the postoffice and nearby parks by primary grades. These trips not only provided factual information but stimulated oral and written language work.

   The oldest remedial class (of boys) visited Oscar Mayer and Gishold Machine Co. This was done primarily in connection with their work in job analysis. However, much information was picked up about the respective industries themselves. Probably the most unique field trip was made by the two sixth grade classes. In the course of the observance of Brotherhood Week much reading and class discussion centered around national, racial, and religious tolerance. A great curiosity (as well as some strange pieces of misinformation) was expressed by many of the students about the inside of a Catholic, Jewish, and Protestant church. The teacher made arrangements with pastors of each of these beliefs to have visits made by the class. This trip involved but a short walk in the neighborhood. Parent, student, and teacher comment found the results good.

5. We had Open House twice this year. First, during American Education Week the observance of regular classroom routine was stressed. Later, in the spring, the art, music, physical education, and speech departments put on a program. Following the program refreshments were served in the various home rooms. This provided an opportunity to put into practice the habits of courtesy mentioned earlier. Children introduced their parents to the teachers and to each other as well as doing the actual serving. While few parent teacher conferences took place during the Open House days many were arranged for and later held. These conferences, as well as visits to the homes, never fail to lead to a closer relationship between home and school from which the child almost always profits.

6. The child conferences, parent conferences, and teacher conferences which workers from the Child Study Department held during the year have been very helpful in working out individual child problems of a wide range.

7. Motivating social studies and science units by introducing them with visual and audio aids has been stressed. Better movies in intermediate geography and history have provided a key to motivating several units. Miss Mildred Schiller, intermediate grade science teacher, used some excellent records of bird songs in her classes this spring. They did much to stimulate close observation. The records belong to Miss Schiller.

8. Fifth and sixth grade choristers showed a keen interest this year in their music. The Christmas Program and the Spring Program provided fine opportunities to show the result of their

efforts. Also, the singers and violin students collaborated in an end of the year recital this year.

9. Reading skills and arithmetic skills sometimes require repetition to insure mastery. To this end, after it was certain that the child understood why or how the particular process worked, games were used. These arithmetic and reading games were taken from the excellent bulletins of the Curriculum Office. Prepared under Miss Leary's direction these games provide drill and motivation at one stroke.
10. Our intermediate grade program is somewhat of the platoon type. It had some inequitable features which did not provide enough time for certain subjects and too much time for others. An effort has been made to remedy some of these short-comings. According to a city wide survey made last spring too much time was being alloted to art and music at Longfellow. Also time available each week for arithmetic and the acquisition of certain library and reading skills was too short. These things have been adjusted.

    Also each intermediate class section is now with the teacher of the academic subjects for a half day stretch. This uninterrupted block of time provides a better and more flexible arrangement to work within. Finally, the remedial classes in the building now have some of the art and music teacher's time alloted to them. This provides a chance for these children to develop in these areas so far as their capacities will permit.

Our physical plant, the building itself, has recieved its share of attention too.

1. Classroom facilities in an older building need modifying to keep them modern. To this end bulletin board, bookcase, and cupboard space have been provided. Also better lighting and acoustic treatment have contributed to better working conditions for children.
2. The new boilers being installed presently will do much to make our heating more dependable and even throughout the building.
3. Special mention of the floor maintenance program should be made. Six years ago many of the wooden floors were black with an accumulation of old seal and varnish. Modern equipment and supervision has done much to change this. A pride in the condition of the floors is now felt by the custodial staff.

Equipment purchases this year have provided materials in two fields.

1. Visual equipment in the form of new maps and a strip film projector have proved valuable.
2. New books at both primary and intermediate level have not only replaced old ones but provided more stimulating materials particularly in elementary science and the social studies.

Parent-teacher -community activities have been varied.

1. Our P.T.A. membership has reached an all time high of 300. This includes about fifty fathers. To the extent that P.T.A. strengthens home-school relationship we have had a good year.
2. One P.T.A. project worthy of special mention was the after school movie series. These ran for an hour each Monday afternoon, starting after New Years for a period of about twelve weeks. From two to three hundred children were in attendance each time. The movies were selected with the help of the University's Bureau of Visual Instruction.
3. A "Fun Night" for the family was sponsored by the P.T.A. again this year. After three years this has become a school tradition. Boys and girls look forward to it. Parents feel it is effective in substantially reducing neighborhood vandalism and the "tricks or treats" kind of activity.
4. While I am sure this happens in many schools, the direct concern that several teachers of our building have felt for certain families in the neighborhood has been gratifying. This interest has been effective in getting medical attention for some, clothing for others, a Thanksgiving dinner for one family, and more than casual interest has been shown in many cases of not only child illness but parent illness.

RECOMMENDATIONS

1. If "good fences make good neighbors" the extention of the 12 foot backstop north along the west side of the playground for about 70 feet should help.
2. Continuation of the blacktopping program would be a definite asset. Completion of the north half of the playground is suggested.
3. The programs for the improvement of lighting and acoustics has done a lot to improve morale and provide a good place to work. Their continuance in our building is recommended.

The entire Longfellow staff appreciate the many kinds of help provided by the Board of Education which enable us to do a better job in working with children. I am indeed grateful for the fine cooperation of the Longfellow staff, the supervisors and the superintendent of schools.

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 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1951-1952

LOWELL SCHOOL

I SIGNIFICANT DATA

Enrollment Trends (End of Year)

	1947	1948	1949	1950	1951	1952	1952 Sept. Estimate	No. of Sections
Kdg.	103	126	143	148	135	138*	253**	8
1	84	85	114	121	100	92	136***	5
2	90	87	87	105	115	92	92	3
3	89	85	83	95	103	116	92	3
4	78	94	80	91	86	95	116	4
5	62	77	91	82	85	89	95	3
6	83	75	82	87	88	81	89	3
Totals	589	629	680	729	712	703	873	

The total enrollment this June of 703 is a drop of 34 from the peak in January. This spring drop seems to be a normal trend at Lowell:

Month	1950-51	1951-52****	2 Year Average
September	702	732	717
October	716	727	721.5
November	717	737	727
December	715	736	725.5
January	724	737	730.5
February	725	726	725.5
March	732	716	724
April	733	708	720.5
May	723	702	712.5
June	714	703	708.5

No study of withdrawals has been made to discover the reason for the exodus at this time, but it has been observed that several have transferred to rural areas.

*In addition, 36 Kindergarten children from this district have been transported to Marquette.
**School census, June, 1952.
***Includes section of Kindergarten at Marquette.
****36 at Marquette.

If the Harding Street School opens during the 1952-53 school year, indications are that the enrollments will be approximately as follows:

	Harding	Lowell	Total
Kdg.	106	147	253
1	52	84	136
2	32	60	92
3	27	65	92
4	42	74	116
5	27	68	95
6	25	64	89
Totals	311	562	873

Since new homes are constantly being built and occupied in this area, the figures given here are probably conservative.

Nutrition Department Service

Fifty-one children were admitted to the Lowell Nutrition Center during the year. Six were dropped before the close of the school year upon physicians' recommendations. They were admitted for the following reasons:

Nervous, run-down, poor diet	27
Rheumatic fever suspect, high temperatures	7
Rheumatic heart disease	2
Recovering from polio	3
Stomach ulcers	2
Disease of the liver, not yet diagnosed	1
Kidney infection	1
Frequent breakage of bones	1
Recovering from head surgery involving left frontal bone. Leg in cast due to Osgood Schlatters disease	1
Back in cast because of broken vertebra	1
Acute asthma	1
Recovering from the effects of scarlet fever	4
	51

Of this number all but one lived in the Lowell district. Twelve were given bus transportation to and from school.

First-aid was given to children outside the nutrition room and temperatures taken when requested by teachers or by the office. This was done when the nurse was not in the building.

Alice Reilly, Matron

II SPECIAL ACHIEVEMENTS

The Staff

There are many factors that contribute to a good learning situation; carpenters, masons, and painters can build a beautiful building, but the teachers are largely responsible for establishing an atmosphere of friendly

cooperation that is so important in the classroom. This friendly atmosphere is seldon found unless the teachers themselves have a friendly, cooperative relationship with each other.

The principal has been impressed this year more than at any other time with the splendid relationship among the staff members. When the going has been tough, as it sometimes is, there has always been someone offering a helping hand or a cheerful word. The several teachers of a grade have been particularly cooperative, usually solving the common problems more satisfactorily than the principal or anyone outside their grade could solve them.

Helping a New Teacher

Helping a new teacher get off to a good start is very important. It is also difficult to anticipate the many problems that may be involved, especially with the large number of staff changes we are having each year. Several techniques for helping new teachers have been employed: (1) Arranging for the new teacher to meet with a teacher of the same grade before school starts. (2) Assigning the new teacher to a "buddy" (another teacher of the same grade) who can answer little questions that may not seem important enough to take to the principal. (3) Preparation of a handbook of routine procedures and information peculiar to the building. (4) Projecting "The Elementary School Movie" for them. Although this was done too late in the year to be of maximum benefit, the film was received with interest. (5) Preparation of bulletins on teaching aids to be found in the building. (6) One new teacher for the 1952-53 year responded to the invitation to visit school in June. She seemed to appreciate the opportunity and indicated that the visit was very helpful - especially to her peace of mind for the summer months.

Teaching at Lowell

Practice Teacher:

As a practice teacher at Lowell School these two semesters, my educational experience has been greatly enriched. From the very moment I walked in the doors to the last farewells by the little first graders, I have each day observed situations that will greatly aid me in my actual teaching next year.

Lowell School, with its pleasant rooms and prevailing atmosphere, has, above all, taught me to love teaching and working with the children and guiding them in their development. Although I had always considered teaching as my chosen profession, it was the actual opportunity of experiencing teaching this year in such a fine system that definitely ascertained this fact.

Lowell has shown me a democratic procedure that is patterned to meet the needs of all the students. The children have enough freedom so that their ingenuity is not stifled, and yet they are carefully guided so that the discipline situation is kept well in hand.

It was most encouraging to see the active interest and participation of the parents and other teachers in the children's music activities. Helping

clean choir robes and attending the PTA programs seem to stimulate the children in their work. Such enthusiasm then carries into the entire community.

The program is varied, so that in my field of music alone, children have the opportunity of singing in a choir, giving musical play productions, square dancing, listening to fine recordings, watching movies, as well as learning interesting facts that all help to build a well-rounded cultural background. Such a varied program helps provide for the differences in interest and ability among the students.

I am very thankful for the opportunity of learning, observing, and working at Lowell, which, with the children and the teachers' cooperation, was made a very pleasant experience.

Janet Weiss - Music
Senior - University of Wisconsin

First Year Teacher:

The first-year teacher is fortunate to be in a school system which provides the facilities and permits the freedom of curriculum that his college textbooks have advocated. Madison schools keep up with new ideas in education as fast as is practical. This progressive spirit is a great help to a teacher just out of college because it reconciles theory studied there with practice in the classroom.

Of most help to a beginning teacher is the experience of actual teaching and at Lowell much freedom is granted to work out new ideas and projects. But the advice of more experienced people is invaluable in interpreting the results of classroom experience. Mr. Frater, who can speak with experience in the field of science education, has helped with practical suggestions of classroom demonstrations and use of equipment. The fifth and sixth grade homeroom teachers have been ready to cooperate in any specific instances of correlation, special projects, or discipline problems. And Miss Leary's visits always have netted some constructive ideas in classroom procedure. In addition, the excellent equipment in the Lowell science room has helped me to provide many workshop experiences.

I have found these factors to be the greatest of many aids to a beginning teacher at Lowell. I look forward to a second year, made more effective by the advice and encouragement that have enriched my first year of teaching.

Anna Clair Forster, Science

First Year in Madison:

I have enjoyed my year of teaching at Lowell School. I have liked the organization of the Madison Schools and the friendliness and cooperation of my fellow workers and the administration. The high standards and the freedom of the classroom set a framework from which I could plan. Surrounding this there also exists a positiveness of policy. Procedures have been clearly outlined and this has eliminated fearful questions as "Am I doing it right?" or "Wonder what happens next?"

There is also an "on-going-ness" in thinking and planning. Teacher committee work shows an interest in revising curriculum and courses of study and is bringing new ideas and thought into daily practice. Adequate supplies and materials have been a real asset when working on activities and projects.

These facts have helped me develop a friendly learning environment with my group. It has helped me to plan first-hand experience through units of study and individualized instruction.

I came to Madison because I thought there would be a real challenge and a chance for professional growth. There have been rough times, yes, but I am not disappointed.

Florence Pehrkon, Second Grade

At Lowell Three Years:

After teaching for several years in rural and small city schools I decided to take a year's leave of absence to go back to school for my Bachelor of Science Degree. I took a course called "Curriculum in the Elementary School". All through the course bulletins from the Madison Public Schools were quoted and the teachers also used Madison as a sort of guide in discussing the latest in curriculum planning. Naturally, this aroused my interest in the Madison Schools as my next move on the teaching ladder.

I had always felt that a teacher in quite a large school system must be the proverbial very small toad in a large puddle and I felt more so after the first Saturday meeting of all the teachers of Madison. I think this feeling continues to quite an extent through the first year as during that time we do very little committee work and, I feel, very little is done to get teachers together on a social basis. I will remember the first MEA banquet I attended. I was with a teacher who had been here for several years and she seemed to know everyone. I believe I knew only two people outside of Lowell at that time.

With the coming of the second year committee work started and I began to feel more a part of it all -- to see how Madison has become rather famous for its curriculum work. By the end of the third year I feel that I am a part of a large, smoothly-moving machine. With regular committees, MEA Council, first-aid course, and so forth, I have been acquainted with many fellow workers, know their hopes, fears, frustrations, and so forth. At the MEA banquet this year I felt I was among a group of friends.

Just so I don't leave the wrong impression, I'm not advocating more committees, nor committee work during the first year as that year carries enough problems in adjusting to a new city, school, and new associates. The only recommendation I can give for helping a person become a "part" of it all sooner would be a little more on a social level to help new people become better acquainted.

I have enjoyed my three years in Madison and in Lowell School and I'm looking forward to another happy year starting in September.

Louise Cooper, Fourth Grade

Senior Teacher:

The first room I taught in Lowell School, which was then a new building, was not equipped for kindergarten. It was a classroom on the second floor, above a crowded first grade room of sixty children. I had the fun and pleasure of ordering supplies and equipment, which would be very obsolete by present standards.

The community grew and the kindergarten, also having increased, was moved to the stage off the gymnasium until a new addition was added to Lowell. In this new unit we thought we had ample room and most modern facilities. It still is a very homey room for children, but again we face the congestion of large numbers of children. But I have found it most interesting and gratifying to work with large groups. The parents are most cooperative.

I've tried to fix the environment to stimulate the interests of the children I have in Lowell. My aims are always to coordinate my work with the first grade teachers. Then I try to understand all of the types of children and know their interests and what development seems necessary. I do this by conversation, good books, pictures, music, handling and manipulating things, creative activity - all of which get the interest of the children so intense that they become conscious of signs, labels, house numbers, telephone numbers, and so forth, and through these activities they develop the passion for reading and writing. Then the first grade teachers can capitalize on this interest in developing their reading program.

Berneice Welsh, Kindergarten

Remedial Reading

A total of twenty-three children were assigned to the remedial reading class which met three times a week during the first semester and twice during the second.

Five pupils were carried over from last year's class because additional remediation was necessary. Five were included during the first semester because it was felt that they needed additional help even though they were not seriously handicapped. Seven were given an entire year's help and six came to the class during the second semester.

Children were taught in groups wherever possible but in two cases individual teaching was necessary. The largest group included four children.

Seven of the entire group were girls. Eleven were sixth graders, six were fifth graders, and six were fourth graders.

During the last two months one pupil was transported from the Marquette School to Lowell. This was a non-reader with a history of serious retardation. Some progress was made but more time will be required.

The following tabulation shows the gain in reading ability during the year, as indicated by standardized reading tests:

Gain in Months	No. of Pupils
No gain	3
0 - 5 months	5
6 - 10 months	5
11 - 15 months	4
16 - 20 months	4
21 - 25 months	1
26 - 30 months	1
Total	23

Walter Berger

Safety Patrol

Forty-six members made up the Lowell Street Safety Patrol for the 1951-52 season. In addition to this number, there was an opportunity for all sixth graders to take part in the auxiliary door, bicycle, and snow patrols.

Training for this group was done by use of the recreation office film, "How Patrols Operate" and AAA materials. The patrol held bi-weekly meetings with the patrol supervisor at which time they elected acting lieutenants and discussed common problems of the patrol. The principal was a frequent visitor at these meetings.

Special projects for this year's group included letters to all Lowell classes asking cooperation in certain specified areas, revision of patrol posts, and a re-routing of bicycle traffic from the dangerous Ludington Street crossing. The patrol also assumed considerable responsibility at the Atwood crossing when there was no regular crossing guard for several weeks, and city police were late in arriving.

Patrol Captain Gerald Fabian showed unusual initiative in carrying out his duties. He attended a dinner honoring city patrol people and represented the Madison Schools at Patrol Recognition Day at Central.

Gertrude Bayer, Supervisor

III SPECIAL PROBLEMS

1. Enrollment: The coming school year is expected to hit the peak at Lowell with nearly a twenty-five percent increase in enrollment. By making use of all available space everyone will be housed in a satisfactory manner. Opening of the Harding Street school before September of 1953 will solve this problem.

2. Problems inherent in the building:

A. Sound transmission from gym to classrooms. Padding of doors has helped, but has not solved the problem.

B. Excessive hall traffic necessitated by a gym in the opposite end of the building from its dressing room.

3. Lack of satisfactory temperature control is one of the major problems in the building.

4. The playground is not large enough for a school of this size.

IV RECOMMENDATIONS

1. Serious consideration of ways to eliminate the old gym for physical education purposes and of enlarging the playground.

2. Continuation of the splendid work now being done in reconditioning the building. Adequate provision should be made to insure that improvements be completed for which money has been budgeted. A program of building improvement should include:

Improvement of classroom lighting in the newer wings.

Green surfacing chalkboards.

Acoustical tile in classrooms.

Replacement of old tables in the first and second grades with adjustable desks.

3. Opening of the Harding Street school may reduce the enrollment sufficiently to make possible the elimination of the platoon type program. Such a change may not be advisable, but careful consideration of the pros and cons would be appropriate at that time.

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 1952

ANNUAL REPORT

For the School Year 1951-52

Marquette School

I. STATISTICAL DATA

The gross enrollment of Marquette School was 783 this year; this represents an increase of 74 over last year. The number of pupils remaining at the end of this year was 739 which is 41 more than last year. Transfers and withdrawals were almost twice as many as last year. We had 71 transfers in and new enrollees, and 63 transfers out and withdrawals.

II. ACHIEVEMENTS

Emphases. The staff at Marquette has worked effectively in developing good citizens who can work individually and who can work in a group. The teachers consider carefully the need to develop individuals to their highest potentiality and the need to develop in individuals the skills, habits and attitudes which enable them to work for the common good. We consider the areas of social studies and science particularly significant vehicles for attaining these goals. The following summarizes our views in both areas.

Social Studies. 1. That experiences rather than chronological age determine the maturity needed to master social concepts. "Adult" thinking can be done by children. 2. That problems arising from human relations and social institutions can be approached in the elementary school. 3. That the social studies program provides great opportunities for teaching basic reading skills. Experience reading charts made with a consideration of the basic reading vocabulary and the specialized vocabulary are most effective in teaching reading; and many social studies books and monographs have the basic vocabulary common to reading texts. 4. Social attitudes and habits are developed through the democratic organization and operation of the class; and social concepts are enlarged and modified continuously through all school experiences. 5. The social studies program may be the core of the curriculum and may at times be the focal point for reading, writing, talking, listening, painting, dancing and dramatics when teachers are alert to the possibilities for natural integration. It gives a unity to the school day. 6. Social studies should help boys and girls acquire the following: a. Accurate knowledge leading to informed insight into man and society. b. Those skills essential to the development of knowledge and insight. c. Social ideals that forward the dignity of each individual and the brother hood of all men. d. Ability to apply knowledge, insight, and skill to daily living. 7. Four contemporary problems which demand urgent attention in our schools are: a. The dangerous lag between social progress and scientific and technological advancement. b. The promotion of world understanding. c. Discrimination between education and propaganda. d. Wastefulness in use of natural resources. 8. Social studies contribute to the development of the child by helping to satisfy: a. The need for social, intellectual, and physical exploration. b. The need to develop problem solving techniques. For immediate problems, for problems removed from his immediate environment.

Science. Science is an important vehicle for attaining general educational objectives. It helps children to understand their work and to act intelligently in a constantly changing environment. Learning to develop and maintain physical and mental health by understanding the physical and biological environment and by overcoming fears and superstitions is basic to personal growth. In science a child also grows in power of expression because he has something vital to tell or to write; appreciation for creative powers are heightened through familiarity with scientists' life stories; and manipulation and experimentation develop creative powers in the child. Difficult words are minor impediments when one really has something to find out through reading; and the context of science materials reveals identities of the long and difficult words whose configuration and connotations make them easy to remember. In science a child grows in his appreciation of the orderliness of nature through learning about the universe, the interdependence of living things, matter and energy relationships, and other scientific phenomena. The scientific attitude emphasizes accuracy and thoroughness which should lead to satisfaction in well achieved work. Most important in personal growth is developing the ability to think. Society needs people who have the habits of open mindedness, of suspending judgment, of verifying the facts, and of willingness to change conclusions if data seems incomplete, invalid, or out-dated.

Social and civic relationships are developed through understanding the environment and identifying problems in public health; sanitation; transportation; sources and use of power; production, distribution and utilization of food; safety and other areas. Children grow in ability to assume responsibilities in the home by getting information on common problems such as the selection, utilization and maintenance of clothing, and on food, health, safety, heating, ventilation, illumination and others. Science makes the major contribution in all these fields.

Science in general education acquaints the child with many jobs needing scientific information and skills and alerts him to problems of consumer science. These are two important phases of economic security.

Science interests of children have changed these last years. Most surveys show that fifteen years ago the first interest was animal life; the second, plant life; and the third, physical science. Present day interests usually rank somewhat as follows: animal life, energy, the earth, plants, weather and climate, astronomy, the human body and reproduction, and chemistry. Most schools fail to provide opportunities for children to extend their interests in physical science.

While training in elementary science is important for teachers, most teachers can teach science effectively by exploring and learning with the children. Science should seldom stand alone. It should be an integral part of a child's total school experience, and should be related to reading, oral and written communication, social studies, art, music, and movement. Although an orderly development of science understandings is important the development should come from problems growing out of pupil-teacher planning.

PROGRESS REPORTS are written by each teacher to pass on to the following teacher to give an overall picture of the group experiences and accomplishments. This enables the new teacher to get quickly an idea of the group's interests, needs, and experiences. The following summaries are typical:

Kindergarten - Unit on the Home: emphasized the role of the mother, father and children; doll corner play. Fall and Nature Unit: emphasis was on the natural changes in the fall; first art work kept to be sent home at the end of the year to measure growth. We studied animals and plants in nature; boiled water, etc., took a trip to the little park on Lake Monona to see the fall changes.

Food: studied the foods good for children; made an excursion to the grocery store; built store in the room with blocks, and played in it in connection with the doll corner. We also cut out food pictures from magazines and pasted them in individual scrapbooks. These scrapbooks went home.

Christmas Unit: traditional activities. Made clay hand plaques for presents for parents. The children wrapped them and made the cards for them.

Unit on Eskimos and Winter: studied the life of the Eskimos - clothes, food, animals, shelter, etc. The changes winter brings; what happens to plants and animals. Went again to the park on Lake Monona, to observe winter changes.

Valentines: traditional activities.

Transportation: this is one of the most important activities in my kindergarten. Studied trains, airplanes, boats, buses, how they run, what they carry, and people who work on them. Painted large train mural. Built train and station with blocks. Each child made a small boat out of wood at the workbench. Went on excursions to the Northwestern station and to the airport.

Spring and Easter: traditional activities. Study the spring changes. Went back to the park on the lake to observe.

Circus: studies circus life and animals. Saw several excellent movies.

Community Helpers: this is also another important unit. We studied the duties of the policeman, fireman, postman, milkman, etc. Had policeman come to the room to give a demonstration. Took excursion to the fire station. Also went to Vilas Park in connection with study on city helpers.

We used poems, songs, records, stories, movies to integrate each unit. The rhythm band is always interesting to the children. Formal reading readiness is done towards the end of the year. A science table, including living things can be kept all year long.

First grade. Books read by the top group: Little Red Book, Skip Along, Under the Sky, Open the Door, High on a Hill, Bill and Susan, Under the Tree, Rides and Slides, Here and There, Day In and Out, Wishing Well, Through the Gate, Round About, Anything can Happen, Something Different, Down the Road, I Know a Story, Long Ago, Down the River Road, Friends and Neighbors to page 96; Books read by the middle group: Little Red Book, Skip Along, Little Green Book, Under the Sky, Open the Door, High on a Hill, Bill and Susan, Day In and Out, Through the Gate (low), Wishing Well (high), Round About (high), Down the Road, I Know a Story (high), Long Ago (high), Good Times; Books read by the low group: Little Red Book, Little Green Book, Skip Along, Bill and Susan, Little Blue Book, Little White House, Good Times (except Buddy).

Social Studies: Home Unit (Trip to see house built); Airplane Unit (Trip to airport); Toy Unit; Pet Unit; Bird Unit (Trip to zoo); Science collection.

Second grade. Books read by Group 1: Anything can Happen, Down the River Road, Have you Read, Friendly Village, Neighbors on the Hill, Stories from More Friends and Neighbors. Workbooks: Down the River Road, Friendly Village. Group 2: Three pre-primers for Ginn, Little White House, Cherry Street, We are Neighbors, Around the Corner, More Friends and Neighbors. Workbooks: We are Neighbors, Around the Corner. Group 3: Three pre-primers for Ginn, Little White House, Cherry Street, We are Neighbors. All Groups: Three Friends (Health and Personal Development), It Happened One Day, Stories We Like, Under the Roof.

Weekly Reader tests given: September, January, May. Gates Primary Reading tests given: September. California Reading tests given: May. Median, 3.8. Several diagnostic tests given to a retarded child by Mr. Lampman. The child was referred to Mr. Berger for remedial instruction.

Units covered: Fire, Dairy, Seasonal Changes, Special Days, Post Office, Zoo Animals, Booklets from Encyclopaedia Britannica. Science: 1) Life cycle of butterflies and moths; 2) Collection and observation of caterpillars, chrysalis, and butterflies; 3) Stories and suggested experiments from "Winter Comes and Goes"; 4) Discussion stimulated by reading "Weather and You".

Field Trips: 1) Fire Station, 2) Dairy, 3) Zoo.

Arithmetic: Covered most of the suggestions in "Arithmetic We Use". Provided many situations with counting, measuring, and comparisons which would give meaning to numbers. (Number charts for Social Studies).

Spelling: Covered all lessons in "Using Words", Book Two, to Lesson 33.

Third Grade. Units covered in Social Studies: 1) Truck Farming, 2) Sources of Clothing, 3) Light, 4) Ranch Life (a) Sheep Ranching, (b) Cattle Ranching, 5) Factories and Stores, 6) Salmon Fishing, 7) Changes in Our Land (a) Roads, (b) Railroads, (c) Desert to Fertile Lands, (d) Waterways.

Science Units: 1) Magnets, 2) Air Pressure, 3) Condensation and Evaporation, 4) Water for You and Me, 5) Animal Life, (a) Toads and Frogs, (b) Animals and Their Young, (c) Animals we know (d) Animals, Plants, and Machines.

Arithmetic: Completed text "Arithmetic We Use" and supplemented with work from "Learning Arithmetic".

Spelling: Completed text "Using Words" and supplemented with words from Social Studies, Science and Language.

Basic Reading Texts: All pupils read, 1) After the Sun Sets, 2) Elson (Book III), 3) From Sea to Sea. Books read by Group One: Over Hill and Plain, Beyond Treasure Valley, Streets and Roads, Five and a Half Club, If I Were Going, Friends Far and Near, Wide Wings. Books read by Group Two: Finding New Neighbors, Streets and Roads, More Streets and Roads, Down the River Road, Wishing Well, Friendly Village. Books read by Group Three: Down the River Road, Through the Green Gate, Finding New

Neighbors, Streets and Roads, More Streets and Roads, Wishing Well.

Special Programs: Individual talks and "Weaving Dance" following "Clothing Unit" and "Dudeen's Jamboree", a playlet worked up from information gained during study of "Cattle Ranching".

Fourth Grade. Units covered in Social Studies and Science: 1) The Jungle, (a) The Amazon (b) The Congo; 2) The Desert (a) The Sahara; 3) Mountains, (a) Switzerland; 4) Mountainous Country by the Sea, (a) Norway; 5(Asia, (a) China; 6) Geographical Terms, (a) Use of Maps. Science: Magnets, Electricity, The Earth, Sun, Moon, and Stars, Planets in Solar System, and Ants.

Arithmetic: Group A reviewed second and third grade combinations. They covered fourth grade material through "7" combinations. Group B completed fourth grade book. Group C completed fourth grade book and also used "Living Arithmetic", Grade 5. Learned to multiply and divide by two and three figure numbers.

Spelling: Completed "Using Words", Grade 4, and had additional words connected with units.

Field Trips: 1) University of Wisconsin Dairy, 2) Madison Milk Producer's Association - Swiss cheese factory and 3) Vilas Park Zoo.

Special Programs: Puppet Plays (Hansel and Gretel, Jack and the Beanstalk, Mrs. Piggle Wiggle and the Selfish Cure, Benjamin Franklin's Discovery, Jeanne Learns a Lesson (health), and Halloween Fun), and culmination of Social Studies units featuring talks, songs, and dances of the countries studied.

Special Projects: Construction of Hand Puppets; preparation of scrapbook on China to donate to the school library; playground clean-up campaign and safety posters to accompany clean-up.

Fifth and Sixth Grades. Areas covered in Social Studies: 1) How Our Country Began - Original settlements by the colonies and how they became states (Colonial Life); 2) How Our Country Grew - Westward movement and life of pioneers; 3) Our Country Today - Study by groups of states, life in U.S. today, National Parks; 4) How Our Country is Governed - National, State, City, County Governments (brief study of how they are set up). Current Events: Alaska - Hawaii (question of their statehood), current news, good citizen club.

Units covered in Science: (Followed Young Experimenters to some extent) 1) Earth We Live On (a) How earth was formed, (b) How earth changed (c) Kinds of soil erosion, conservation of soil; 2) Atmosphere We Live In (a) composition of air (b) moisture in air - weather and clouds; 3) Energy and Forces about Us (a) Sun - as a source of energy, relationship of sun to time, relationship of sun to earth, relationship of sun to other planets. This led to study of solar system; 4) The Way We Speak and Hear (a) Sound - How sound is made, how sound travels, how instruments make sound, how we make sounds, how we hear sounds; 5) Spring Unit on Birds and Study of Migration.

Progress of class in Arithmetic: Review of multiplication and division combinations, multiplying by two-figure numbers, solving two-step problems, adding and subtracting fractions, two-figure divisors in division, finding areas, adding and subtracting decimals.

Progress of Class in Spelling: Completed "Using Words", Grade 5.

Field Trips: 1) State Historical Museum, 2) Madison Newspapers, Inc., 3) University Biology Building.

Special Projects: Published newspaper with Room 204.

Annotated Lists. In addition to the progress reports, teachers pass on annotated class lists to help the new teachers in their understanding of individuals. Here are some examples: Kindergarten - - - Small child, but well. Very capable in all of his work. Has made many friends in the group, but still prefers to work and play be himself! - - - Only child and much waited upon. Work and play with others has helped him develop sense of responsibility. Weak in handwork of all types but willing to try. - - - Repeated kindergarten. Most unfortunate that the family moved about so much. Now that they are settled he does much better work. He does need to be dealt with firmly. Tendency to be careless. First grade - - - Had been in Group II until March. Had completed Day In and Day Out (Alice and Jerry primer), but found Round About too difficult. Changed to Little White House (Tom and Betty primer). A neat, careful but sometimes slow worker. Seems to enjoy number work. A shy, sensitive individual. Restricted home-life (apartment). Only child. - - - came to us from . . . . School at the beginning of the third quarter. Was considered a second grader. However, her level of reading was a low first grade, so she has been working with the first grade since she has been in our building. Rose from Group III to Group II in reading (first grade). Has started to complete her work on time. Seems to have gained an interest in reading and a confidence in herself. She has settled down somewhat but still insists on attention and affection. (I feel this reaction to a new social situation may be the result of much moving around in her school life so far, living in a trailer, and may disappear in time as she gains security in her surroundings). Writes well, enjoys art work. Has lovely singing voice. Completed all Alice and Jerry readers.
Third Grade - - - alert, talkative, tries to get around job he does not like to do - but can do a good job. Aggressive, domineering, but pleasing personality. Potential leader for good. - - - slow, hard worker, friendly to all - likes to talk to those around her. Comes early in morning to school to study spelling or numbers. Pleasing personality. - - - excellent improvement in writing, neatness, and accuracy. He loves school. Is extremely slow. Oral language well-developed. Very well liked by boys and girls.
Fourth Grade - - - very superior student, well poised and self-confident. Needs much enrichment material to keep interested and challenged. - - - good student, especially in reading and spelling. Has shown improvement in conforming to the group, is less "smug" about her own accomplishments. Is quite interested in the boys and plays for their attention. Health is only fair and mother is quite solicitous. - - - accepted as a leader by the boys, excels in sports. All his school work is good, but he needs reassurance as he seems to feel inferior without cause. Very capable and dependable, though.

- - - excels in scholastic work, but is socially immature. Attending lab school this summer in hopes that the experience will benefit him socially. Takes everything too seriously; needs to develop a sense of humor. Physically uncoordinated, so is not readily accepted by the boys. Skipped third grade.

The Library. Probably the chief role of the library has been as an instrument in problem solving motivated in the classroom. It is also used in solving those problems which come up in the child's daily living, "What do I do to keep a turtle, I found, living"? or the non-expressed one of how to get along with others. The librarian has tried to maintain a consistent policy of helping the children to withhold opinion until facts are gathered. This year, however, more emphasis was placed on the library skills basic to problem solving. Early in the year a committee of sixth graders devised a bulletin board which made the use of the card catalog graphic. They showed, by the use of ribbons, the connection of author, title, and subject cards in the catalog, to the books on the shelves. This committee came to each class and told about their work, answering any questions the children had. It proved to be an unusually effective means of teaching the card catalog. Considerable reference work was done using encyclopedias, but mainly as the need arose.

Late in the spring we borrowed a film, Know Your Library from the University Extension Division and used it with fourth, fifth, and sixth grades. Since it told the story of a junior high girl, unacquainted with library techniques, yet confronted with the necessity for gathering material for a topic, it was particularly useful with the sixth grade. It showed her using four basic tools - card catalog, encyclopedia, pamphlet file and Reader's Guide. In using it with the fourth and fifth graders the sound was turned off and the script was "ad libed" by the librarian, using problems on their own level.

Spelling and language work in the classroom centered around the film and after a little further work in the library a test was given which demonstrated a considerably better understanding of the usefulness of a library than we had had in the past.

Another library activity which bears mainly on the second objective mentioned above culminated in the spring, when we had our traditional book parade. Almost all upper elementary children participated. Our program was amplified, this year, and made more stimulating by having a guessing session in the fourth, fifth and sixth grades. As the children went into the lower grade rooms they simply announced their identities. All in all, it was a pleasant affair and helped "Marquetters" to realize that reading is fun.

A word might be added on a necessary though less exciting phase of work this year - the pamphlet file. All pamphlets and pictures have been given subject headings checked in Rue: Subject Index to Books for the Intermediate Grades which is kept in the first drawer of the file. A large number of new pamphlets and clippings were added this year, but many need to be collected into properly labled envelopes. - Helen Bickel

Integrated Activities. The teachers of special subjects have done a good job in working with the class room teachers on integrated units. The class room teacher and pupils are responsible for initiating the activities and the music, gym, and art teachers and librarian work on the developmental activities. Examples of this were: the study of western life in third grade, the Congo region and a trip around the world in fourth grade, and the conservation of natural resources in the fifth grade. There is evident a greater freedom of expression in all the special areas; and imagination and courage in expression seem more pronounced.

Work With Parents. The Mothers' Club and the P.T.A. have continued to function as vital parent and teacher organizations. The Mothers' Club had five fine speakers who spoke on child behavior and emotional problems. These talks were keyed to mothers of pre-school and kindergarten children. The P.T.A. programs had an emphasis on education abroad, educational problems in the state, and education at Marquette School. "Presenting Sex Education to Our Children", "New Means of Communication and How They Affect Our Children", "Movies Used in Modern Education", and "Mental Health for Our Children" were programs of particular interest.

III. Special Problems. One major problem is adjusting staff assignments to meet the needs resulting from a constantly changing distribution of pupils per grade level and increased pupil load at the primary level. At this time plans have been made to solve these problems.

The excellent cooperation of the superintendent, the supervisors, and the staff is highly appreciated.

Respectfully submitted,

Lillian Simonson,
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MIDVALE SCHOOL

Presented to the Board of Education
by the Principal
Paul J. Olson
June, 1952

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1951-52
Midvale School

I. Significant Trends

1951-52 (As of April 21, 1952)		1952-53	
Kindergarten	124 - 4 sections	Kindergarten	176 - 6 sections
First	82 - 3 sections	First	84-88 - 3 sections
Second	79 - 3 sections	Second	79 - 3 sections
Third	61 - 2 sections	Third	72 - 3 sections
Fourth	68 - 2 sections	Fourth	57 - 2 sections
Fifth	50 - 2 sections	Fifth	67 - 2 sections
Sixth	49 - 2 sections	Sixth	44 - 2 sections
Total	513	Total	579 - 583

The increase in the kindergarten of 52 youngsters points to the very short "breathing" time remaining before Midvale will become seriously crowded. The problem is accentuated by the building boom now in progress west of the school.

The 1952 census showed 206 youngsters in this area west of Midvale as compared with 72 youngsters in 1951, an increase of 134 children. This increase repeats the well established pattern - new houses mean young families. Twenty-six per cent of the youngsters in the new housing are -1 years of age, whereas the percentage of -1 year olds for the "older" area is now only 6.6.

The total area child census showed an overall increase of 284 youngsters over 1951. There were 154 of the -1 year olds. If one subtracts the 42 twenty year olds from the 1951 census which no longer appear on the 1952 census, the births over drop-offs shows 112 youngsters. Adding to this 112 the 103 youngsters in the new area one year old or older, a total of 215 youngsters is reached. When this accountable 215 children is subtracted from the total increase of 284 an increase of only 69 youngsters remains attributable to "move-ins" in the "older" area.

There was, then, some indication of a maturing population and a cresting of the child population east of Midvale. The new construction west of Midvale has now thrown predictions into the imponderables of a building boom. It can be probably assumed that this building will be of a similar nature and its child population heavy in the elementary and pre-school years. As such it represents a condition which will seriously affect Midvale.

The three graphs accompanying show some of the child population pattern which has developed and appears likely to persist or to be accentuated. Graph I shows the comparative age groups from the 1952 and 1948 census. The curve follows quite closely the overall city child population curve, except that it appears to fade more rapidly in the post-elementary age groups.

Graph II shows the "move-ins" by progressing age groups. Here it appears from gains made that the urge to get into new housing is greatest by parents of pre-school age with a lower level established during the elementary years and then followed by only scant gains through the high school level. It is also true, of course, that there is a smaller "reservoir" of the older children from which to draw the "move-ins".

Graph III shows the gains made by identical age groups. Here again the bulge occurs during the elementary years.

All in all the pattern is more or less typical of suburban living - new housing, young families, large numbers of the younger children. The maturation of this community pattern seems a considerable time in the future.

It has been pointed out that the large number of two bedroom homes tends to support an elementary type of population. The need for individual bedrooms as the family approaches high school age might tend to remove maturing families and replace them with elementary families, especially in close proximity to the school. This would further delay the "growing up" of the overall population.

Because Midvale was a new school in a new community it was thought that a good "look" at the community might be of value in understanding problems which the school would and should meet. A survey of the cumulative records of students turned up some interesting data.

The birthplace of child, father and mother as listed in the table below show origins from a fairly tight cultural area and a correspondingly uniform cultural pattern is likely to be present.

	Madison	Wisconsin	Mid-West	East	South	West	Foreign
Birthplace of Child	298	85	72	18	9	22	5
Birthplace of Father	77	248	116	14	12	13	21
Birthplace of Mother	61	242	129	25	16	13	21

Occupations as listed in cumulative records show a more than normal stability and of the types usually found to have a high interest in education.

Government	139
Sales	91
Professional	67
Semi-professional	66
Clerical	46
Service	40
Manual	40
Crafts	12
Not given	3

Table of occupations of parents of Midvale children.

Another factor in general stability is to be found in the residence changes of children while in the Madison schools. Here it is to be remembered that our school population is overbalanced in the early grades, and as a result the time factor is limited. Further, a community of home owners is always more stable.

No change in residence	404
One change in residence	93
Two changes in residence	9
Three changes in residence	3
Four changes in residence	0

Table of residence changes while in Madison schools.

Occupational changes of fathers as shown by our records carries with it the same degree of error due to the short time record.

No occupational change	481
One occupational changes	22
Two occupational changes	6
Three occupational changes	0

Table of number of occupational changes of fathers.

Family data as well shows a high degree of stability:

Living together	478
One parent	17
Step-parents	11
Guardian	1
Grandparents	2

Table of parental status.

Family size is the last factor which was determined by this survey:

10 in family	1
6 in family	7
5 in family	15
4 in family	50
3 in family	153
2 in family	218
1 in family	65

Total number of children in family, including the child on which data is being reported.

The general community pattern is thus one of overall stability, median economic status, and closely allied cultural backgrounds. A high degree of interest in school and civic affairs exists. Tensions attributed to community and home factors, both economic and social, are likely to be at a minimum. The community climate appears to be one which should permit opportunities for genuine educational service by the school.

II. Special Achievements

P. T. A.

The Midvale P.T.A. was organized, and we received our charter on January 15, 1952. Our total membership was 542, a percentage of 75.54. A great many activities were sponsored in whole or in part by this infant organization. A high degree of participation was experienced in all our ventures.

Relations with community clubs

Several community functions sponsored by the area community clubs were held at Midvale. The Hallowe'en party and Christmas party for children sponsored by the Westmorland Community Club used Midvale as their center. The annual meeting of the Westmorland Club also was held at our school.

Close liason between the administration and the community clubs continued with the community clubs jointly underwriting the summer swimming and movie program, as well as the Saturday morning recreational movie program. A total of $900 was expended by these organizations on programs designed for the youth of the community and directed by the school principal in a sort of ex officio capacity.

Community Recreation

A very successful adult recreation program, as well as a Saturday youth program, was developed at Midvale under the direction of the Department of Recreation. The Thursday night adult program included: square dancing, golf, bridge and fly tying under direct sponsorship of the Department of Recreation, rosemaling and sewing in cooperation with the Vocational school, and a study group devoted to children's books by Miss Moss of the Library. A total registration of 332 adults almost entirely from the Midvale area with an average attendance of 225 per session attended these activities.

The Saturday morning center averaged about 300 youngsters in a sports, craft, games and movie program. A spreading of the program next year to include Saturday afternoon for older groups might relieve some of the congestion which resulted from the high attendance of very young children.

Instructional Program

Midvale School in its first year was fortunate to share with the older Madison schools the guidance of Mr. Falk, Miss Leary, Miss Buck, Mr. Klose and Mr. Holmes in setting up its instructional program. Wise planning by the Superintendent, these consultants and directors of departments, as well as the excellent staff secured by the Superintendent made it possible to inaugurate an instructional program along the lines found in the other Madison schools.

Because our physical plant was only about three-fourths occupied this year it was possible to operate without some of the tensions inherent in a crowded school. The splendid advance planning and assistance given the principal by Miss Lucile Clock and Mr. Ralph Allen, from whose schools most of the youngsters came, made it possible to start with a minimum of administrative confusion.

Some of the achievements of particular note were activities growing out of the use of Wisconsin School of the Air radio programs, numerous excursions with advance planning and follow-up activities, class clubs and panel discussions, and club newspapers. A Red Cross album sent to Norway based on Wisconsin and our community which permitted experiences in research, organization, language arts and art was of especial notice.

Our use of the "shadow box" for movie and slide projection was widespread. It has proven to be a most useful "gadget" in classroom presentation of visual aids. It appears that the shadow box in its present portable form is the best solution up to now of classroom visual aids presentation which we have experienced.

Our organization followed the common "self-contained" classroom plan with special assistance for music, art and physical education. Time allotments for special teachers showed:

	Physical Education	Music	Art
First grade	40	20	30
Second grade	60	60	45
Third grade	90	90	90
Fourth grade	135	90	90
Fifth grade	135	90	90
Sixth grade	135	90	90

It will be noted that considerable supplementary time in grades one and two was necessary under the guidance of the home room teacher.

Midvale further experimented with the confidential reporting system designed by Lincoln School and previously used by Sherman. It was felt by many parents and most teachers that it represented improvement over the traditional report card. It is not, in our opinion, the final answer, and the need for some really effective reporting system remains.

Speech Correction and Child Guidance

A total of 53 children have had speech correction help at Midvale School this year. Of this number over half were first and second graders, and all but six received therapy for speech substitutions. These children came to speech classes twice a week for twenty minute periods. The speech of nineteen children was judged corrected by the therapist and they were dismissed from speech classes. An additional eight were corrected, but should be checked in the fall to ascertain whether the correction has carried over to use in everyday speech. Only four children showed no improvement in their speech picture, but all of the children came to classes with excellent attitudes and were a joy to teach.

Five senior students majoring in speech correction at the University of Wisconsin did their practice teaching at Midvale this year. They were enthusiastic, cooperative girls, and very fine to work with. The kindergarten children who received speech help from them are not included in this report. The Madison Public Schools feel that maturation takes care of a large number of these speech problems by the time the children are six years old, and therefore does not offer regular speech correction help to kindergarteners. A letter explaining this policy was sent to each parent of a kindergarten child who received therapy from a practice teacher. A report on the child's speech problem and progress, made by the practice teacher, was enclosed.

The guidance and adjustment program at Midvale included a wide range of activities, including I.Q., achievement, personality and hearing tests. Personality studies and home calls were also made, and teacher and parent conferences were held. Five personality studies were summarized by the worker, and two of these children were referred to the school psychiatrist for further diagnosis and therapy.

-- Mrs. Dorothy Bokelmann

Health

Dental health - grades one through six were examined, with 80% in good repair. Of the 20% who needed work, there were 73 pupils listed. Thirty-four returned pink slips from their dentist. Seven attended Longfellow School clinic. A check by the nurse showed that the greater percentage of the other children listed had been or were receiving dental care.

Our physical examination program showed 125 enrolled in kindergarten, with 102 returning forms of physical exams done by their doctor. Forty-two of the 63 third grade children returned physical exam forms, and 39 of 49 sixth graders did likewise. One examination was done by the physician in school.

The tuberculin testing of first graders showing a positive reaction was one out of 65 which took the test.

There were quite a few absences this year due to communicable diseases. German measles, streptococcal sore throat, and chicken pox seemed the most prevalent. The parents need to be commended for being cooperative and interested in keeping the children home at the beginning of illnesses, at which time diseases are most infectious to others.

-- Mildred Long

III. Special Problems

The alert action of the Board of Education in correcting the floor problem in the basement has now put these rooms in very fine condition. The locker room floors appear to be satisfactory.

The gym floor appears no worse, and as this is written in early June some improvement seems evident. The high humidity of late summer may well be a determining factor in any conclusions which may be reached on this problem.

Leaks persist through the mortar of the glass block and some roof leaks are evident. These conditions have been called to the attention of the Supervisor of Buildings and Grounds.

The very fine planting plus the completion of scheduled work (blacktopping, bicycle racks, etc.) should put our playgrounds in very usable condition by fall.

IV. Recommendations

The assignment of an additional kindergarten and third grade teacher appear at the moment to satisfy the needs of our expanding school population.

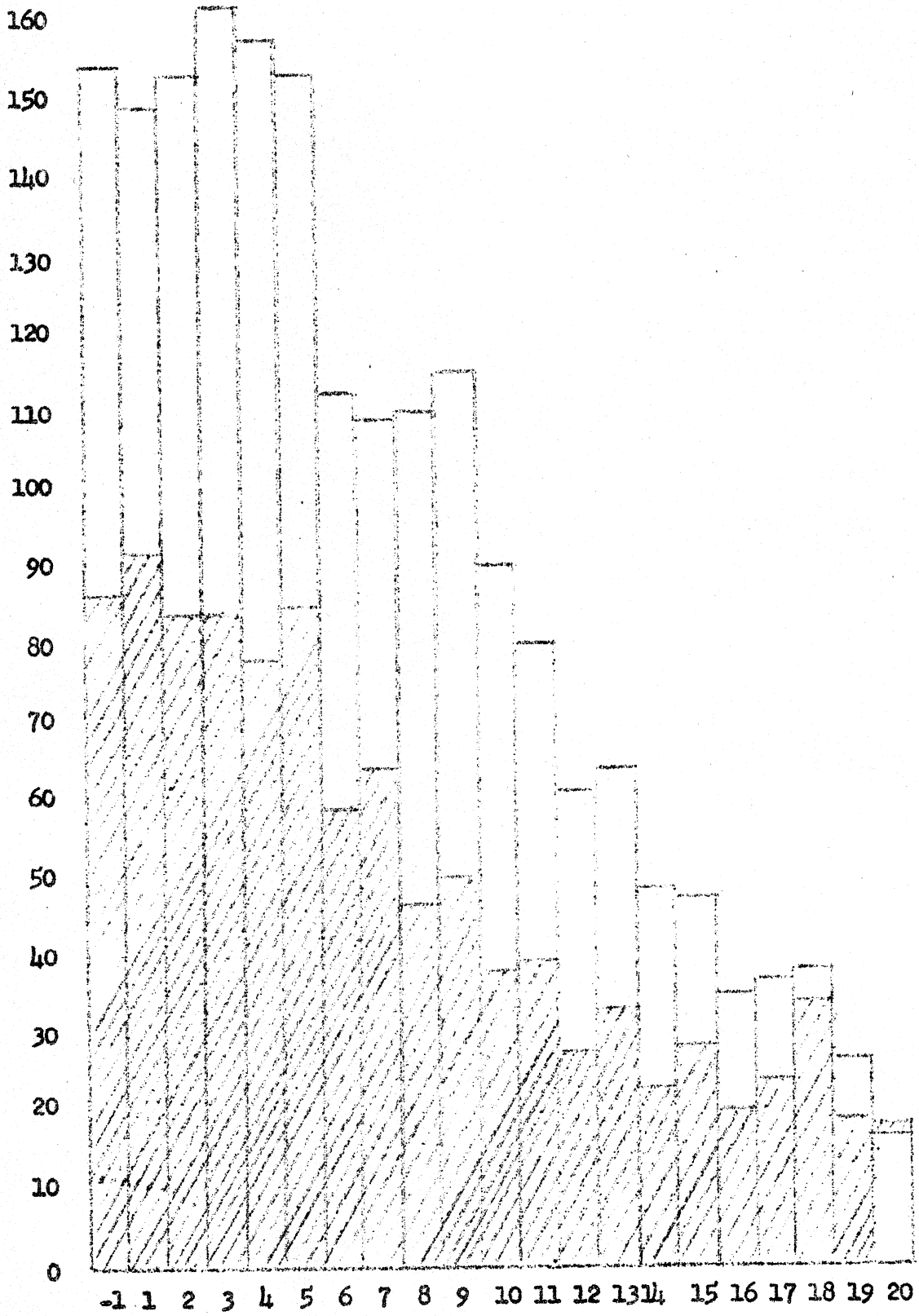
An additional morning assignment for girls' physical education will assist in balancing the physical education needs of the younger children.

Our music and art assignments of .7 time are reaching the breaking point. Additional time in these two special departments must be added, or a reduction of time allotments spent with special teachers must be made. An increase from the present .7 time seems to be imminent.

I know I am speaking for the entire faculty of Midvale in expressing our appreciation for the splendid working conditions, the many helpful suggestions, and the opportunities for service which the Board of Education, the Superintendent and the administrative staff have given us.

Respectfully submitted,

Paul J. Olson, Principal



Graph I

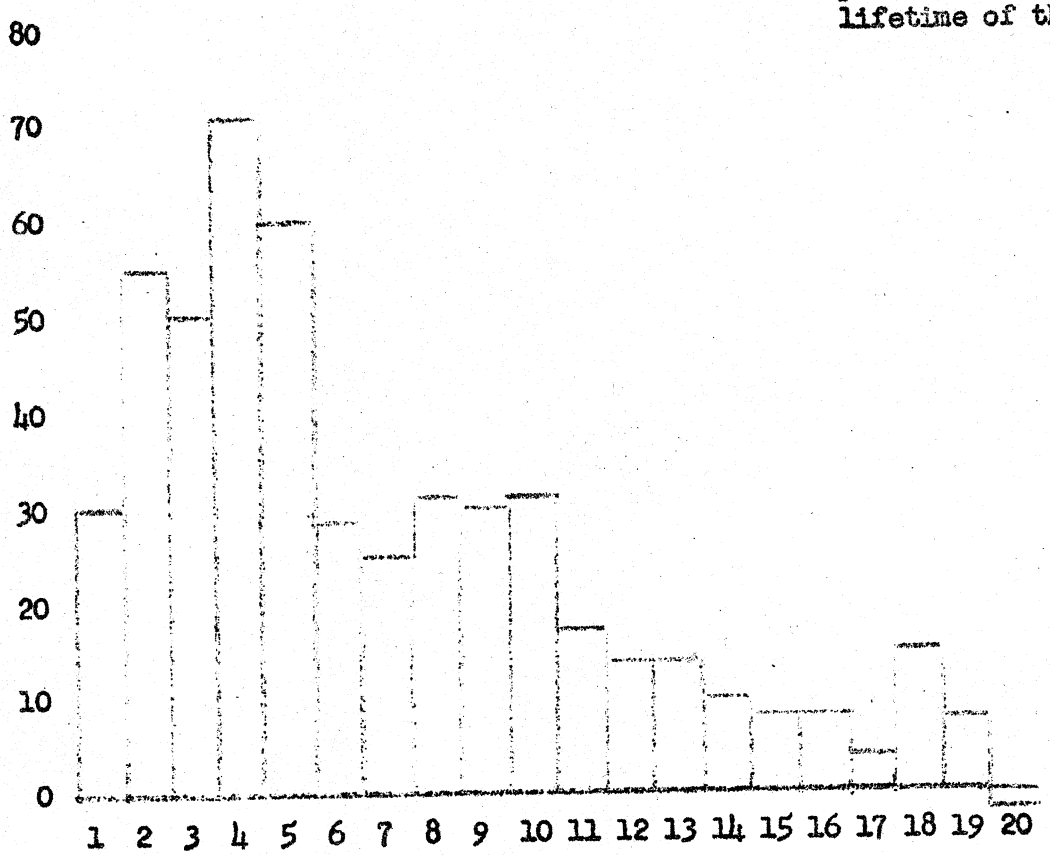
Midvale Age Groups, 1952 and 1948

Graph II

Movement into the Area

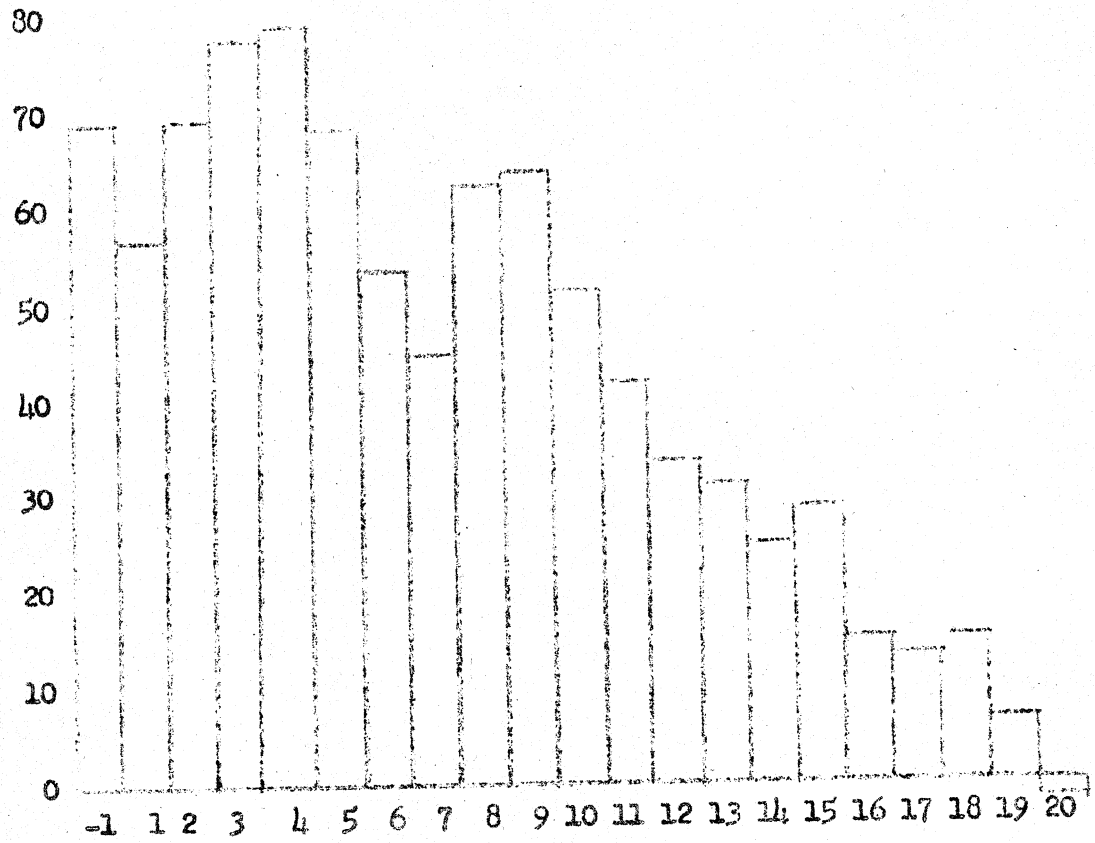
Increase in Progressing Age Groups
1952 over 1948

Note: Age groups 1, 2 and 3 are reported for those shorter periods which represent the lifetime of the child.



Graph III

Increase in Identical Age Groups
1952 over 1948



THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
Nakoma School

Presented to the Board of Education

by the Principal
Walter W. Engelke
June, 1952

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1951-52
Nakoma School

PUPILS: Enrolment statistics

Grade	1950-51	1951-52	Increase	Decrease
Kdg	78	66		12
1	63	66	3	
2	64	67	3	
3	53	61	8	
4	48	55	7	
5	48	50	2	
6	50	63	13	
7	37	48	11	
8	38	39	1	
	479	515	36 (net)	

As anticipated, total enrolment exceeded 500 pupils for the first time in the history of Nakoma School. It was necessary to transfer several tuition pupils in grades 1 and 2 in order to keep classroom size below 35 pupils. The large enrolment in eighth grade was undesirable but unavoidable. Fortunately, the other grades divided into two sections each of desirable size.

In an effort to create a better balance in each classroom the teachers and the principal have divided the children in each grade on other bases than alphabetically as had been done in the past. As a result, pupils formed new friendships and learned to work as a group, with individuals given a new chance to attain status with their peers and develop their growth patterns. With the support of teachers and parents as well as pupils, classes will be reshuffled each year to give pupils as well as teachers the opportunity to see new faces and personalities.

Pupils in Nakoma School usually go home for lunch, would like to ride their bicycles to school if permitted, have demonstrated splendid audience behavior this year, have an excellent record for not snowballing, had a minimum of injuries, participate in many decisions in the classroom but very few for the school as a whole, are absent considerably for visits to dentists and trips with their parents but never for music lessons, show the usual variations in ability and achievement, and generally demonstrate behavior similar to boys and girls anywhere else.

Individual achievement and ability is essentially a personal matter between the teacher and principal on the one hand and the pupil and the parent on the other. Rich opportunities for mutual understanding and assistance remain untouched in this area. Teachers and principal are likewise concerned with group achievement as measured by standardized tests. Objective

evidence of progress is reassuring to everyone, and although data of this nature requires careful interpretation, many parents and pupils are ignorant of the instruments for measurement and the results obtained.

The achievement of certain individuals in fields of effort that receive public attention are usually well publicized. Eight girls received awards for prowess in rope jumping, one boy was recognized for marble playing. A sixth grade girl and a third grade girl received awards in the all-city art exhibit. Of special merit was the achievement of a 7th grade girl, Mary Brown, whose safety poster was picked as best in the city from among junior high pupils.

The most unusual and remembered is the achievement of Beth Knope, an eighth grade girl whose entire schooling was at Nakoma. Beth won the school, city, and state championships in oral spelling in a succession of competition that made the achievement a bright star in her career and a credit to her school. Additional honors were gained when she ranked in the top third of the nation's spellers gathered at Washington. Immediate credit for helping Beth is due Miss Floy Kendrick, who in the last two years has been her English teacher. This brilliant personal achievement is not an isolated instance - - for Beth met some of her keenest competition from her own schoolmates. What she did, however, will serve as an incentive to better spelling for a long time to come.

CURRICULUM

A generally accepted definition of curriculum is that it includes all the experiences a child has while under the supervision of the school. The school is therefore concerned with more than books and courses of study, although it is in exactly these two fields that some of the greatest advances in learning aids have been made. Teachers who have taught in other cities frequently remark that the Madison school system provides generously the materials of teaching. The superintendent, supervisors and principals share the responsibility for enabling teachers to improve their teaching. Yet teachers are encouraged to experiment and consider the curriculum a flexible and expanding framework to guide their pupils in learning essential skills as well as information.

Examples of how teachers employ new methods are plentiful. Frequently specially qualified resource persons are invited in to talk and even work with the class on some problem. The home ec teacher talked to second graders on vegetables, a girl's gym class took lessons from two expert figure skaters, foreign students visited the fourth grade, a light demonstration was given the sixth grade, a father talked on insurance in the eighth grade. First grade pupils had their original stories typed and dittoed to take home, parents of athletic hopefuls saw their boys play intramural basketball after dad got home from work.

One of the vital and easily observable indications of improved teaching is the way teachers adapt the curriculum to the group or groups in her charge. No teacher does the same thing year after year. Pupils share in the planning, the experience, and in evaluating the results. A modern classroom is a very busy place. A wide array of teaching equipment is at hand, including charts, maps, globes, typewriters, tape recorder, microphone, radio, slide projector, sound film projector, and an assortment of articles brought to school by pupils and teacher alike.

Teachers study and recognize the growth characteristics of each child in the room and seek to provide maximum opportunities for development. They are concerned more with progress than ultimate achievement. They are trained to provide experiences to help children emotionally and socially as well as mentally.

An example of coordinated effort is demonstrated by the operetta given by the 7th grade which required close cooperation of the music, art, and gym teachers. The fact that much of the work done by the pupils was creative added considerably to the interest and worthiness of the experience.

STAFF

We have grown accustomed to having a staff that is competent and which holds the pupil's welfare first. It is therefore all the more enjoyable when the individual members work in a congenial atmosphere of mutual respect and sympathetic understanding which is plainly evidenced in the faculties that I have worked with in the past twenty years.

This has been an eventful year among members of the staff. Each grade except the 6th has been affected by some change. In kindergarten Mrs. Russert began her first year in Madison, and as with the other new teachers we had the vitalizing experience of seeing ourselves through the eyes of questioning newcomers. Miss Runkle's accident at Christmastime made it necessary for us to call on a former Nakoma teacher, Mrs. Iva Cardey Hanson. In second grade Mrs. Marshall took over shortly before Christmas for Mrs. Kallsen. In third grade we marked the retirement of Miss Jessie McFarland Seymour. Miss Seymour began teaching in Madison some thirty years ago, the last 1/4 of which were at Nakoma School. She is a lovable and an excellent teacher whom we shall all miss very much. In fourth grade we say goodbye to another teacher, Mrs. Edson, who was married in April. We also lose Mrs. Calden after only one year as she leaves to assume additional family responsibilities. The serious and prolonged illness of Mr. Schuster, junior high teacher, has been mitigated so far as the children are concerned by the fine work of Mrs. Odell. In February our capable art teacher, Mrs. Kendall, accepted the offer to fill a vacancy at the Washington School. Her replacement, Miss Giliuson, has quickly fitted into the needs of Nakoma. The girls gym teacher, Mrs. Saloutos, has been reassigned next year at her request. Finally, Mr. Emmerich, whose smile and helpfulness around the building and at evening functions made

him a favorite, also reached the retirement age. Thus the roster of former staff members has grown considerably, and we shall miss them a lot next fall.

Service on curriculum committees, enrolment in university extension courses, attendance at faculty meetings and parent teacher activities have made their demands on teacher time outside of school hours. Perhaps most significant and worthwhile of the new activities was the Standard First Aid Course completed by 16 teachers from instruction by 2 teachers and the principal who had previously completed the Red Cross Instructor Course. This training has already proved of considerable value in handling pupil accidents of a minor nature.

The increase in time by the vocal music teacher from two days to three days has been very helpful. Even so, three classes of junior high music each of these days leaves little enough time for the other 400 pupils.

COMMUNITY RELATIONS

Nakoma has long enjoyed a close relationship between the school and the community, originating of course when the suburb was independent of the city. Although the steady increase in size and the coming in of families from other schools and communities presents a challenge to established patterns, newcomers are soon indoctrinated or their valuable suggestions are incorporated. The great variety of community activities sponsored by the Nakoma PTA creates many opportunities for the school to become involved. The principal averages 3 evenings a week at school, plus many meetings connected with the activities.

The PTA is widely representative of teachers, fathers, and mothers. An outstanding series of three general meetings were held this year. At the first, Superintendent Falk pointed out the significance of school census data and assured Nakoma parents that the Board of Education was watching very closely the need for additional classrooms in the Nakoma area. At the second meeting, State Superintendent Watson discussed educational problems on the state level. The third meeting was addressed by the nationally famous Dr. John Schindler of Monroe on the causes of ill health in the family.

The great variety and the large numbers of people involved in the activities at school, together with the field trips of class groups into the community have tended to develop strong support for the school and the school system generally.

BUILDINGS, GROUNDS, EQUIPMENT

No single year since 1937 (when second floor was finished) has the school undergone so many improvements in the physical plant. A brief list of

some of the more important ones will indicate what is meant.

Front entrance remodelled, stone wall removed and concrete drive widened
Curb and drive built at end of school
Additional playground surfaced, terrace built, grounds landscaped
New roof on center portion
Eight rooms now have fluorescent lighting
Acoustical tile on ceiling of gym
Kitchen completely remodelled
New sewing machines, stoves, work tables, faucets in home ec room
Additional typewriters for classrooms
Ash hoist ending back breaking job for three men
Cubicle lockers for boys shower room
Additional auditorium chairs giving us enough for largest crowds
Twenty additional tables - labor donated by PTA
Darkening shades for all classrooms for showing films and slides
Two sound motion picture machines
Two filmstrip and slide projectors
Modern public address system for auditorium

Further major improvements are contemplated for this summer when the manual arts room will be remodelled to make two classrooms, a new heating unit installed, and one end of the roof reshingled. Thus, although Nakoma is now one of the few school buildings not completely new, its facilities are being rapidly improved.

CONCLUSION

As the Board of Education seeks to meet the problems of improving the educational program for Madison children who are crowding into the schools, the pupils, parents, and staff at Nakoma will give their best efforts toward that goal.

Respectfully submitted,

Walter W. Engelke

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 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52
RANDALL SCHOOL

I. ENROLLMENT DATA

The total number of pupils enrolled during the school year was eight hundred seventy-five. On September 20, 1951, ninety-four primary pupils from Mohawk Park, Blackhawk Park, Indian Hills, North Sunset Village and University Park were transferred to the Dudgeon School.

Whereas a year ago we ended the school year with eight hundred eighty-six, this year the enrollment at the end of the year was seven hundred seventy. Of the total enrollment this year, one pupil attended as a non-resident pupil.

Annual total enrollment figures for Randall School as of June of each of the past six years are shown here:

Grade	1946-1947	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952*
Kdg.	126	164	211	183	185	141
1	110	109	126	151	159	102
2.	98	115	107	122	152	108
3	89	89	98	109	129	131
4	89	82	90	93	109	111
5	79	97	93	88	99	96
6	87	82	100	91	94	92
Totals	678	738	825	837	927	781

*Note: This column does not include the ninety-four pupils who were transferred to Dudgeon School.

Class size ranged from 23 to 35. The average number of pupils in June, 1952 for the twenty-four class sections was 30.9 pupils.

As of June, 1952, ninety-five pupils were being transported by school bus from the areas shown here:

Area	Grade Kdg.	1	2	3	4	5	6	Total
Mohawk Park	0	0	0	0	0	0	0	0
Blackhawk Park	0	0	0	8	5	5	4	22
Indian Hills	0	0	0	2	2	0	3	7
N. Sunset Village	0	0	1	7	5	4	0	17
University Park	0	0	0	4	2	5	4	15
Findlay Park	7	7	6	2	4	7	1	34
Totals	7	7	7	23	18	21	12	95

2. RANDALL SCHOOL STAFF

During the 1951-52 school year (after the transfer of ninety-four primary pupils and three teachers to Dudgeon School on September 20, 1951), the twenty-four class sections were served by twenty-seven teachers, as follows:

2 Kindergarten teachers
11 Primary teachers
8 Intermediate teachers
1 Art teacher
1 Music teacher
1 Part-time Violin teacher (3 sessions per week)
2 Physical Education teachers (1 was half-time)
1 Speech therapist and general adjustment worker (two half days per week with additional time for home calls and testing).

3. ORGANIZATION

The self-contained classroom was featured in the kindergarten, first, second, third and fourth grades.

Instruction was departmentalized for the six sections of grade five and six. Each section had long uninterrupted periods daily for language arts, social studies, science, and arithmetic. Each section was scheduled for forty minutes daily for physical education and forty minutes daily for art or music.

4. INSTRUCTION

The greatest service and the work most important is the basic work done daily by the teachers in the classrooms.

Special emphasis in arithmetic, particularly in the development of understandings has proven to be very gratifying to pupils, teachers and principal.

In all areas of instruction, we have been concerned with the matter of providing motivation and challenge for all pupils.

Considerable care is exercised in evaluating achievement and in identifying needs. An example of how we endeavor to evaluate and identify is shown here:

Analysis of Iowa Every-Pupil Test of Basic Skills, New Edition, Test B: Work-Study Skills - Form M, Advanced Battery administered to 80 sixth grade pupils.

Range in achievements for the total sixth grade is pictured in Table I.

Table I. Decile Levels of Intelligence, Average Reading Achievement (Sept., 1951) and Achievement In Each of The Several Study Skills.

Percentile	I.Q.	Read. Grade Equiv.*	Map Reading	Use of Ref.	Use of Index	Use of Dict.	Alphabetizing	Total
90	129	10.3	10.3	10.4	10.2	10.1	9.4	9.3
80	123	9.0	8.7	10.0	9.8	8.7	8.6	8.7
70	117	8.2	8.0	9.5	9.1	8.3	8.3	8.4
60	115	7.7	7.3	9.0	8.5	7.8	7.7	8.0
50	112	7.2	6.7	8.5	7.9	7.4	7.5	7.7
40	109	6.8	6.1	8.0	7.5	6.8	7.0	7.3
30	107	6.1	5.6	7.5	7.0	6.3	6.7	6.6
20	103	5.4	5.1	5.8	6.5	6.0	6.4	6.3
10	99	5.0	4.9	5.1	6.0	5.3	4.3	5.6
High	151	16.3	11.5	11.3	11.3	11.8	11.0	11.0
Q^3	121	8.5	8.4	10.0	9.4	8.7	8.3	8.6
Median	112	7.2	6.7	8.5	7.9	7.4	7.5	7.7
Q^1	103	5.7	5.4	6.5	7.0	6.3	6.4	6.4
Low	74	3.5	3.6	3.5	4.0	3.7	3.4	3.8

* Reading tests were administered in September, 1951.

Since this testing was done in March, the information in Table I indicates that our median sixth grade pupil is working at an advantage of about one year above the national median as far as the total test is concerned.

The median sixth grade pupil measured at grade level in Map Reading skills. The median pupil measured from .7 to 1.8 grade levels above the national norms in the other areas of the study skills.

The percent of sixth grade pupils who measured above grade norm in each of the study skills is shown in Table II.

Table II. Percent of Pupils Ranking Above Grade Level in The Several Study Skills

Study Skills Area	Percent of Pupils Ranking Above Grade Level
Map Reading	50.0
Use of References	68.75
Use of Index	77.5
Use of Dictionary	70.0
Alphabetizing	75.0
Total	67.5

For information relative to sixth grade pupil distribution by semester intervals of grade equivalent, see Table III.

Grade Equivalent Intervals by Semesters	Map Reading	Use of References	Use of Index	Use of Dictionary	Alphabetizing	Total
11.5 - 11.9	1	-	-	1	-	-
11.0 - 11.4	2	5	1	2	1	1
10.5 - 10.9	3	2	4	4	-	2
10.0 - 10.4	2	14	10	2	1	2
9.5 - 9.9	-	6	2	1	3	2
9.0 - 9.4	6	9	10	5	7	6
8.5 - 8.9	3	12	6	6	6	10
8.0 - 8.4	10	2	6	4	13	10
7.5 - 7.9	4	5	15	12	9	12
7.0 - 7.4	6	-	9	10	14	8
6.5 - 6.9	3	6	7	9	6	6
6.0 - 6.4	8	-	4	9	8	8
5.5 - 5.9	9	5	3	3	1	6
5.0 - 5.4	9	5	3	9	-	3
4.5 - 4.9	8	-	-	-	2	2
4.0 - 4.4	3	6	1	2	6	1
3.5 - 3.9	1	3	-	1	2	1
3.0 - 3.4	-	-	-	-	1	-
N	80	80	80	80	80	80

Questions raised by examining these tables are:

1. How can the wide spread in achievement in each of the several skills areas be accounted for aside from normalcy?

2. What adjustments in study procedure do we provide for those pupils who measure 10.0 and above and those who measure lower than 4.5?

3. Are we expecting or permitting those who demonstrated acceleration to investigate in their study as completely and as deeply as they apparently are able?

4. What are we doing to help those who are retarded in these study skills to improve?

5. Are we providing materials suitable to the range of abilities in these skills?

6. Of the 17 pupils who measured from 5.0 to 6.5 on the total test, how many might be brought up to grade level?

7. Of the pupils who scored below 6.5 on the total test, which ones are retarded according to ability? Which ones are not retarded according to ability?

It is suggested that the teacher examine the relationship that exists between the percentile level of intelligence and the percentile level of achievement in reading and each of the several study skills for each pupil in the class. Caution must be urged in interpreting the I.Q. data too narrowly where there is reason to believe that existing data are not especially valid.

5. SPECIAL PROBLEMS AND RECOMMENDATIONS

a. Five classrooms are in need of floor repair. In some rooms the floors have buckled. In some cases the floors are noisy. This repair need not be considered a major repair project but should be cared for soon.

b. It is recommended that consideration be given to the advisability of walling-up some of the large window space in rooms 109, 211, 112 and 212 with glass brick. It is felt that this would still admit adequate daylight and would help to prevent distraction in these rooms because of the activities on the playground.

c. The continuation of the improvement of lighting and acoustic treatment in the classrooms and corridors is urged.

d. The extension of blacktop on the upper playground is is recommended.

e. The need for night lights at the rear of the building has been expressed by some patrons who live near the school. It would be well to provide them.

f. If the stones on the terrace at the rear of the playground were cemeted it might help to hold them in place. Children pull them out and throw them about after school and during summer vacation. The stones are constantly being replaced.

6. ACKNOWLEDGEMENTS

There is so much evidence that we have had a successful year at Randall. It is obvious that each staff member realizes that each plays an important part. Cooperation is an outstanding quality demonstrated in life at Randall.

The staff is to be congratulated for the professional interests and attitudes shown. The committee in charge of social activities and sunshine gestures deserves much credit for their fine work.

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

Respectfully submitted,

H. RALPH ALLEN

Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Sherman School

Presented to the Board of Education
by the Principal
Anthony A. Farina

June 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52
SHERMAN SCHOOL

Enrollment

Enrollment at Sherman School again was on the rise during the 1951-52 school year. Because the addition to the school had not yet been completed in the fall our fifth and sixth grades were again transported to Lincoln School, and one fourth grade section to Lapham School. The number of children in kindergarten thru grade 4 was the largest in history, a total of 333. More and more the Oak Park Trailer Camp affects Sherman's enrollment. At present, the camp is just about up to its capacity, with approximately 220 trailers.

Number of children attending Sherman from Oak Park Trailer Camp (June)

Kinder-garten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Total
17	15	11	12	5	6	2	68

During the year there was a total of 88 children transported to Sherman from the Oak Park Trailer Camp. This figure includes transfers and withdrawals.

The largest kindergarten class in history greeted us in the fall. There was a total of 92 children, necessitating three kindergarten sections, with one full time and one half time teacher. Space was the problem. It was solved by having one kindergarten section in the library every morning, adjacent to the other kindergarten class, making the sharing of toys and equipment fairly simple. It did create difficulties for the librarian, Mrs. Marie Metry, however; but on mornings when she was here, Mrs. Metry became a "traveling library," carrying books and materials to the classrooms.

On February 11 occurred a long awaited event: opening of the new classroom wing. Over the week-end, furniture from four classrooms in the south wing was moved to the north wing, and four other rooms were made ready for occupancy by the children returning from Lincoln and Lapham Schools.

Third grade seemed to be the popular grade this year. In September, the third grade numbered 68. By June, the enrollment had increased to a final total of 77. Because of the large number, it was recommended to the Superintendent that the grade be divided into three sections of fourth grade for next year. This step has been taken. In addition, because of overcrowding at Lapham School, another fourth grade section of 24 children will be transported from Truax Field to Sherman next fall, instead of to Lapham. With a total of about 100 fourth graders for the 1952-53 school year, I feel that these children may safely be divided into three sections of about 33 each.

Census figures for the Sherman Park area continue to show growth. Next September's kindergarten class, for example, will be about 120 children. 95 have already registered, and the final number will probably be more than 120 because of new housing and new annexations in this area. Our census figures for this spring include for the first time the eastern half of Lakeview Heights, consisting of forty homes. Because of the increased number of kindergarten children, two full time teachers will be necessary. Next year also, for the first time, we will have two sixth grade sections, and three first grade sections.

Enrollment Statistics

	September 1951		June 1952
Kindergarten	93	-	92
First Grade	61	-	62
Second Grade	64	-	68
Third Grade	68	-	77
Fourth Grade	23	-	45
Fifth Grade	--	-	48
Sixth Grade	--	-	23
Total	309		415

Teachers

Practically all of last year's staff returned to Sherman. Additions were Mrs. Elizabeth Curtis, kindergarten; Miss Caroline Krognoss, first grade; Mr. James Macdonald, fifth grade; and Mr. Clifton Summers, sixth grade.

Illness, and illness in the family took an unusually heavy toll this year. Kindergarten was especially hard hit, with both teachers ill for two weeks or more each, and with one teacher out for six weeks due to illness in her family. Mrs. Mona Schroeder, however, did a very commendable job of substituting, and, by planning closely with the regular teacher, was able to keep the kindergarten program running smoothly and effectively.

Teachers were asked to attend more meetings this year than any time since I have been at Sherman. In addition to our regular staff meetings, we met twice a month with Dr. Robert Roessler, psychiatrist working with the Board of Education. Dr. Roessler's desire was to create an atmosphere in which teachers could discuss educational and personal problems freely and objectively; the teachers' purpose was to get from Dr. Roessler some suggestions on how to handle difficult classroom problems. At mid year I asked the teachers their opinions of the meetings, and whether they would like to continue the discussions during the second semester. Opinions of the value of these sessions varied widely, but all were in favor of continuing the meetings. In my judgement, there would have been greater value to the teachers if:

1) Dr. Roessler had contributed more in the line of psychological principles, by lecture, or by illustrating certain points by drawing from personal experience.

2) The teachers had contributed more from their experience and ideas. The brunt of the discussion was carried on by three or four persons. In my opinion no group discussion can be of value, either in the form of information or in providing experience in group dynamics, unless everybody participates.

I believe that this form of discussion group can be very successful, if the principles of group dynamics are discussed first, and if everyone agrees on what the purpose of the meetings is.

One of the big projects of the year in all schools was the first aid program, under the auspices of the Red Cross, and in cooperation with the Civil Defense program in Madison. Under the direction of Mr. George Steiner, a core of teachers, representing all schools, qualified as instructors, after taking a twenty hour course during December and January. Four such instructors were trained for Sherman School: Mrs. Marie Metry, Mr. James Macdonald, Mr. Clifton Summers, and Mr. Anthony Farina. In February, the Standard First Aid course for all teachers was started, with a weekly two hour class. At the end of nine weeks, nine persons had qualified for the First Aid certificate.

In addition to the above, most of our teachers worked actively on one or more curriculum and administrative committees:

6 teachers were on one committee
2 teachers were on two committees
1 teacher was on four committees
4 teachers were on no committees

Special Classes

During the first semester, teachers of special classes were under definite handicaps because of lack of space. The art teacher moved from room to room, with all her materials on a supermarket cart; the music teacher's musical instrument was a pitch-pipe; physical education teachers prayed for good weather, and in bad weather used the classrooms. The library, already inadequate, was now available only two afternoons a week, because of the morning kindergarten. Under these conditions, the special teachers did a remarkable job of keeping the children's standards high.

In February all these things changed. In addition to the new classrooms, three special purpose rooms were made available: the art room, music room, and library. Because of our increased mid-year enrollment, special teachers were here for longer periods of time. For example, the art teacher was here three days instead of two; the music teacher two days instead of one; and physical education teachers seven half days instead of three. Only the librarian's time remained the same, two days a week.

First semester problems were quickly forgotten, generally, as teachers and pupils worked in the ideal rooms provided for these special activities. The only teachers still under a handicap were the physical education teachers. Since the new gym was not due for completion until the end of May, physical education classes were held either on the playground, or in the former lunchroom, now labeled "activity room."

Next year, all special teachers will be working in near-perfect rooms, probably the finest in the city of Madison.

Administration

A teaching principal's main devotion must be to his class. While my main efforts were toward a high standard of teaching for my fourth grade, there were many times when the children suffered because of the fact that my duties as principal took me away from the class for periods up to thirty minutes, due to problems arising which needed my immediate attention.

Supervision of teachers, particularly new teachers, took the next largest share of my time. Periods when my children were with special teachers I spent in visiting class-rooms and helping new teachers, especially during the first semester.

Routine office work was kept to a minimum, thanks to the above average efficiency of the school secretary.

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 it is his responsibility to see that relations between school and community are harmonious. Our most direct contact with the parents is thru the children. The best public relations for a school is a child who is enthusiastic about his school, his teacher, and about learning.

Our Parent-Teacher Association, under the leadership of Mrs. Marvin Schaeve, continued its role as a means for parents to know about their school. A series of programs designed to keep the parents well-informed about their school was climaxed by a huge pot-luck supper in June, attended by a large majority of the school's parents and children.

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

Nearly two years of waiting were climaxed on Sunday afternoon, May 25, when the Addition to Sherman School was dedicated. The addition adds nine new classrooms, a kindergarten, art room, music room, library, and double gym, besides a completely new heating system.

The original building (the south wing) has been completely redecorated, and one of the old classrooms has become a beautiful suite of office rooms, including a reception room, nurse's room, principal's office and textbook room.

There still remains, however, a good deal of work on the outside grounds. Filling in of the hollow south of the school last fall provides a wonderful play area of nearly six acres. Plans for softball diamonds and for placing of certain playground equipment are on paper, and should materialize during the summer. The inside playground, east of the new classroom section, also needs playground equipment.

A year ago, closing of one block of Spohn Avenue, so that we could have a continuous play area south of the school met with considerable opposition. But the opponents have seen parts of the grounds left as a picturesque park, and are using the new sidewalk, placed where the road used to be, and there has been no contention over the closing of the street.

The community and the teaching staff look forward to next year, when we can start the year in Madison's most modern school plant.

Respectfully submitted,

Anthony A. Farina
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-1952
WASHINGTON SCHOOL

Social and economic conditions always have an immediate reaction on school conditions and problems, particularly in a community where few people own their own homes and where renting conditions are very unsatisfactory. For instance, since the housing situation has eased up and there are more desirable places to rent or buy, we find many more people moving in and out of our district.

One hundred thirty-four pupils entered our school after September this year compared to one hundred thirteen last year. Seventy-six pupils came from outside of Madison and fifty-eight from other Madison schools. Eighty-two pupils withdrew compared with one hundred four of last year.

More of the mothers of our children are working this year -- thirty-seven and seven tenths percent compared with twenty-eight percent last year. We also find that a noticeable number of younger mothers are working, many of them from the Kindergarten group.

The percentage of broken homes remains the same -- twenty-three and seven tenths percent compared with twenty percent last year.

Pupils came in from greater distances -- from California, the State of Washington, Washington, D. C., Texas, Alabama, Louisiana and several of the central states. We also enrolled ten children from foreign countries, Sweden, Germany, England, Turkey and Israel.

The occupations of parents varied widely. We had lawyers, artists, doctors, Federal and State employees, typists, university students and skilled mechanics among our parent group. Many of these people are young and, as soon as they become established, if they remain in Madison, buy or rent homes in other Madison areas.

It is quite important each year that we take inventory of our school background, for, where there is so much shifting and instability, there are added problems.

Many of our children who entered after September this year were not up to grade and there was a higher percentage of lower I. Q.'s.

The foreign children needed much time and patience to make adjustments to new situations.

Many of our children were left alone a good deal in homes of working parents. There was not always the necessary leadership in those homes, and this lack of leadership was evidenced in their school work.

The children in the nutrition group, in most cases, had been absent from school a good deal before entering our school and still had to spend from one to two hours resting. As a result, these children had to take more time to complete their work even though a great deal of extra help was given them by teachers.

Because of the great number of new parents coming in, it was impossible to make early contacts with them.

Much individual help must be given to all these slow children. Backgrounds must be studied and there must be patience and understanding on the part of teachers.

There were compensations and challenges for teachers as well as pupils, however, in working with such a heterogeneous group of children. Pupils took a real responsibility in making new children welcome in our school. They helped acquaint the new children with the building and its facilities. Pupils contributed time in helping the foreign children to grasp the English language and assisted them in their studies. This year several of the new pupils who entered were in the upper grades and could talk about their experiences in states and countries from which they came. Our children understood more fully the problems of other children, their way of living and lack of school and other facilities. These children made other children more appreciative of what our country and schools offer.

A typical example of compensations and challenges for teachers and pupils in all grades, Kindergarten through Sixth, last year, is shown in this fourth grade report. Mrs. Hoover called her room the "United Nations" group.

> "This has been a year of many individual problems and successes. First and most serious was the problem of an emotionally maladjusted child who has been very difficult to help or understand. The children and I spent quite some time trying to help him become a normally adjusted child. His progress was slow but we felt we succeeded in some phases.
>
> "Another interesting case was that of the young German boy who entered this year. Immediately the children and I mapped out a program to help him. At first the progress was disappointing to all. In a few weeks, however, there were joyous reports from the children that Hans was finally beginning to converse with them in 'long sentences.' We found that our joint teaching project was coming to a successful culmination. We were delighted and Hans was thrilled. He made frequent trips to my desk to converse with me and display his new linguistic power. His inner joy was so evident in the radiant smile he flashed.
>
> "We also had a boy from Israel who has made a vivid contribution to our experience. He has lived so much more dramatically

There were

than the average American child that we are beginning to realize that the 'good life' is here in America. The misery in rain and mud with fear and danger at every turn have been made very real to us. This boy has also overcome the language handicap and his remarkable perseverance and 'drive' have put to shame those who are inclined to waste time.

"The little Japanese boy in the room with his gracious manners, generous nature and outgoing personality has given us a concept of the oriental mind. His is a splendid representative of that segment of the world called 'Japan'. He is the one who brings the interesting, unexpected and artistic little surprise treats for everyone on the special days and shares so beautifully with others in his kind, friendly way.

"The little Negro girl who was so moody and irritable in the fall has changed throughout the months. The children have been lovely to her and she feels a renewed sense of inherent worth. As she listens to our discussions of Abraham Lincoln and other inspiring lives her eyes gleam, and I would give quite a little to know what thoughts are flitting through that little mind.

"We have been meeting in harmony and good fellowship for many weeks now and every day has been a most interesting experience. Some of these children I shall never forget. They have taught me that eventually the United Family of Nations will truly become workable."

Ann Hoover - Fourth Grade

A great deal of time was spent by every teacher with individual pupils and small groups to motivate further teaching. The following are some of the specific activities similar to those in other classrooms:

"WHAT CAN WE SEE IN THE SKY AT NIGHT - a science unit - developed into a unit that involved many reading techniques.

"Much library time was spent in selecting reference books. The children selected various questions to find the answers. Each one prepared a special topic to be given before the group. They became interested in the fact and fancy about the solar system and its heavenly bodies. They gained appreciation of the long and careful study involved before much of the material found in books and encyclopedias could be published.

"Outlining was almost a necessity in the preparation of notes. Sounding Out and Syllabication of new strange names was involved in every day's work. Reading of large numbers to give an idea of the vastness of distances in the solar system required a reading skill."

Miss Young - Fourth Grade

Many of the grades used the tape recorder this year to motivate reading and to make studies of reading difficulties. This is one way it was used in Miss Parkin's third grade class:

> "In order to watch the growth of reading a tape recording was made of the reading of the children in the fall, another in January and the last this Spring. It not only helped us to see the child's growth in reading but gave the child an opportunity to hear his own voice and to analyze his own readihg problems. For oral expression we dramatized and recorded the dramatization of stories."
>
> Miss Parkin - Third Grade

The typewriter and the ditto machine were added interests in motivating English in some of the upper grades. A fifth grade class dittoed a paper, "Newsy Notes". Miss Boetcker said a new interest was created in effort and accuracy in their language work when her class began work on the paper. A sixth grade used their newspaper, "The Flash", as a background for most of their written work. The childrens' oral language was based on the interviews, news gathering, salesmanship in getting pupils to write and gather articles and their critical analyses of the articles. Articles also were based on their current work in social studies, science, physical education, etc.

For groups who were capable of doing extra work the bulletin board was of special interest in the sixth grade classes. Because this is election year the children in Mrs. McKinlay's sixth grade took up the study of the Presidential election. This brought in the study of conventions and primaries. Children wrote to governors of several states to see what methods were used by their state and how conventions were carried on. They were delighted with the replies they received from the governors of the states. From this information a map of the United States was made on the bulletin board, and, as conventions and primaries were held, they placed on the map in a very attractive, interesting way, candidates for President, the number of delegates pledged to each candidate in each state, the total number of delegates representing each party in each state, which states had primary elections, convention procedures, etc. This project stimulated an intense interest on the part of each pupil to read and to listen to this type of radio program, and to learn more about voting on a national and local level.

Special Services

Summer Round-Up: 157 Kindergarten pupils were enrolled. 94 pupils returned physical examination blanks. Of these 94 who returned the blanks, 75 were vaccinated against small pox. 85% were immunized against whooping cough and diphtheria.

Otological Clinic: In January 35 children were examined by Dr. Charles Taborsky.

Tuberculin Testing: 79 first graders were enrolled. 60 were given the test. There were no positive reactions.

Physical Examinations: Physical examinations were recommended for children in the first, third and sixth grades. 73% of these children were examined either by their own physician or a physician from the health department. 12 children were given an examination at school.

Vision Tests: All children from grades one to six were given the Snellen test early in the fall, and the Kindergarten children received the test in the spring. Several recommendations were made to parents for further examinations by oculists after the testing. We received fine cooperation from the parents.

Insurance: We reported 18 accidents to the insurance company during the year. Four accident reports are still not completed. The claims for the 14 accidents ranged from $5.00 to $81.00, a total of $366.00. The total amount collected was $205.00.

Library: The total number of books in the collection at Washington School Library has decreased this year as 639 worn-out and outdated books have been removed from the shelves and 290 new books have been added, making a book stock of 5,094 volumes. This is equivalent to approximately ten books per pupil enrolled, exclusive of Kindergarten.

The 1951 appropriation for books for the school library was $446.21. Of this amount $30.00 was allotted for magazines. An additional sum of $118.50 was spent for rebinding books. Funds for nine magazine subscriptions have been furnished by the PTA again this year.

An increase of 467 books in circulation last year brought the total circulation to 29,832 copies.

Through the assistance of a secretary one day a week, it has been possible to substantially increase the amount of up-to-date pamphlet material in our pamphlet file. The pupils in the Library Service Club have been very regular and cooperative in their efforts to keep the library in good condition.

Nutrition and Lunch Program: The total enrollment in the Nutrition program was 33. The average cared for in the rest room per day was 49 (some of the children rested more than once a day).

Food was prepared for an average of 146 per day and served as follows:

Longfellow School	51 pupils	7 adults
Washington School - Nutrition	33 pupils	5 adults (on duty)
Washington School - Orthopedic	43 pupils	7 adults (paid)

Remedial Reading - A total of 20 children received help in remedial reading during the year. A tabulation of gains in months shows that 70% of the pupils gained one year or more; 33⅓% gained one and one-half years or more and 10% made a gain of less than one-half year.

Speech Therapy: 42 children received Speech Therapy for the school year, 1951-1952. A small group of Kindergarten children with severe speech defects were given an introductory period of training in Speech Readiness. A foundation in acquainting the children with the procedures which are to be used during first grade were presented to them.

Recordings were made at the beginning of the school year on those children who were receiving Speech Therapy for the first time. A further check was made at the end of the school year. The evaluation of the progress of these children in most cases was gratifying.

Play readings by the groups in 5th and 6th grades were highlights of the program for these groups. They presented these for the other children enrolled in Speech classes.

Hearing: All 3rd and 6th grades were given hearing tests the first semester of the school year, 1951-1952.

Mental Tests: Kindergarten, third and sixth grades were given their respective group tests.

Parent conferences with principal and teachers of those children who had problems were an important part of the program.

During the year several demonstrations and talks were given by teachers to acquaint parents with the Kindergarten program, First Grade program and the many services in our school system, such as the Speech, Art, Music and Physical Education programs.

The PTA has been a very active group and contributed a great deal to our school in work and gifts such as money for the magazines and money toward our new projector.

We have had a profitable and interesting year even though we had more sickness among teachers and pupils than usual. I sincerely appreciate the fine work and cooperation from the teachers. I also appreciate the fine help and cooperation from the Special Departments and our Superintendent.

Respectfully submitted,

Pearl Leroux, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

Art Department

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52
ART DEPARTMENT

In September, 1951, a tentative working plan of the art program for the Madison Public Schools was put into the hands of all art teachers. This plan represented the efforts of the entire art staff during the school year 1950-51. Two members of the staff, working on the extended summer employment program, with the help of the supervisor had organized the material into this working plan.

At our first staff meeting it was agreed that the original committees set up for this work would carry on the program of revision during the year 1951-52. No time was lost in getting this work under way and work has progressed well enough to complete the second draft this summer. It has been agreed, however, that one more year of trial and critical appraisal should take place before this plan is put into more permanent form.

In addition to the above accomplishment the art staff gave time to writing and assembling material for the Superintendent's biennial report. We are very glad to have had this opportunity to present a brief survey of the art in the Madison Public Schools.

It has been difficult to put our program into words but we hope the photographs of children engaged in art activities will convey some indication of its scope.

The whole hearted cooperation of staff members in both these projects has been most appreciated by the supervisor. She also wishes to express her appreciation to the Superintendent and the director of public interpretation for their understanding and guidance.

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There have been the usual contributions by pupils in art classes to school and community projects. These are carefully evaluated for interest and educational value. They are too numerous to list but pupils have accomplished some very creditable work.

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The Public School Art Committee, established in 1905, has rendered a service to the Madison Public Schools through selection and placement of pictures. This year four new members were appointed by the Board of Education to work with the supervisor of art. They are Mrs. Walter P. Ela, Mrs. Myron Stevens, Mrs. Charles N. Howell, and Mrs. E.J. Samp, Board member.

****

We hope that it will be possible to give every child in our system the time for development through art. We find that as our schools grow in size and numbers that the time allotment for art is often less than the minimum suggested. Then too, where grade teachers are asked to carry on part of this work some omit it because they feel inadequate. Our value as teachers of art depends on the way in which we can inspire a child with art - to change him - to help him - to move him. The child needs careful help and encouragement. He needs the sympathetic understanding of one who has explored creatively in art media and techniques.

In Madison we urge art for growth and development of the majority. To quote Professor Michael F. Andrew of the University of Southern California, "Art experiences enable children to adjust and contribute to society. As a force of education art must not under any circumstances cease to function at any level. Such constructive experiences should be cumulative and continuous. To paint, to model, to carve and to construct is the business of growing up. We may, therefore, say that art is everybody's business."

Respectfully submitted,

Lucy Irene Buck

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52
Department of Child Study and Service

In looking back over the activities of the past year a number of situations which have affected the work done seem worthy of enumeration.

There has been an increased demand for diagnostic and remedial services on the part of schools, parents and county agencies. This demand is due in part to population increases within the city, and in part to what seems to be a greater insistence on the part of agencies for the schools to assume broader responsibilities in meeting the social and emotional problems presented by children, youth, and their parents.

There has been a noticeable increase in services related to transfer of pupils from "feeder" schools, planning for transportation of pupils from newly annexed areas, remission of tuition requests along with investigations related to these requests, attendance calls and home and agency contacts, and greater use of child accounting records.

There has been a noted increase in the demand from county agencies and lay groups for the schools to participate in planning for county child welfare services. The director of the department spent 159 hours during the first semester in noon and evening meetings with groups generally concerned with planning for coordinated city child welfare services.

There has been an increase in the number of youth apprehended by the Juvenile Department of the city police. This increase may be due to expanded police services for the apprehension of juvenile offenders. Evidence of actual increase in juvenile delinquency from various agencies concerned with this problem is somewhat contradictory. The department contributes information and assists in planning for socially delinquent children.

There have been more conferences with parents and teachers in an attempt to secure cooperative attack upon the environmental problems of children. There is need for increased provision for such activities. Sometimes parents and teachers expect immediate and dramatic results rather than slow growth and change on the part of children. Probably these attitudes can be corrected only by some consistent and continued long term educational program. It is recommended that such a program be tried in some school or schools to determine its effectiveness.

Guidance Services on the Secondary Level

Guidance Services to Meet Individual Needs: In all high schools pupils are given an opportunity to secure counsel and batteries of tests for the purpose of assisting them to a better understanding of their aptitudes, capacities and interests in relation to selection of courses of study, future vocational pursuits, and personal-social problems. It is common for most students to request

these during the junior and senior year, although numbers of boys and girls come to counselors and teachers for help during the earlier high school years. An effort is made to "go to" those pupils who do not "come to" the staff for assistance. No child leaves school without having counsel relative to future plans.

Each year there are a small number of pupils (averaging about 5% of the high school enrollment) who need intensive study and prolonged help because they possess certain attitudes or habits which militate against their adequate personal and social adjustment. Study of these boys and girls usually originates with the teacher and administrator in a given school before being referred to workers in the department of child study. Parents and other agencies are frequently involved in intensive study and therapy. This past year 198 high school students received such help. With the large majority of these pupils several contacts stretching over several months was the customary procedure.

About 10% of these high school pupils (21) exhibited problems so involved that psychiatric assistance seemed desirable. The psychiatrist available to the schools one-half day per week was most helpful. In addition to diagnostic and some therapeutic work with severely disturbed cases the psychiatrist held regular meetings with some school staffs and department members to discuss adjustment problems of children and mental health in general as it pertains to teaching.

It appears to be the feeling of principals and a number of teachers who were directly involved with psychiatric work that some psychiatric service is desirable although it is costly.

Classes in Group Adjustment Problems: In each of the high schools some experimentation with classes in which group therapy was the objective, has continued. In Central Junior High School, Bullis' "Human Relations" material was used. At West, Bullis' materials, Scott Foresman's "Growing Up" materials and National Forum materials were used as a basis for group discussion. At East, one elective group on the senior level studied and discussed problems in Family Living and Elementary Psychology related to personal and social attitudes. Pupils and a number of teachers participating in these experiments have made favorable comments about the value of such group work. Objective evidence relative to the changes made in individual feelings and habits is difficult to secure.

Work-Experience Program: Since 1946 the Purdue Opinion Poll has published results of high school student opinion relative to working while attending school. The 1949 report, based on nation-wide attitudes and desires of teenage youth, showed that 49% of the boys and girls polled wanted some kind of work experience while attending high school. The 1951 report published in May indicated that 85% of nearly 8000 pupils desired work experience while attending high school.

Relatively few secondary schools provide specific plans for work experience. In the nation at large only about 50% who enter high school graduate. In Madison about 85% who enter high school graduate. The work-experience program may help to increase the holding power of our schools.

There seems to be need for consideration of the following questions related to work experience.

1. Should specific efforts be made to publicize with local employers

and parents the merits of working while attending high school?

2. Should those pupils on the work-experience program meet once per week with the work-experience coordinator to discuss and study problems related to their jobs as well as school attendance?

3. Should the schools maintain a centralized employment agency to assist pupils to secure jobs in keeping with their interests and needs?

4. Should more pupils be encouraged to participate in work experience?

Cumulative Record of Work Experience Program 1945 - 1952

School Year Semesters	Applications for Credit	Accepted into Program	Number of Places Employment	New Employers	Cumulative Places of Employment
1945-1946					
2d semester		121	89	89	89
1946-1947					
1st semester		117	80	50	139
2d semester		146	88	28	167
1947-1948					
1st semester	186	162	96	52	219
2d semester	211	200	125	56	275
1948-1949					
1st semester	179	162	99	46	321
2d semester	150	138	105	27	348
1949-1950					
1st semester	149	137	93	39	387
2d semester	143	135	99	26	413
1950-1951					
1st semester	140	115	86	34	447
2d semester	116	111	93	27	474
1951-1952					
1st semester	127	101	86	33	507
2d semester	143	131	108	26	533

High School Credit for Returning Veterans: This is the eighth year the department has been designated by USAFI and the American Council on Education as a certified testing center to administer General Educational Development tests to returning veterans. Each year the number of tests administered has been directly related to the number of veterans being separated from the various branches of the Armed Forces. From a high of 765 tests administered during the school year 1946-47 the total dropped to 86 this past year. A number of tests given this past year have been given at the request of various governmental agencies for determining equivalency of high school completion rather than for consideration for high school diplomas.

It is probable that some limited demand for General Educational Development testing will continue. This demand will be proportionate to the number of young men being inducted into the Armed Forces for the Korean and European theaters.

Guidance Services at the Elementary Level

Aids to Pupil Placement: Madison's continued school growth, due to annexation of new areas and new families moving to the city, has again increased the need for department services designed to orient and assist in proper grade placement of pupils. This past year 655 children entering the Madison public schools for the first time were given tests and counsel. This number represents a 31% increase over last year. Many of these children new to the system have required continued study and help.

Assistance to Unadjusted Children: While every effort is made to prevent pupil maladjustment there is always a small percentage of children who need special help. This past year clinical study and remedial procedures were given to 306 elementary school children. This number represents an increase of 44 cases (17%) over the past school year. Cases of this type are referred for help by principals, teachers, parents and workers in various child welfare agencies. After starting study of these children it was felt advisable to secure psychiatric help for sixteen. The psychiatrist employed a half-day per week gave valuable diagnostic and consultation service relative to how to deal with these cases. Therapy attempted by three members of the department was frequently prolonged, involving series of interviews with parents and the child.

The practice of trying whenever possible to meet with teachers of these disturbed children to plan together on what could be done in and out of school to help them to better adjustment has been continued. It is felt that this plan is worthwhile as it makes the teacher a definite part of the clinic team and assists too in giving teachers information relative to psychological problems and their possible solution.

Semi-monthly meetings with the psychiatric head and staff of the Dane County Child Guidance Clinic were worthwhile in understanding therapeutic techniques employed with some problem cases.

The department is grateful for the cooperation received from the Dane County probation department, the city police department and other county child welfare agencies. The need to coordinate the resources of all agencies is becoming increasingly apparent in dealing with involved cases.

Parent-Teacher Meetings and Study Groups: As in the past, members of the department have been invited to meet with parent groups to discuss developmental problems of children. This year a series of city-wide P.T.A. meetings on Mental Health of Children was conducted in January. The meetings were well attended. Requests for a similar series have been made for next year. It is felt that these group meetings have merit. Frequently following these meetings individual conferences between parents and staff members lead to planned help for children who exhibit emotional, social and educational problems.

Pre-School Testing: The plan followed the past four years of testing, before school commences, children seeking early admission to school seems to be

practical. Principals and parents have expressed their approval.

The past summer 84 (an increase of 20 over the preceding summer) were tested and their parents interviewed. Thirty-six were approved for admission. Considering the increased number of early school-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.

A study to determine how these children progress in school is underway at the present time.

Need for Additional Remedial Reading Services: A sizable number of children who are retarded in reading come to the attention of adjustment teachers and other staff members during each school year. Requests for remedial help from principals, teachers and parents suggest that more time and planning for helping poor readers should get consideration.

Guidance in Transition between Elementary and Junior High School: Experimentation with orientation procedures which will help elementary children to move more easily into junior high school has been undertaken in all high schools the past seven years. This past year all junior high schools had specially planned programs which included visits to "feeder" schools and orientation days to enable children and their parents to get acquainted with the child's next school.

There continues to be evidence that schools, particularly those outside the city systems, feel there is much value in helping children make transitions from elementary schools to high schools.

Testing Service

Statistics on Tests Administered:

Intelligence tests		4,319
Group Pintner-Cunningham tests to all kindergartners	1,484	
Group California Mental Maturity tests to 3d graders	973	
Group California Mental Maturity tests to 6th graders	714	
Group Pintner-Cunningham tests to 1st, 2d, 3d graders for placement purposes and other reasons	181	
Group California Mental Maturity tests to 1st, 2d, 3d graders for placement purposes and other reasons	219	
Group Henmon-Nelson tests to 4th, 5th, 6th graders for placement purposes and other reasons	38	
Group California Mental Maturity tests to 4th, 5th, 6th graders for placement purposes and other reasons	215	
Individual Otis intelligence tests	2	
Individual Wechsler-Bellevue tests	37	
Individual Binet tests	456	
Rorschach Association tests (individual)		24
Educational Achievement tests		176
Specialized aptitude tests		392
USAFI General Educational Development tests to 23 veterans		86

As the number of children enrolled on all levels increases, the problem of evaluation increases. There are sharp increases in number of tests given on the lower school levels this past year. Because an effort is made to interpret test results in relation to all information available on each child, much time is consumed. Probably a plan to give small groups of teachers information on the "uses and abuses" of test results would conserve time and be helpful in using test results more effectively. An effort will be made to try such a plan in selected schools next year.

Batteries of specialized tests are being used more frequently by counselors to assist in pupil self-understanding as related to educational and vocational aptitudes and personality characteristics. Specialized tests given in the department are most always used as part of the intensive study of severely unadjusted children.

Audiometric Testing: The annual hearing conservation program was begun in October with the usual screening of children in the 3d, 6th and 9th grades, by using the group audiometer. The increase in enrollment at the lower grade level requires more and more time of the adjustment workers each year.

The Bureau for Handicapped Children has suggested that groups of interested parents be trained to do the routine screening with pure tone audiometers as has been done in many cities in the state. The Bureau feels that making parents a part of the program increases community understanding regarding hearing conservation and contributes a definite saving of time in the school program. Such a change in procedure would necessitate the purchase of more audiometers and as long as the group machine is in good condition such an expenditure does not seem warranted.

Dr. Taborsky was the otologist chosen by the Bureau for Handicapped Children to examine the children who were found to have significant losses during the survey. Public Health nurses have been able to do follow-up work on 23 of the 34 children seen at the clinic to determine in what way the advice of the physician has been carried out.

The summary of the testing done is as follows:

Total group tests	2,469
Total individual tests	383
Medical referrals	40

Other Services

Community Union Campership: For the tenth consecutive year the department has cooperated with all schools and the Community Chest in making arrangements for deserving children to attend various summer camps. This spring (operating under a new plan for certification) 185 children were approved for camping experience of one or two weeks. Approximately 95% of the children seeking camp experience are of elementary school age.

The schools are glad to cooperate with the Community Chest in arranging for these campership as it is felt camp experience meets a very real need for the children selected.

Cooperation with Community Resources: In attempting to help children who are unadjusted for any reason, a number of agencies in the community frequently become involved. Information relative to these children and planning for them takes coordinated efforts. The department acts as a liaison office to give and get information from state, county and city child welfare agencies. Lines of communication and definition of responsibility are sometimes difficult to establish. Lack of understanding relative to school administration procedures and social and psychiatric philosophy impedes progress at times. It is hoped that better understanding and more clear cut lines of communication will alleviate some of the problems now encountered and enable better and more timely disposition of specific cases. The survey being made at this time may prove helpful. The cooperation and fine relationships that exist with many community agencies is appreciated.

Cooperation with University of Wisconsin Medical School: For the third year arrangements have been made for senior medical students to visit services for exceptional children. This plan may make for better understanding on the part of future physicians of the health services rendered by the schools. Because the cooperation of practising medical doctors in our community is so desirable it is felt this plan is justifiable.

Pre-School Child Care Center: The cooperative child care center located in the Salvation Army building operated entirely by fees paid by parents of children enrolled and under the sponsorship of the Board of Education, has 22 children in regular attendance. Regular monthly meetings of a steering committee composed of representatives from the Board of Education, Family Service Agency, Community Chest, a parent and a nurse have cared for problems related to operation.

As of July 8, 1952 the cooperative had a bank balance of $1,023.38 which would indicate the service to be secure.

Nutrition Program: A total of 124 children, 60 boys and 64 girls, were served in three centers. The types of disabilities represented were as follows:

Convalescing from rheumatic fever	26	Fractures	2
Malnutrition	24	Ulcers	2
Respiratory infections	17	Convalescing from surgery	1
Cardiac	10	Osgood Schlatter's disease	1
Convalescing from virus pneumonia	8	Brain concussion	1
Anemia	7	Pyelitis	1
Polio residual	7	Chronic appendicitis	1
Asthma and allergies	6	Osteomyelitis	1
Nervous hyper-activity	5	Sinusitis	1
Kidney infection	3		

With the discontinuance of the Lowell center the school year 1952-53 children in need of nutrition service will be transported to the Emerson and Washington centers. The Board of Health has been most helpful in assisting on arrangement for these services.

Special Education
(Written by Mrs. Helen Holcombe)

School for the Deaf: This year marked a change in the organization of the deaf and hard of hearing department. With an increase in enrollment and the addition of a fifth teacher to the staff it was possible to separate the hard of hearing pupils from the profoundly deaf. In making the decision, the following determinants were used: the degree of hearing loss, the quality of language development, the ability to progress at a normal rate, and the social adaptability of the pupils. Fifteen children were seen for part of each day by the teacher for the hard of hearing and they spent the rest of the day with normally hearing children in regular classrooms. This plan is far preferable to keeping the pupils with some hearing always with the deaf, but it presents problems in programming. The teacher's time must be so planned as to give the maximum of help when each child is in his room.

A new group hearing aid machine was purchased for the hard of hearing room. This is a compact unit of high fidelity which the children love to use. It accommodates four children and has the advantage of being expandable by adding more ear phones later. The state supervisor has recommended that a like machine be requisitioned for another room next year. The cost of such equipment is reimbursed in full by the Bureau for Handicapped Children.

The department cooperated with the Hearing Service Committee in an observance of American Hearing Week. Teachers were available at an afternoon meeting to answer questions and lead discussion on hearing problems.

A transparent mirror was installed in one of the doors to the classroom for youngest children so that parents and other visitors might observe work without distracting the children. A loud speaker mounted in the anteroom makes it possible for the observer to listen to instructions and children's responses as well as see their behavior, and is valuable for parent education. The money for this project was given to the Board of Education by the Hubbard Dance Studios through the Soroptimist Club. Enough remains in the fund to allow for the purchase of a film strip machine and a good library of film strips.

A group of interested Madison women have continued faithfully to act as volunteer workers with the youngest children, freeing the teacher for intensive individual work in speech-reading, speech and auditory-training.

The Parents' Council has had monthly meetings. A change in attitude can be seen among the parents of this group as they become better informed concerning the nature of the problem they face. Most new parents of deaf children know very little about deafness in general, how it may affect the behavior of a child, how to give the child early help, how to handle discipline, how to establish the most normal environment possible. By discussion in the group, talks by invited guests, a circulating library of helpful articles and books, parents are becoming better informed and more confident that they are doing the right thing for their children. This attitude in turn makes for a more relaxed atmosphere in the home and a more hopeful acceptance of the handicap.

The Board of Education again approved a summer program for young deaf children. This is the third year for such a class. Seventeen children (in two groups) are continuing their work this year for six weeks on a half-day basis. (Few people realize the laborious procedure required in teaching vocabulary and language structure to a deaf child.) When there is no long lapse of training during the summer a marked difference is noticed in September in the way in which the children progress.

Sight-Saving Class: The sight-saving room remains consistently small but has a wide range of grade levels represented in the following manner:

Grade 1	- 2
Grade 1 special	- 1
Grade 2	- 3
Grade 4	- 3
Grade 5	- 2
Grade 5 special	- 1
Grade 6	- 1

Four of the children in this room were from outside the city this year.

New earphones (4 pair) for use with the Talking Book records were purchased with funds presented to the Board of Education as a gift to the sight-saving room. These phones have greater fidelity, are clear and a pleasure for the children to use.

In general, the room is well equipped. The current need is for an improvement in the finish of the desks. These should be lighter and with a dull finish so that there is no sharp contrast to paper and books and no glare.

One boy was promoted to East Junior High School on a full-time basis, with some special consideration for his handicap in programming.

From an administrative viewpoint the matter of yearly ophthalmologists' reports on sight-saving children has presented some problem. These children are not seen at the same time of year for rechecks. It is planned to get new reports on each child by the opening of school and any examination done after June 1 will be considered current. Hereafter the reports will be required annually by the beginning of school.

Classes for the Mentally Handicapped: A new departure took place this year in the establishment of a class for children with I.Q.'s from 35 to 50. Children so limited had heretofore been considered by legal interpretation to be uneducable in the public schools and therefore outside the laws for compulsory school attendance. A new law, passed in 1951, made it permissive for a community to establish classes for these children with extreme retardation. A group of interested and very enthusiastic parents was instrumental in getting the law passed and in urging the formation of a local class. Because there were no criteria established for such a group, State Superintendent of Public Instruction George Watson appointed a committee of school administrators throughout the state to arrive at a frame of reference from which to work. The findings of this committee in detail are available in the Child Study and Service Department. The children are classified as "trainable" as differentiated from "educable" in the usual sense.

Briefly, the following limits were set for the establishment of the Madison class:

1. The group shall be experimental.
2. The age shall be from 9 to 14.
3. There shall be no gross multiple handicaps.
4. A mental age of at least three years-six months shall have been reached.
5. The class shall be for a half-day.
6. Transportation shall be arranged for and paid by the parents.
7. The child must be toilet trained.
8. There must be language development enabling the child to understand simple directions and express basic needs.
9. Child must have ability to observe simple safety rules to prevent injury to self and others.

A place for holding the class was provided rent free in the South Side Community Center.

At the beginning of the second semester seven children were enrolled (four boys and three girls), six of whom had already been in remedial classes and dismissed after trial periods because they apparently could not profit by the work offered there. It seemed that the time spent in an organized group had added to the stability of the children.

The teacher reports that she feels progress has been made. Attendance has been unusually good. Stress has been laid on group adjustment, habits of fair play and sportsmanship, increase in self-control and self-confidence, enlarging of vocabulary, sense training and muscle training. Some of the activities carried on were: cutting, coloring, pasting, sewing on construction paper, tracing, sweeping and washing windows.

The class gives some routine and anticipation to the lives of those attending, as it is something they look forward to with regularity. Probably some of the greatest good which comes from such a program is in relieving parents who have chosen to keep very defective children in the home instead of institutionalizing them. Reduced parental tension results in a happier home atmosphere and less rejection of the handicapped child. Attending "a school" may add to the status of a child among his companions, also. The teacher works closely with the parents through conferences and all have been cooperative.

The Bureau for Handicapped Children does not approve an assistant teacher with such small enrollment and so a plan will be tried whereby parents may give volunteer help next year.

All the classes for slow learners participated in the second annual conference on retardation held at the Memorial Union by showing an exhibit of academic and craft work representing all the groups.

The Parents' Council has been active again this year and the parents express the feeling that in this group they feel more comfortable than at the regular school PTA meetings, because at the council meetings they contact people with like problems and for the first time they can openly discuss their children's retardation, a thing about which they have always had a feeling of guilt.

For several years it has been the hope of those working with the retarded boys 14 to 15 years of age that they might eventually be located in a junior high school. Because of the need for space in the elementary schools such a shift will be possible in September. The group will go to Central Junior High School. Facilities for practical handwork in the classroom are less favorable there because of the small room and the need for quiet, but there will be compensating advantages for the boys, such as an opportunity to participate in school sports and a gain in status by being able to go to a "high school". As in the advanced groups at East and West High Schools, opportunity will be given for inclusion in regular classes of vocal music, gym, auditorium and shop for those who have sufficient readiness.

A total of 134 children were enrolled in the eight classes during the year.

Orthopedic School Services: During the past year 48 children were enrolled in the three academic classes and 54 children were served as outpatients in physical therapy. There was a small decrease (4) in school enrollment as well as a decrease (11) in outpatient service. Enrollment fluctuation is dependent primarily upon polio epidemic. It is probable that next year will find an increase due to the incidence of polio at present. At physicians' recommendations recent polio cases usually get preference in treatment over cerebral palsy and other chronic types.

The children enrolled in the three classes present numerous educational problems due to their physical disabilities and emotional and social problems frequently arising as a result of these physical disabilities. The fact that about fifty percent of the children are non-residents, living during the school week in boarding homes, introduces additional problems.

The daily program is flexible to provide for physical therapy, speech training, transportation and rest. Teachers regularly make preparation for three and four levels of work in addition to needed individual instruction. Many records and reports for the state department and physicians are required. Socialization is a primary objective at all levels, and activities such as group reports, parties, dramatics, hobby shows, entertainment and field trips are provided in an effort to help children gain social poise and desirable emotional attitudes. It is the objective of each teacher to adhere as closely as possible to the kinds of classroom experiences normal children secure. Teacher estimates and progress indicated by standardized test results generally show pupil development to be adequate.

Medical examinations were made at the school by physicians from Wisconsin General Hospital and two local orthopedists. This plan has been used in the past and appears satisfactory because it enables the staff and children's parents to get first-hand information on what conditions exist and how to care for the child's disabilities.

Again senior medical students and nurses in graduate training were given an opportunity to observe the program.

Numerous organizations have done favors for the children and the department. Services particularly welcomed were those offered by the Madison Shrine, Roundy's Fun Fund, Revolving Brace Loan Fund, Kiwanis Club, Rotary Club, Pythian Sisters, WLS Radio Station and the various county polio chapters.

In the physical therapy department statistics show that the outpatient group has been larger than the classroom enrollment and again the preschool group has increased. The slight decrease in total enrollment might be due to the welcome decrease in polio incidence. A larger number of very helpless children in the primary-kindergarten classroom has demanded more time per treatment as well as attendant service. There is an increase in the number of referring doctors.

The University Education 73 students have made a fine contribution to the noon recreation program. However, the veteran students are missed. The current group of students have seemed less mature.

The newspaper publicity with excellent articles and photographs brought much favorable comment. Visiting groups from all over the world, local groups and other interested persons maintained public relations contacts.

The two physical therapists attended many professional meetings throughout the year. These included the national meeting at Glenwood Springs, Colorado. In a trip to San Antonio, one physical therapist visited the Japhet Orthopedic School and the Military Medical Training Center at Fort Sam Houston, Texas. Locally, two meetings were held at the new Veterans Hospital.

The Wisconsin orthopedic school physical therapists met for an all-day conference at the Bureau for Handicapped Children on May 17. There was 100% attendance. Discussions were excellent. These included plans to revise some blanks and develop handbook material. Policies and administrative routines were clarified. A full report will be available to each school. The interchange of techniques and experiences was valuable and gave assurance that the Madison set-up has many advantages.

There is need to improve surfacing of the outdoor play space. Each year there is a group of semi-active children whose disabilities require protection. This group needs a place for recreation without hazard. The record of broken crutches and braces is convincing. The teen-aged boys and girls need outlets such as manual arts or occupational therapy to offset the necessary restrictions in activity. The after-school class in construction of airplane models was well worthwhile and it is hoped such a plan can continue. Since the orthopedic school entrance is the transfer point for east and west buses, some provision is needed to supervise the children who transfer. They often arrive fifteen minutes before the orthopedic group is dismissed and are very noisy with their play in and around the entrance, in the hallways, toilets, and in and out of taxis and buses.

The number and types of physical disabilities represented in the children

regularly enrolled in the orthopedic school and those who come in as outpatients were as follows:

	Regularly Enrolled	Outpatients
Cerebral Palsy	17	15
Poliomyelitis	9	36
Perthe's hip joint disease	3	0
Epilepsy	3	0
Epidermolysis Bullosa	2	0
Spina Bifida	2	0
Amyotonia congenita	2	0
Muscular dystrophy	1	0
Arthrogryposis	1	0
Congenital anomalies	1	0
Bone cyst femur	1	0
Osgood Schlatter's disease	1	0
Ollier's disease	1	0
Slipped femoral epiphysis	1	1
Burn	1	0
Klippel Feil Syndrome	1	0
Spinal cord lesion	1	0
Stiff knee, post operative	0	1
Cardiac	0	1

Cerebral Palsied Speech Program: Twenty-three children received speech therapy the past year in the speech program at the orthopedic school. The majority of these were children handicapped by cerebral palsy; however, four children were enrolled in the school for other reasons, yet had speech defects so severe as to require special training. Three of these were diagnosed as having delayed speech, the other as hard of hearing. Included in this case load were four having cerebral palsy who were seen on an outpatient basis; all others were regularly enrolled in the school.

Of the nineteen receiving therapy for speech problems resulting from cerebral palsy, sixteen showed improvement. For most children presently enrolled, the speech program will be of a long-term nature as many of them have multiple handicaps or severe paralysis, and progress is slow. Emphasis in the speech program is placed mainly on bettering the child's ability to communicate. While emphasis at times is necessarily placed upon specific sounds, speech is considered in the broad sense of communication and extensive training and experience in many speech situations is given. Work on specific sounds, rate, phrasing, relaxation, breathing, etc. is given as the child needs it. The child as a whole is considered in planning speech therapy, and much time is spent in broadening his experiences as well as providing training in practical social situations. Working in small groups is valuable in allowing for give-and-take speech experiences under guidance between members of the groups.

On an experimental basis this year a home call plan was tried out. It was felt that two children receiving therapy on an outpatient basis twice a week during the first semester were not progressing in the school situation because of their social immaturity. Therapy for them at the school was discontinued, and

arrangements were made for the speech therapist to make monthly home calls the second semester to work with the children and give suggestions to the mothers on home training. It was felt that this type of program would better meet the abilities of these children at this time than continuation of the present outpatient training. It was explained to the mothers that the therapist would demonstrate therapy and outline suggestions, but that they would be responsible for continuing the work between visits. During the visits the mothers were able to observe their children's responses to training, see the rate of progression, and have their questions answered.

Since parent cooperation and follow-through on training is extremely necessary when children are not enrolled in school, yet receiving speech, programs of the above two types are worthwhile in establishing this when work is done with children who are so extremely handicapped.

General Speech Correction: From time to time questions have been asked of speech therapists about how they measure the improvement in speech during therapy. Much of the judgment is, of course, subjective, depending upon the therapist's interpretation of improvement. In order to have more objective proof of gain than that offered by personal opinion recordings were made of 16 children's speech at the beginning of therapy in October and again in early June.

Certain mechanical difficulties were encountered, such as the fluctuating volume and thin quality of a child's voice, shyness of the microphone, difficulty in getting spontaneous conversation (the majority were too young to read) and the ineffectiveness of the recorder in picking up the discrepancies in high frequency sounds (s, th, f, v, sh, ch, etc.) In some cases it is difficult to catch by recording the improvement which the classroom teacher and the speech therapist felt were quite noticeable when hearing the child in person. In other cases the gain was more obvious. It is planned to continue the experiment with a new group next year, hoping that with experience the therapist will be able to get better recordings.

Sometimes people working in the speech correction field in other localities take exception to the policy in Madison whereby other work is assigned to speech therapists, not strictly in the speech field. Guidance or adjustment work and testing have been considered a part of the therapist's duties in Madison for several reasons:

1. It seems that the training in testing and psychology required for a Wisconsin license in speech correction gives very useful background for counseling work in schools as a whole.

2. Since many speech problems either cause or are caused by emotional and personality disturbances a thorough understanding of child psychology makes a more valuable worker.

3. It is felt that any person working with exceptional children is a better worker for having some chance to deal with normal children for part of the time.

4. Better relations are established with teachers and principals when workers can give varied services and spend more time in one school.

Although such a combination of services may not be widely used in planning speech programs, it has been satisfactory in our schools, it seems, and is more challenging, interesting and stimulating to the workers than a more limited field would be.

There were 647 cases included in speech correction classes, with five full-time and one part-time workers; 283 were dismissed as corrected, 331 improved, and 33 unimproved.

Attendance, Home Visitation, and Census
(Written by August Vander Meulen)

Attendance and Home Visitation: The service offered by this branch of the department has become an integral part of the public school system. Matters which involve contacts with the home and which concern problems of environment are usually entrusted to attendance workers or others in the child study department. It is a method of helping children and parents to use what the school offers and of increasing the value of the work of the classroom teacher. The school attendance worker tries to learn the reasons for truancy, aggressive anti-social behavior or socially undesirable behavior, lack of physical energy due to illness or neglect, failure in school subjects or withdrawn, recessive behavior. The attendance worker assists in locating the cause of the difficulty and in discovering and applying the means of remedying it. Children who fail to use fully the opportunity for learning in the social situation offered by the school miss the chance for healthy growth and the purpose of the school is only partially fulfilled.

Referrals are frequently made to other members of the department who are skilled in handling specific adjustment problems. The preliminary data gathered by the attendance workers furnish the counselor with information regarding the problem in the school and the child's environmental background.

Other agencies in our community concerned with child welfare are frequently contacted for consultation. In doing this, much duplication of effort is avoided. We are indebted to these agencies for the cooperation they have extended to us this past year.

The growth of the city of Madison, both in area and population, has brought a demand for an extension of services of this department. A tabulation of home calls the past year and the other reports which follow clearly demonstrates this point.

The summary of work carried on by the three attendance and home visitation workers is as follows:

Home calls	3,397
Calls at schools	1,401
Transportation calls	82
Census home calls	69
Unclaimed programs	52
Investigations	34
Total	5,035

The home calls may be further examined by the per cent of use by the following divisions:

Elementary schools	3.3%
Junior high schools	42.5%
Senior high schools	31.9%
Parochial schools	.5%
Vocational school	18.7%
East & West remedials	3.1%
	100.0%

Census: The annual enumeration of the child population of the city of Madison was recently completed by a staff of 28 workers. The work has been checked and the data that is being presented has been prepared from these findings:

The following conclusions are suggested by the school census data ending June 30, 1952:

The total child population, birth through age 20 for 1951, shows an increase of 1013 or approximately 3.8%. This year's total compared to the 1942 total represents a gain of 6751 or approximately 32% for the ten-year period.

The school age population, ages 4 through 19, for 1952, shows an increase of 826 or about 4.6%. The greatest increases were in Randall - 228; Midvale - 155; Sherman - 146 and Longfellow - 112. Franklin showed a decrease of 82. However, a portion of the Franklin district was transferred to the Longfellow area in 1952 and accounts for most of the decrease. Washington, which showed a decrease of 147 in 1951 increased 27 in the 1952 census.

The pre-school population, ages birth through 3 years for 1952, recorded an increase of 363 or approximately 4.8% over the 1951 total. The increase in this age group for 1951 was only 120 or approximately 1.6% over the 1950 total. The ten-year period from 1942 to 1952 shows a gain of 3894 or about 95.8%.

This past year's 2313 births exceed the previous high of 2137 in 1951. This year's births surpassed the 1942 total of 1108 by 1205 or slightly less than 109%. The areas showing the greatest increases over the 1951 total were Randall - 88; Midvale - 50, and Lowell - 47.

In the 1951 census report a series of tables was prepared demonstrating the movement of population from year to year since 1947. They graphically portrayed the exodus which takes place in some areas, particularly in the pre-school ages and early primary grades. The newer areas of the city show an influx of pre-school and children of elementary ages and demonstrates vividly their ability to retain children in this age group. The tables have been extended one year to include this year's figures.

Tables IX and X include a more complete breakdown of census figures in the Lowell and Emerson districts.

DUDGEON: The birth rate in the Dudgeon area showed an increase of 12. Table VIII demonstrates significantly that this district has had a general increase in most age classifications. The most pronounced change occurred in the five-year-old group. In 1947 there were 41 births and now that they have reached the age of 5 in 1952 the number has increased to 86, a net gain of 45. The sizable increase in 1948 is in part due to the annexation of Briar Hill. The total of 997 is identical with the previous year's final figure.

EMERSON: There has been an over-all increase in this district of 332 since 1947. However, there has been little change the past four years with a slight decline each year since 1950. Table X provides an added census breakdown separating Eken plat and the immediate surrounding area from the remaining district. The Eken plat area showed a decrease of 15 while the remaining area had an increase of five. A decrease in births from 94 to 82 in the former section provided most of the loss. However, the Eken area since 1947 shows an increase of 489 while the remaining area has a deficit of 157 for the same period.

FRANKLIN: The census trend in this district continues to be static on an over-all basis. Although final figures show a decrease of 152 for 1952 over 1951 most of this (116) can be attributed to a transfer of the area west of Park Street and south of Ridgewood Avenue to the Longfellow district. Table X demonstrates again the mobility of children in the younger age groups, particularly those between birth and six years of age. Families with younger children seem to be moving elsewhere.

Annexation of the Brams addition in 1948 increased the child population by 223.

LAPHAM: Lapham census figures showed a light decline from 1947 to 1950. With the completion of Sherman Terrace in 1950 there has been a slight increase in succeeding years in the over-all picture. The many minus figures shown in Table VIII demonstrate clearly that there is a movement out of the area of families with children. A fluctuation of only 23 in five years would indicate a static condition.

LINCOLN: There has been a slight increase in census figures the past two years but not sufficient to attain the figure of 447 of 1947. The minus figure in age one through 12 illustrates the inability of the area to retain children of elementary school age, although there was an increase of ten births over the 1951 total.

LONGFELLOW: For the first time since 1947 there has been a pronounced increase in the Longfellow district. However, 116 of the 212 increase was added by territory taken from the Franklin district. Minus figures still predominate in most of the age groups although there was an increase of 27 one-year-olds from last year's births of 153.

LOWELL: The continued construction of homes in Lansing Plat and Lake View accounts for almost all the increase in the Lowell area. Table IX shows a breakdown of the Lowell area by sections and demonstrates the static condition

of the old area as contrasted to the newer section. The immediate Harding area shows an increase of 197 while the remaining sections show a loss of 7. Since 1948 the former area shows an increase of 704 and the latter an increase of only 28. The Harding area is about 90% developed and unless additional annexations take place further expansion will be limited.

DISTRICT VIII: The static condition which has been prevalent in this area for years continues. A total of 347 in 1952 is 3 less than the 350 figure of 1947. The Sunny Knoll - Sauthoff plat which is included in this year's census will be annexed officially August 21, 1952.

MARQUETTE: The downward trend in this area continues with another drop of 64 over the 1951 total and an over-all loss of 345 since 1947. The minus figures are present in every age group straight across the board including the birth group.

MIDVALE: The growth of the Midvale area continues at a rapid rate. Another increase of 254 was recorded the past year. This increase takes an added significance when one considers that a portion of Arlington Heights involving children was transferred to the Randall area. The number of births increased from 119 in 1951 to 169 in 1952. The plus totals in Table VIII show large gains in children, birth through 12 years of age. Families moving into this district have children of pre-school or elementary school ages. There will be continued increases in school census figures for several years because of anticipated construction and annexation. Sunset Village and Westmorland are about 95% developed. Oak Park Heights, west of the Midvale School, is only about 10% developed.

NAKOMA: The steady increase in the Nakoma area continues and, with the possibility of additional construction because of annexations, the trend undoubtedly will persist. Plus figures almost straight across the board demonstrate the upward swing. This is especially true in ages one through 12. There will probably be continued construction in the Crawford Heights area which is about 6% developed at the present time. That section of Marlborough Heights which is in the city is about 100% developed but there is considerable construction in the Marlborough Heights area south of the belt line outside the corporate limits of Madison.

RANDALL: An added 367 children in the Randall area over the 1951 census figure was the largest single increase in the city of Madison. Of that 367 increase 321 were in the area west of Franklin Avenue. Blackhawk Park showed the greatest increase with a total addition of 191 children. A chart is included in this summary showing census trends in districts within the area. That portion of Arlington Heights extending from Regent Street to Hillcrest Drive and Franklin Avenue to Glenway was added to the Randall district in 1952. Census figures showed a total of 67 children here in 1952 and 60 children in 1951. The area west of Findlay Park extending to Midvale Boulevard is about 90% developed at the present time. The Mohawk project has 40 completed homes out of an anticipated 186. Indian Hills is about 40% developed to date. All this would seem to indicate a definite increase for the next census year.

June 30, 1952

Comparison of Census Figures 1951 - 1952 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, Millcrest Drive and Glenway

Mohawk Park

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1952	4	5	3	3	2	5	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	26
1951	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
																						+26

Blackhawk Park

1952	34	32	28	26	35	16	18	12	10	9	4	7	4	4	4	2	1	1	0	0	1	248
1951	7	6	7	4	3	4	4	2	2	1	5	4	1	4	0	1	0	1	0	1	0	57
																						+191

Indian Hills

1952	5	5	3	4	3	1	2	1	4	4	1	2	2	2	0	1	3	1	3	0	0	47
1951	3	3	2	1	1	1	1	3	2	1	1	1	1	0	1	2	1	2	0	0	0	27
																						+20

Total

1952	43	42	34	33	40	22	21	13	17	13	5	9	6	6	4	3	4	2	3	0	1	321
1951	10	9	9	5	4	5	5	5	4	2	6	5	2	4	1	3	1	3	0	1	0	84
																						+237

Sunset Village & University Park

1952	37	20	23	29	26	31	24	15	18	12	12	8	6	9	5	6	3	6	5	6	7	308
1951	32	25	28	29	28	26	17	17	12	9	10	8	5	3	6	7	5	6	6	8	4	281
																						+27

East Hill Trailers

1952	20	21	15	9	3	4	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	77
1951	20	23	12	6	4	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	69
																						+8

Findlay Park

1952	22	25	14	25	15	12	9	12	9	6	8	7	3	9	15	9	7	7	8	6	9	237
1951	29	15	27	18	9	8	12	8	7	8	7	5	8	13	7	7	7	9	8	8	7	227
																						+10

Arlington Heights

1952	5	4	2	3	5	5	4	5	4	3	4	4	1	3	2	4	4	1	3	1	0	67
1951	4	2	3	4	5	4	6	3	3	2	4	1	2	3	3	4	1	3	1	0	2	60
																						+7

Area East of Findlay Park to Farley Avenue and North of Bluff Street to Regent Street

1952	16	8	15	14	9	11	13	17	18	15	12	6	20	7	11	10	12	10	7	10	5	246
1951	10	12	15	12	7	13	14	19	15	10	8	12	8	9	11	9	12	5	4	3	6	214
																						+32

Total for Entire Area West of Farley and North of Regent Plus Arlington Hgts. Area Included in Randall District

1952	143	120	103	113	98	85	75	62	67	49	41	34	36	34	37	32	30	26	26	23	22	1256
1951	95	86	94	74	57	58	55	52	42	31	35	31	25	32	28	30	26	26	19	20	19	935
																						+321

Remaining Randall Area East of Franklin Avenue

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1952	195	120	121	121	109	140	116	109	115	121	96	95	99	87	105	93	106	87	97	109	105	2346	
1951	154	140	128	103	142	109	112	100	124	87	97	93	86	95	97	95	89	99	115	108	127	2300	A46

Schools Attended

Elementary

Randall	186
Dudgeon	102
Midvale	15
Longfellow	4
Washington	2
Emerson	1
Lowell	1
	311 or 77.1%

Queen of Peace	55
Blessed Sacrament	21
St. Raphael	9
Edgewood Elementary	5
St. Joseph	1
Madison Lutheran	1
	92 or 22.9%

Junior & Senior High

West Jr.	77
West Sr.	64
Central	1
Others	2
	144 or 89.4%

Edgewood High	17 or 10.6%

SHERMAN: The increases in the Sherman area are due to increased construction, and annexation of East Lake View Heights. Oak Park Trailer Camp showed an addition of only 21 children in 1952 as compared to an increase of 77 in 1951. The anticipated increase expected because of the discontinuance of Truax Trailer Park did not materialize. The plus totals in Table VIII demonstrate clearly the influx of children of school age. The 1952 total of 1428 is more than double the 1947 figure of 689.

TRUAX: For the first time since 1948 there has been a falling off in the Truax census figures. Truax Trailer Camp has been evacuated by civilians but a small group of military personnel still remains. There has been a great deal of mobility in this region but the families that are moving in have younger children as Table VIII demonstrates.

WASHINGTON: The birth rate fell off slightly in 1952 but still reached a total of 313. The exodus of families with pre-school and elementary children continues at a more pronounced rate than in any other area of the city. The 1947 birth group dropped from 385 to 167 in 1952 when they reached their fifth birthday. The movement out is greatest between ages 1 to 6 and is consistent from year to year.

The following comparative tables are included:

Table I — Summary of Census Returns for the Year Ending June 30, 1952

Table II — Age Groups Birth Through 20 Inclusive by School Districts

Table III — A Graph Showing Age Totals of Children From Birth Through 20 - 1952

Table IV — Comparison of Child Population Tables for June 1939 Through June 1952 - Age Groups Birth to 20 Years Inclusive

Table V — Comparison of Age Group Totals by Years from June 1939 Through June 1952

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 1951 and 1952

Table VIII — Child Population Movement 1947 - 1952

Table IX — Lowell District Census Comparisons 1948 - 1952

Table X — Emerson District Census Comparisons 1947 - 1952

Table XI — Child Population Movement from June 1940 Through June 1952 - Age Groups Birth Through 20 Years Inclusive

Table I

Summary of Census Returns for the Year Ending June 30, 1952

School Districts	Age Group Birth to 3 inclusive			Age Group 4 to 19 inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Dudgeon	105	112	217	398	354	752
Emerson	336	327	663	925	936	1861
Franklin	152	145	297	443	405	848
Lapham	307	328	635	753	747	1500
Lincoln	52	67	119	118	157	275
Longfellow	294	328	622	727	863	1590
Lowell	524	472	996	1085	1038	2123
District #8	53	41	94	132	111	243
Marquette	365	339	704	852	891	1743
Midvale	325	310	635	702	606	1308
Nakoma	118	141	259	441	437	878
Randall	559	473	1032	1242	1201	2443
Sherman	215	225	440	527	436	963
Truax	188	168	356	204	173	377
Washington	442	446	888	827	983	1810
Totals	4035	3922	7957	9376	9338	18,714

Age Group Birth to 3
1952 - 7957
1951 - 7594

363 - Increase

Age Group 4 to 19
1952 - 18,714
1951 - 17,888

826 - Increase

Table II

Madison Census 1952 Age Groups Birth Through 20 Inclusive by School Districts

School District	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dudgeon	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997
Emerson	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595
Franklin	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174
Lapham	191	169	129	146	151	146	95	104	101	101	95	93	75	79	89	82	69	83	64	73	63	2198
Lincoln	46	25	28	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416
Longfellow	163	180	140	139	137	133	91	89	106	88	97	103	75	90	65	75	88	80	125	148	124	2336
Lowell	275	244	259	218	212	247	135	124	150	137	140	97	109	132	92	111	112	107	111	107	86	3205
District #8	24	25	19	26	22	28	19	18	14	22	16	14	17	13	9	13	14	7	8	9	10	347
Marquette	203	199	167	135	150	165	140	107	117	130	131	99	92	103	93	88	88	97	80	83	67	2514
Midvale	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	1960
Nakoma	66	71	59	63	67	91	60	63	62	59	46	64	47	45	49	46	42	45	50	42	43	1180
Randall	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	3602
Sherman	123	107	85	125	112	129	82	78	84	74	55	50	35	50	47	36	29	26	35	39	25	1428
Truax	89	86	89	92	89	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734
Washington	313	207	182	186	134	167	119	114	113	119	103	88	80	104	85	104	77	97	130	178	110	2808
Totals	2313	1994	1816	1834	1730	1941	1329	1260	1311	1297	1142	1063	953	1020	937	926	903	890	983	1029	823	27,494

Age Group Birth to 3 Inclusive
Total 1952 - 7957
1951 - 7594
Increase 363

Age Group 4 to 19 Inclusive
Total 1952 - 18,714
1951 - 17,888
Increase 826

20 Years
Total 1952 - 823
1951 - 999
Decrease 176

Table III

A Graph Showing Age Totals of Children From Birth Through Twenty - 1952

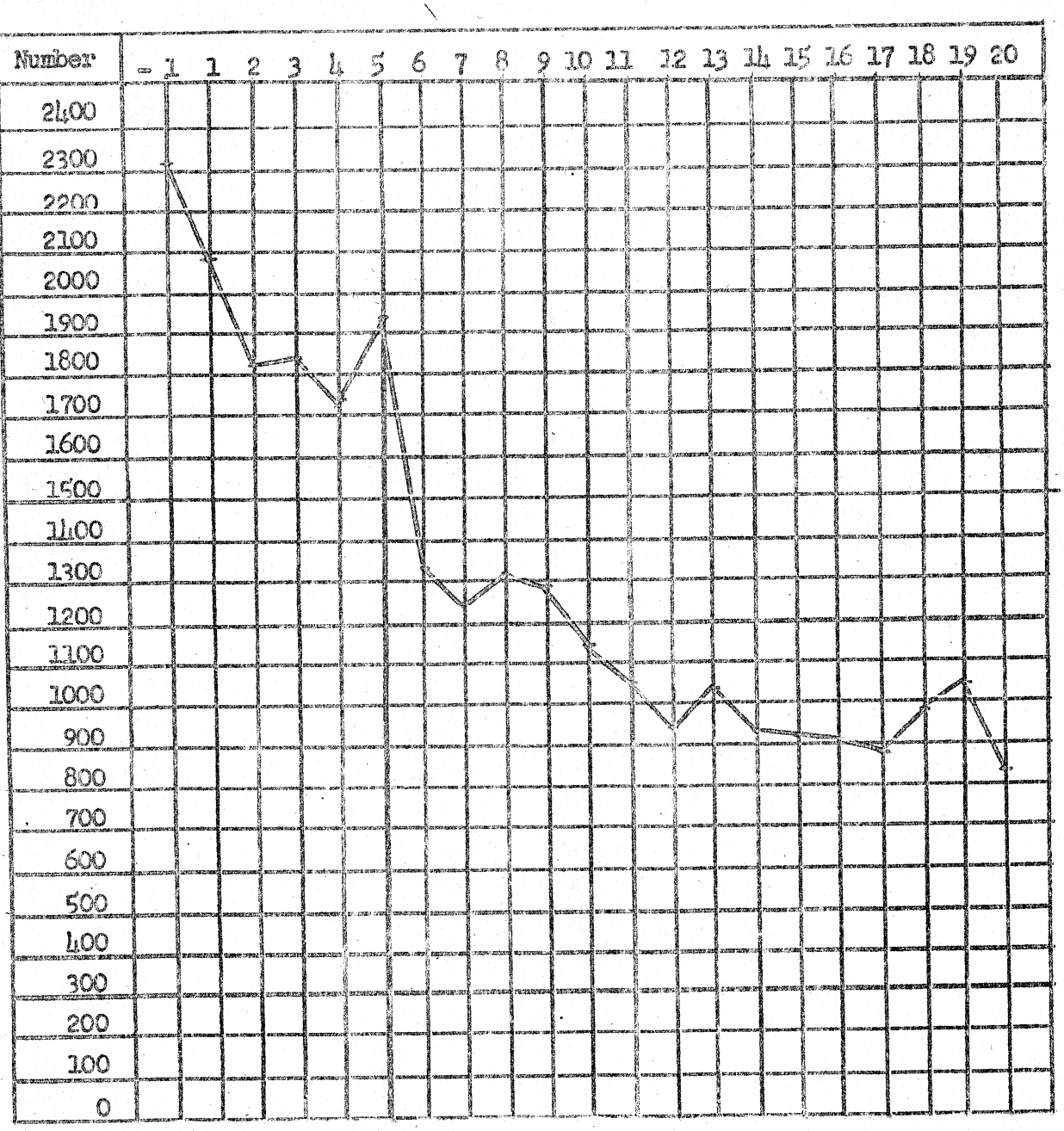


Table IV

Comparison of Child Population Tables for June, 1939 through June, 1952 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999
1952	2313	1994	1816	1834	1730	1941	1329	1260	1311	1297	1142	1063	953	1020	937	926	903	890	983	1029	823

Table V

Comparison of Age Group Totals by Years From June, 1939 through June, 1952

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	15,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481
1952	7,957	18,714	823	27,494

Table VI

Percentages of Census Increases and Decreases Since the Year 1916
Age Group 4 to 19 Inclusive

ear	Totals		Increase or Decrease in Number		Per Cent of Increase or Decrease
915	7,868				
916	8,461		593		7.5
917	8,787		326		3.9
918	8,742	Decrease	45	Decrease	.51
919	8,753		11		.12
920	9,164		411		4.7
921	9,373		203		2.21
922	9,801		428		4.6
923	10,723		922		9.4
924	11,402		679		6.3
925	12,102		700		6.13
926	12,507		405		3.34
927	13,280		773		6.18
928	13,884		604		4.5
929	14,390		506		3.6
930	14,735		345		2.39
931	14,959		224		1.52
932	15,366		407		2.72
933	15,413		47		.31
934	15,746		333		2.16
935	16,032		286		1.82
936	16,087		55		.34
937	15,949	Decrease	138	Decrease	.87
938	15,728	Decrease	221	Decrease	1.39
939	15,728		0		0
940	15,565	Decrease	163	Decrease	1.04
941	15,458	Decrease	107	Decrease	.69
942	15,713		255		1.65
943	15,846		133		.85
944	15,866		20		.13
945	16,012		146		.92
946	15,524	Decrease	488	Decrease	3.05
947	15,264	Decrease	260	Decrease	1.67
948	16,479		1,215		7.96
949	16,841		362		2.14
950	17,275		882		5.24
951	17,888		613		3.54
952	18,714		826		4.41

Table VII

Comparison of Child Population by School Districts for the Years 1951 and 1952

School Districts	Age Group Birth to 3 Inclusive			Age Group 4 to 19 Inclusive		
	Totals 1951	Totals 1952	Increase or Decrease	Totals 1951	Totals 1952	Increase or Decrease
Dudgeon	206	217	+ 11	743	752	+ 9
Emerson	698	663	- 35	1825	1861	+ 36
Franklin	350	297	- 53	930	848	- 82
Lapham	652	635	- 17	1440	1500	+ 60
Lincoln	110	119	+ 9	250	275	+ 25
Longfellow	528	622	+ 94	1478	1590	+112
Lowell	893	996	+103	2044	2123	+ 79
Marquette	740	704	- 36	1752	1743	- 9
Midvale	523	635	+112	1153	1308	+155
Nakoma	219	259	+ 40	811	878	+ 67
Randall	874	1032	+158	2215	2443	+228
Sherman	424	440	+ 16	817	963	+146
Truax	344	356	+ 12	399	377	- 22
Washington	938	888	- 50	1783	1810	+ 27
District #8	95	94	- 1	248	243	- 5
Totals	7594	7957		17,888	18,714	

Table VIII

Showing Child Population Movement 1947 - 1952

	-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
																					+1	
1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949
																					+2	
1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990
																					-7	
1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997
																					-2	
1952	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997
		+9	+15	+14	-7	+45	+20	+25	+13	+8	+23	+3	+11	+2	+13	+5	+2	+3	+13	+3	-7	+229

	-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
																					-15	
1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577
																					-21	
1950	169	173	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633
																					-12	
1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605
																					-30	
1952	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595
		-37	-7	-40	-55	-9	-2	0	+1	+11	-3	+9	+23	+9	+16	+2	+12	-2	+19	-2	-35	+332

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Franklin 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	58	51	54	53	50	51	59	68	44	1375
																					+3	
1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398
																					+4	
1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	48	1348
																					-6	
1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326
																					+2	
1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174
		-27	-11	-33	-60	-40	-12	-7	-13	-5	+3	-4	-3	-2	-5	+1	-5	+9	0	-7	-13	+22

		-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	86	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
				-22	-55	-6	-28	-66	-41	-10	-37	-22	-6	+3	-7	-14	-4	-2	-10	-20	-20	+3	-15

Cross-diagonals: −4, −29, −24, −16, +23

		-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
				-11	-4	-22	-13	-29	-5	-12	-3	-9	-5	-1	+1	+2	+3	-2	-3	+11	+15	+6	+9

Cross-diagonals: −26, −15, −7, −1, −31

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Longfellow	1947	184	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2295
	1948	138	170	97	109	119	91	101	111	73	95	73	85	89	91	93	80	92	94	141	125	136	2203
	1949	108	129	165	92	101	115	92	103	108	81	94	66	83	89	96	89	79	105	137	157	116	2205
	1950	141	130	141	156	77	104	115	86	102	99	76	91	62	85	89	86	87	86	117	131	147	2208
	1951	153	129	121	125	132	83	90	110	75	97	100	76	90	60	84	89	83	84	100	125	118	2124
	1952	163	180	140	139	137	133	91	89	106	88	97	103	75	90	65	75	86	80	125	148	124	2336
				+27	-1	+31	-1	-51	-21	-27	-26	-15	-7	-15	-3	-12	-14	-20	-1	-11	+28	+71	+31

Cross-diagonals: −3, −12, +30, +23, +41

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Low-ell	1947	135	117	122	114	113	122	91	104	117	94	95	94	113	92	108	87	108	109	118	98	93	2245
	1948	142	165	127	136	121	129	130	110	96	119	111	99	108	126	108	109	117	102	107	108	103	2473
	1949	166	165	182	129	137	143	121	133	110	105	124	106	91	117	119	115	122	99	107	98	101	2590
	1950	165	175	193	216	139	139	152	131	143	110	109	129	110	98	115	121	113	118	100	103	116	2795
	1951	228	233	213	219	219	149	130	156	138	137	100	109	128	103	110	111	123	113	120	98	78	3015
	1952	275	244	259	218	212	247	135	124	150	137	140	97	109	132	92	111	112	107	111	107	86	3205
			+16	+94	+52	+70	+112	+18	+2	+36	+24	+18	+6	+5	+15	-2	+16	+18	-6	+19	-1	-1	+960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dist #8	1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350
	1948	22	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
			-3	-8	-3	+1	-1	0	+5	-8	-9	-8	-6	+2	-4	-3	-3	-5	-7	-1	-3	-5	-3

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Marq.	1947	291	196	153	146	169	156	125	114	119	114	101	114	117	104	111	104	122	141	134	125	103	2859
	1948	224	241	170	140	146	155	146	108	114	109	106	90	97	110	88	111	109	119	132	130	103	2748
	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	114	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
			-18	-22	-107	-74	-126	-56	-46	-29	-39	-45	-26	-22	-16	-21	-13	-26	-20	-24	-28	-37	-345

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Mid-vale	1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	[illegible]	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	32	+6 1501
	1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	-3 1706
	1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	+6 1960
			+31	+57	+50	+72	+61	+31	+25	+34	+41	+33	+18	+15	+14	+11	+9	+9	+4	+15	+8	-3	+937

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Nak-oma	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	-6 861
	1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	-7 949
	1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	+5 1086
	1952	66	71	59	63	67	91	60	63	62	59	46	64	47	45	49	46	42	45	50	42	43	+7 1180
			+12	+24	+34	+37	+70	+34	+38	+35	+34	+14	+31	+14	+12	+9	+5	+2	+3	+5	+10	+1	+450

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Ran-dall	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909
	1948	263	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3117
	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	-23 3168
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	-3 3143
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	+10 3235
	1952	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	-8 3602
			-10	-21	-15	-54	-37	+31	+22	+16	+8	+25	+36	+14	+23	+30	+25	+14	+11	+17	+28	-9	+69[illegible]

		-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	123	107	85	125	112	129	82	78	84	74	55	50	35	50	47	36	29	28	35	39	25	1428
				-5	+11	+53	+36	+65	+40	+24	+44	+29	+12	+9	+1	+12	+11	+8	+8	+5	+9	+17	-5	+739
																						-4	
																					-7		
																				-1			
																			+2				

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Truax	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	80	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734
				+20	+18	+47	+53	+27	+7	-10	+4	-9	-2	-1	-5	+4	-3	0	-4	-3	0	+1	+1	+416

		-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	248	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
				-125	-114	-146	-195	-218	-81	-77	-79	-41	-31	-21	+4	-1	-19	+5	-16	+9	+43	+79	-26	-221

Table IX

Lowell District Census Comparison - 1948 - 1952

Table A Showing Child Population Movement in Lansing Flat, Walterscheit, Olbrich Park and Lakeview Area

A.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	6	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
		+25	+62	+61	+73	+77	+22	+6	+19	+24	+15	0	+5	+12	-4	+7	-1	+5	+4	+4	-2	+704
																					-1	
																					-4	

Table B Showing Child Population Movement in Remaining Lowell Area

D.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	115	128	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	98	97	2035
1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078
1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070
1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070
1952	135	138	120	122	112	143	78	84	100	77	94	72	88	106	72	91	95	87	88	85	76	2063
		-9	+32	-10	-3	+15	-14	-18	+10	-26	-5	-13	-2	+1	-15	-6	+5	-24	-1	-6	-29	-28
																					+10	
																					-28	

Table X

Emerson District Census Comparisons - 1947 - 1952

Table A Showing Child Population Movement in Area Bounded by 3100 Block on East Johnson Street to North Street and West to Packers Avenue and North to Sewage Disposal Plant. Included Also is Superior Street Area and 2100 to 2500 Blocks on Sherman Avenue

A.	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	63	41	48	50	48	38	47	26	32	35	34	34	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
		-11	+4	-12	-18	+40	+10	+21	+9	+24	+7	+18	+23	+12	+13	+7	+11	+3	+8	-3	-12	+489
																				-6	0	-6
																						-5

Table B Showing Child Population Movement in Remaining Emerson Area

B.	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	122	73	77	73	76	80	70	57	64	56	61	58	58	54	69	77	74	78	78	89	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
		-26	-11	-28	-37	-49	-12	-21	-8	-13	-10	-9	0	-3	+3	-5	+1	-5	+11	+1	-23	-157
																					-9	-21
																						-6
																						-25

Table XI

Table Showing Child Population Movement From June, 1940 through June, 1952 - 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	-353	19890
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932	-116	20098
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	+6	20743
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	-35	21243
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	+77	21697
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	+22	22167
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	-25	21499
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	+27	21911
1948	1917	1964	1345	1306	1269	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	+7	24077
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	+53	24921
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085	+80	25834
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	810	1026	999	999	+37	26481
1952	2313	1994	1816	1834	1730	1941	1329	1260	1311	1297	1142	1063	953	1020	937	926	903	890	983	1029	823		27494
		-143	-54	-91	-187	-38	+69	-104	-15	+71	+34	+97	+69	+70	+82	+12	+5	+6	+149	+146	-74		+7604

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 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year, the twenty-first for our hospital school, will be remembered for its high enrollment and attendance, for the graduation of a pupil we had two complete semesters, for the opening of a cerebral palsy clinic, and for a group of cooperative children. All of the things mentioned except the cooperation of pupils presented challenging problems and a year of strenuous work for all of us.

I. STATISTICAL DATA

School was in session 178 days - the same as that of other Madison schools.

The following table shows the grade distribution of enrollment for the year:

Grade	Enrollment	Grade	Enrollment
Kdg	4	7	15
1	32	8	20
2	17	9	15
3	19	10	11
4	13	11	4
5	18	12	7
6	18	Specials	13

Total 209 original entrants; 35 returns

The change in grade distribution over last year was one of general increase for all grades except kindergarten and the last two years of high school. The greatest increase was in the first grade, the next in the third and eighth grades. The number of children returning increased with twenty-nine returning once and six returning twice.

The total number of students enrolled and total days attendance was the highest it has been for ten years. The marked increase was due to several factors. The increase in number of students was due to the large increase in hospital census over last year's unexplained low figure. The increase in total days attendance was partly due to increase in hospital census and to the increase in number of school age severely involved polio patients and long staying cerebral palsy patients.

In reviewing the enrollment data since 1940 I found the following years to show changes in either enrollment or total days attended.

Year (ending June)	Enrollment	Total Attendance (rounded off to hundreths)	Average days attendance
1940	286	10,000	35
1943	166	6,000	38
1947	*142	5,600	39
1948	168	7,000	42
1949	197	7,000	35
1951	185	*5,000	*30
1952	209	8,000	38

During the first ten years the enrollment and attendance were high. After the first three years a plateau was reached of about 300 students and 10,000 days' attendance. This was maintained with very slight changes until 1942. A period of decrease followed for five years during the war. At the end of this period the enrollment dropped to 142, the lowest it has ever been. Since then the enrollment and attendance have increased with the exception of attendance in 1951 when it was lowest in the history of the school. It appears that last year was a freak year and that we might expect figures at least similar to years 1948 and 1949.

The largest group of pupils continues to be orthopedic (58%); the number of polio and plastic pupils equal (14%); cerebral palsy make (9%) of enrollment with the remaining (5%) psychiatric patients.

There were two full-time and two part-time teachers on the staff. Miss Gordon-Smith taught grades 1-5; Mrs. De Vries grades 5-8, all subjects except arithmetic, geography in the morning. Mrs. Hof taught English and Social Studies in grades 9-12 three afternoons a week, and Mrs. Charlson taught mathematics, science and geography in grades 6-12. The time spent by part-time teachers varied with fluctuation in enrollment. University students from Education 73 assisted with visual instruction, the school paper, music and art, and tutored a few ward-bound patients.

II. SPECIAL ACHIEVEMENTS

Much time and effort was spent by all teachers to help each child make a satisfactory emotional adjustment to the hospital and his handicap. We have always been aware of the need and have done what we could with little help from others of the hospital staff. Since the establishment of the school for medical social workers we have assistance for some particularly difficult problems. They can secure social history and other information obtained in conferences and pass it on to us. Most of the nurses are also helping since they are being taught to focus attention upon emotional needs of children as well as physical ones.

We are also grateful to doctors at Bradley for sending children who they thought would benefit by school environment. It has necessitated reading extensive records, conferences with nurses and doctors and using more ingenuity and understanding. As a result we can count as achievement, success with pupils such as Gary who found he could read on a second grade level after he had adjusted to school, but who had not read at school for an entire year and would not read for doctors. It was additional work but the experience and focus of attention first upon the child's emotional needs has helped us with all our other students.

First impressions of a hospital are important to both child and parent. We make every effort to contact a child soon after his admittance and whenever possible when the parent is with him. We give them reassurance and confidence that their child will like it here, will be able to attend school in several days, and bring him a familiar book or magazine. As soon as possible we start him in the subject he likes best to keep him busy and happy. As soon as his throat cultures are back he comes to school regularly.

Miss Gordon-Smith helps strengthen home ties by having children write cards and letters to their parents regularly. She achieves two goals in the one process. The child is motivated to write, increasing his vocabulary and he feels that he has made a home contact and done something to make his parents happy. When the parents hear from their child frequently they feel better about his being away from home; they write more newsy cheerful letters and they are better visitors. A visit or letter from a relaxed parent who knows his child is happy even though he must or has undergone the pain of surgery is a tonic for a hospitalized child.

In planning a school program for a child we take many things into consideration: his predicted length of stay, his physical disability, his emotional needs, his intelligence and the achievement level in various subjects. If he is expected to stay more than a month, I have tried to give intelligence and achievement tests unless records are sent from the home teacher. In the time he stays with us we give him what we think he needs most; sometimes it is understanding and affection, sometimes it is a measure of success in one of his strengths. We can then usually encourage him to work harder in subjects in which he is retarded or in those he finds difficult. Many times remedial work in the subject in which he is retarded will be the most helpful thing we can do for him.

We were able to maintain a high level of scholastic achievement close to that of last year and this was due to several factors. Most important was the contribution made by our two part-time teachers. Their willingness to adjust the program, and their whole hearted interest have kept up scholastic standards in spite of high enrollment. It was because of Mrs. De Vries understanding of hospitals that she changed and adjusted her schedule so that polio patients on second floor would not miss their lessons. Another contributing factor was staff cooperation in getting children ready for and to

school. Having an orderly who was physically able to push beds, remain for an entire year, and be cooperative was a help. When he was sent elsewhere, nurses and attendants assumed the responsibility. Another factor was the desire to learn on the part of children. We had just as many slow learners and rapid ones as usual but we had very few uncooperative students.

We consider our one high school graduate, who was with us two entire semesters, a special achievement because of the many difficulties with her physical condition and the arrangement of program. Plans had to be changed when it was discovered she could not return to school in September. Her school superintendent was most understanding and cooperative.

Our curriculum was enriched through rhythms, art, music, plays and movies with assistance from Education 73 students. Professor Gordon's "Journeys in Music" on the radio, and practice at another time under the direction of Miss Gordon-Smith and a University assistant were particularly enjoyed by the children.

The "Bed Sheet" was more successful than usual with five issues published instead of the usual four. The extra issue as well as the excellent issues of the first semester were due to two unusually competent and industrious University assistants. This project gives so many children an opportunity to work together and such a feeling of success that it is worth the staff's time and effort.

III. SPECIAL PROBLEMS

The matter of trying to arrange continued help with school work when a discharged pupil must have bed rest has always been a problem. We now have more children taught at home and better cooperation from every source. In spite of this the problem increases because new drugs and better transportation facilities make it possible for more children to go home for their "cast life". We felt very little improvement due to the new home bound teaching appropriation. It was put into operation too late in the year to feel any appreciable change. We did send notification of discharge with the child's school record to his home school and to Miss McGann of the Bureau for Handicapped Children. In a few years with the efforts of our staff combined with the effort of the social workers of the bureau and increased aid for home bound program, we expect this problem to change to an achievement.

One of the big problems for teachers of grades 6-12 is a matter of teaching space. The class room is too small to accommodate intermediate and high school pupils at the same time except during low enrollment at holiday time or at the end of the school year. Ward teaching in the mornings is very difficult but I found no other solution for high school pupils most of the year. It is difficult to teach in wards but even more difficult to get those in other wards to study while the teacher is out of the room. Some tutoring by University students helped.

The social affairs sponsored by the school were a graduation and Halloween party, two magic shows and the school picnic. We feel that supervised recreation is particularly important when children are hospitalized for a long time. The children do not have a satisfactory recreation program and none of the present departments can do more than it is now doing to fill this need without weakening its primary function. We do recognize that the hospitalized child has all the needs of any child of his age and we can only really measure our accomplishment in terms of degree in which we have been able to satisfy these needs.

Respectfully submitted,

MRS. KATHRYN CHARLSON

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
BERNICE E. LEARY

August 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-1952

CURRICULUM DEPARTMENT

I. CURRICULUM IMPROVEMENT

Fewer teacher committees were organized for curriculum work during 1951-1952 than in the past several years, not because of lack of interest or need, but rather to give precedence to First-Aid Courses which were scheduled at approximately the same time, January to Easter. A total of 8 committees of 184 members, however, studied instructional problems, chiefly in Arithmetic and Social Studies. The Arithmetic Committee, carried over from last year, was large enough to divide into a number of subcommittees, each concerned with a special problem. The Social Studies Committee, another large group, was organized into sub-committees by grade levels, each working on a re-definition of learning experiences for that level.

Wherever possible, the outcomes of committee study were brought together in the form of bulletins for use by Madison teachers. The following bulletins were prepared in mimeographed form for try-out purposes:

REFERENCE MATERIALS FOR SCIENCE IN THE ELEMENTARY GRADES
EXPERIMENTAL LIST OF POSSIBLE ACHIEVEMENTS IN MATHEMATICS - JUNIOR HIGH SCHOOL
SOCIAL USES OF NUMBER - ELEMENTARY GRADES
BASIC PRINCIPLES OF MATHEMATICS FOR ELEMENTARY GRADES AND JUNIOR HIGH SCHOOL
SUGGESTED FRAMEWORK OF SOCIAL STUDIES - ELEMENTARY GRADES

Three other bulletins were revised from earlier years and printed in more permanent form. They were:

CREATIVE WRITING IN THE ELEMENTARY GRADES
POSSIBLE ACHIEVEMENT IN ARITHMETIC - PRIMARY GRADES
POSSIBLE ACHIEVEMENT IN ARITHMETIC - INTERMEDIATE GRADES

Outcomes of other committee activity resulted in the submission to the Superintendent of a POLICY REGARDING THE TEACHING OF CONTROVERSIAL ISSUES, in the adoption of a new basic series of Arithmetic texts for Grades 3-6, and in the evaluation of 93 new books for supplementary purchase for all grades from primary through junior high school.

II. STUDY OF PUPIL ACHIEVEMENT

The annual September testing program, carried on in Grades 2-6, 7, and 9, was summarized in Bulletins Nos. 25-32, and 36. An analysis of the achievement of the so-called Experimental Group set up in the spring of 1951, reported in Bulletins Nos. 38 and 57, led to a shifting of seventh-grade testing from September, 1952, to sixth-grade testing in April, 1952. This change was recommended by the Achievement Testing Committee, who also recommended the use of the California Achievement Test instead of the usual New Stanford Test. All absentees from school on days the tests were given were tested later by adjustment teachers from the Child Study Department. As a result, complete data were secured on 715 pupils, the total enrollment in all sixth grades as of May 15th. These data, as summarized in Bulletin No. 72, furnished sixth-grade teachers with a basis for a spring program of corrective work to meet pupil needs, and provided junior high schools with information for organizing fall classes before September.

III. NEW CURRICULUM RESOURCES

Additions to the Curriculum Library made during the past year through purchase or gift, are shown in Table I. Fewer purchases than usual were needed of films and film strips to bring the content of the film library up-to-date, because of the relatively extensive investment in 1950-1951.

TABLE I

MATERIALS ADDED DURING 1951-1952

Courses of Study	11
Textbooks	231
Workbooks	37
Professional Books and Pamphlets	216
Magazines (the number now totalling 35)	0
Trade books, or "library" books	19
Film strips, New	71
Film strips, Replacements	7
Sound Films	2
Recordings, New	15
Recordings, Replacements	6
Slides 2x2, sets	3

IV. DISTRIBUTION OF CURRICULUM RESOURCES

A. Table II shows the borrowings of books and magazines by the Madison school staff as determined by library cards. No record is kept of materials used in the Curriculum Office. Courses of Study and textbooks showed the greatest increase of usage over 1950-1951.

TABLE II

PRINTED MATERIALS BORROWED DURING 1951-1952	
Professional Books	342
Textbooks	574
Pamphlets	105
Courses of Study	45
Magazines	75

The areas of interest represented by these borrowings are shown in Table III. Professional books on elementary education, reading, and child development were borrowed most frequently, while social studies led, as usual, in the textbook area. This is partly explained by loans of books bearing on social studies units made to teachers on request.

TABLE III

BOOKS BORROWED 1951-1952, by SUBJECT AREAS

Subject Areas	Professional Books	Courses of Study	Textbooks
Administration	22		
Arithmetic & Mathematics	14		6
Book Lists	24		
Child Development	34		
Curriculum Construction	26		
Education, Elementary	59	4	
Education, Secondary	7		
English	32	4	7

Fine Arts	2		
Handwriting	6		
Health	7		8
Literature & Library	4		15
Measurement & Statistics, Educational Research	2		
Psychology	10		
Reading	37	23	150
Science	11	1	60
Social Studies	24	13	326
Spelling	3		2
Teacher Training	11		
Visual Education	7		

B. With the expansion of the Film Library, fulfillment of orders from schools was less in arrears than in any preceding year. The most popular visual materials this year, as shown in Table IV, were film strips which increased approximately 100 per cent over 1950-1951. This was probably due in part to their increased usefulness in the classroom as well as to their increased availability in the Curriculum Office. Some additional funds are still needed to purchase duplicate copies of popular films and film strips.

TABLE IV

ORDERS FOR VISUAL AIDS 1951-1952

Visual Materials	Orders Received	Orders Filled
Sound	1447	1356
Silent	341	331
Film strips	2238	2185
Slides $3\frac{1}{4}x4$	38	38
Kodachrome Slides	65	64
Flat Pictures	68	63
Models	66	66
Recordings	91	82
Charts	4	4
Exhibits	4	4

A comparison of these data on visual aids with similar data for 1945-1946 shows an interesting shift in emphasis over the six-year period. For example, requests for sound films this past year numbered 1447 as against 424 in 1945-1946; and film strips, 2238, as against 635; whereas only 65 requests for kodachrome slides were received this year in comparison to 77 six years ago. There seems no doubt that the purchase of better films and more films has led to their wider use, particularly in schools equipped with easily-operable projectors.

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; 879, of which about 430 went to Wayne University alone; CREATIVE WRITING IN THE ELEMENTARY GRADES, 335; IMPROVEMENT OF SPELLING, 126; MANUSCRIPT WRITING IN THE PRIMARY GRADES, 111; and LOTS OF THINGS TO MAKE AND DO, 104.

Viewed geographically, orders for curriculum materials represented every state in the Union except West Virginia. The largest number of orders came from the following states: 76 from New York; 57 from Wisconsin; 53 from Illinois; and 49 from California. Orders from outside the United States were received from Canada, Hawaii, England, Austria, Porto Rico, and Sweden.

TABLE V

MATERIALS SOLD BY CURRICULUM DEPARTMENT
School Year 1951-1952

Mimeographed Reports	
Developing Word Meaning	81
Reading Problems in the Social Studies	2
Place of Oral Reading in the Elementary School	59
Reading Abilities Basic to Effective Study	56
Language in the Elementary School	5
Word-Games for Developing a Sight Vocabulary	101
1950 Follow-Up of Madison School Youth	8
Places to Go and Things to See In and Around Madison	1
Learning Aids in Arithmetic	6
Fun with Figures	4
A Suggested Vocabulary in Mathematics	4
What Does Research Say About Arithmetic	5
Adapting the School Program to Superior Pupils	1

Book Lists	
Index to 500 Favorite Poems	43
Around About Us	27
My Country 'Tis of Thee	26
Wings Around the World	25
For You Who Love Heroic Deeds	25
Fun for All and All for Fun	31
Lots of Things to Make and Do	104
Printed Handbooks and Reports	
Kindergarten Handbook	80
Primary Handbook	62
Teachers Handbook	32
Junior Cook Book	11
Creative Writing in the Elementary School	335
Improvement of Spelling	126
Magazines for Elementary Grades	73
Manuscript Writing in the Primary Grades	111
Use of Charts in the Primary Grades	879
Possible Achievement in Arithmetic - Primary Grades	11
Possible Achievement in Arithmetic - Intermediate	6
Learning to Read in the Madison Public Schools	48
Guidance in the Madison Public Schools	35
Addenda to Guidance Program	48
Madison's Tidal Wave of Children	6
Better Bicycling	3
Total	2480

V. PROBLEMS AND RECOMMENDATIONS

One of the most serious problems perennially 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. It is also suggested that funds continue to be made available for consultant service from members of the University staff as it is needed or requested by teacher committees.

Respectfully submitted,

BERNICE E. LEARY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department of HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

September 1952

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1951-52

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

The department has enjoyed another good year in correlating our health education with other departments in the school and we have had excellent cooperation from Dr. Kincaid and the City Health Department. A good record on physical examinations for the first, third, sixth and ninth grades is evident. The approximate number examined is as follows:

first grade - 840 examined by own physicians
19 examined in school

third grade - 632 examined by own physicians
34 examined in school

sixth grade - 446 examined by own physicians
32 examined in school

ninth grade - 378 examined by own physicians
270 examined in school

The Wisconsin Interscholastic Athletic Association requires an examination of all athletes before they participate in athletics. A corps of local physicians, under the direction of Dr. Vingom, examined well over 600 junior and senior high school boys during the school year. The Dane County Medical Association also assigned physicians to be present at all home football games.

A good program in health teaching has been in operation at the three high schools. In addition to regular health classes, health has been correlated in other subjects taught in the schools, particularly science.

For the past two years we have used boric acid powder for the control and prevention of ringworm on the feet of boys and girls using the locker rooms. There have been fewer incidents of ringworm than at any time in the past several years. The boric acid powder not only does a better job but is less expensive and easier to use than the "foot bath" solution formerly used.

We have worked hand in hand with the principals, building and grounds department and custodians on school sanitation in the buildings as it applies to ventilation, cleanliness, lighting and general heating conditions.

Health, being the first and most important principle of education, is receiving every consideration in our planning. While we are doing a good piece of work with it, there are areas in which we can still improve.

The superintendent appoints committees made up of teachers, supervisors, principals and others to work on health problems during the school year. The committees that have been active are as follows:

Central Health
Periodic Physical Examinations
Follow-Up Physical Examinations
Disease Control
Observation of Children
Physical Education and Recreation
Emergency Health and Accident Care
Health and Safety Instruction
Sanitary and Healthful School Plant
Health of School Employees
School Health (one for each school)
Medical Advisory
Child Safety

On June 19, 1950, the Board of Education voted to require a chest x-ray of all school employees at least once every two years. In conjunction with the Health Department who has provided chest x-rays without cost, we are working out a system of recording the results of this x-ray program.

Superintendent Falk appointed a Civil Defense Committee to study ways and means of our schools being prepared for any national emergency. The Committee felt that the first thing of importance was the training of as many of the teaching staff as possible in Red Cross First Aid. Mr. George Steiner was instrumental in setting up a program in Red Cross First Aid that resulted in 338 of our teachers now having Standard First Aid Certificates. We hope now to establish regular First Aid training for students in our junior and senior high schools.

Safety

There was a total of 1099 accidents reported to this office during the school year. 62 of these accidents involved athletes participating either in practice or games. This total number of accidents is an increase of about 10 per cent over that of the previous year when 997 accidents were reported. In the same period, the total enrollment increased from 11,869 to 12,572. Very few accidents were of a serious nature, although many necessitated a doctor's care or loss of school time.

We have reported to the principals each month, a study of all accidents relative to grade, sex, part of body injured, how the injury occurred and how some of them might have been prevented.

As usual, we have had excellent cooperation between the police department, principals, teachers and PTA groups in all matters concerning the safety of our boys and girls.

Bicycle Testing

The bicycle testing program was continued as a fifth grade project as it was initiated last year. The emphasis was shifted from a testing routine to a teaching program with classroom teachers and physical education teachers cooperating to present material during the week immediately following spring vacation, April 21-25. This happened to be a week of ideal spring weather so that an excellent correlation between school and after school activity was achieved. No attempt was made to pass all children in either the knowledge test or the performance test. Instead, the teachers used the time to teach the material as effectively as they could, using the tests as teaching devices as they wished. Officer William Emery of the Madison Police Department presented an excellent talk in each elementary school. He used a 15-minute motion picture to introduce the subject, then talked over traffic problems with the children. He had prepared a series of cards with rules for riding to help crystalize the discussion. His vocabulary and manner of approach were excellent and the teachers and principals who heard him were all quick to praise his contribution to the week's program.

The booklet "Better Bicycling" was used again this year but will need revision when this edition is exhausted.

Playground Apparatus

Discussion in the safety of the fixed apparatus on each of the thirteen elementary school grounds led us to question the advisability of removing this equipment. The following points were made:

For—

1. Hanging and climbing activities are excellent forms of developing upper back, shoulder and arm strength.
2. Many children can play at one time on these pieces of apparatus.
3. The pieces of apparatus are very well chosen to satisfy the motor skills of the various age levels. The jungle tower appeals to primary children while the horizontal ladder and bars are appropriate to the needs of the 4th, 5th and 6th graders.
4. We have had an extremely low accident record and very few serious accidents in spite of the heavy use in the ten years during which the apparatus has been available. In the months from September 1951 to June 1952, a total of 30 accidents in the thirteen schools was reported. None of these 30 accidents involved broken bones. Most of them were bruises and abrasions.
5. We have always conducted a teaching program in the early fall to teach children how to grasp the bars and how to mount and dismount safely. We have also taught them a variety of activities which can be done on these pieces of apparatus. This teaching program obviously will not protect all children who may use the playgrounds on week ends or at other times when unsupervised.

Against—

1. Reports from other parts of the country on these pieces of apparatus have been given wide publicity in popular current magazines. This has aroused public opinion in Madison and led the Department of Health, Physical Education, Recreation and Safety to question the value of the apparatus.
2. Maintenance of soft landing pits under the apparatus is almost impossible. If the blacktop area is interrupted to provide a pit, the frost action breaks up the edges of the blacktop, resulting in gravel and rough edges. When sand fill is used in a dirt pit under the apparatus, the primary children play in the sand, and a child falling off the bars or ladder is apt to fall on top of another child.
3. It is impossible to supervise the children on the apparatus at all times. One of the favorite forms of misbehavior is for one child to attempt to pull another child off the bars or ladder.

At the present time, the plan is to install a new type of resilient rubber material under the horizontal bars and ladders at Marquette school. This material can be laid in small areas adjacent to, or surrounded by, the regular blacktop. If satisfactory, this plan will be extended to include similar pieces of apparatus on all playgrounds.

The majority of principals in the elementary schools favor removing all fixed apparatus except the jungle gyms.

Physical Education

With a staff of 27 special physical education teachers, our program in both elementary and junior and senior high schools showed consistant growth during the year.

Each boy and girl in the fourth, fifth and sixth grades in our 13 elementary schools had an average of 150 minutes of physical education per week. In addition, special physical education teachers, and in some cases, classroom teachers offered physical education for first, second and third grades. Each fifth and sixth grade boy and girl, and frequently, the boys and girls in the fourth grades, had intramural sports twice a week during the school year. This intramural work was optional with the pupil and a variety of seasonal sports was offered.

In our three junior high schools, each boy and girl in the seventh, eighth and ninth grades had from 90 to 135 minutes of physical education per week while the senior high school boys and girls had approximately the same time allotment. Intramurals for both boys and girls, interscholastic athletics for the boys and play days for the girls were offered in all schools.

The interscholastic sports offered to the junior and senior high school boys were as follows--football, cross country, basketball, volleyball, ice hockey, indoor and outdoor track, wrestling, baseball, tennis and golf.

Girls' Play Days

Senior High School Girls Swim

During the spring vacation, at a time when the YMCA pool is ordinarily used by the Central High boys, we secured the use of the pool for one morning for senior high school girls. We signed up the girls, allowing twenty each from Central, East and West in two sections--beginners and swimmers. We found great interest in the project and had many more girls on waiting lists than we could allow to enter the pool. We conducted games and stunts with competition between schools for the swimmers, giving the girl time for free play as well.

The beginners were divided into three groups--those who were afraid to put their faces in the water, those who could swim very little and those who could swim but could not handle themselves in deep water. We were interested to see how quickly we could teach these girls. Of the three who couldn't swim at all, two learned to float and recover to a standing position. All three overcame their fear sufficiently to put their faces in the water. Of the six or eight who could swim very little, five learned to swim the width of the pool and of the 14 who could not swim in deep water, six swam the length of the pool before the hour was over.

We used a staff of three teachers and excellent results were obtained for the one-hour period. The satisfaction expressed by the girls was extremely rewarding and we hope to expand the teaching of swimming during spring vacation next year.

Junior High School Girls Softball

We tried a new plan for a softball play day this year to avoid the problem presented by a Saturday schedule which is so frequently rained out. We held a play day at Reynolds Field on Monday, April 26. The girls from East and Central arrived easily by 4:00. The girls from Franklin, Nakoma and West were allowed to leave school at 3:15 and consequently arrived on time. Seven teams played a series of two contests. We allowed each team to bat for ten minutes, scoring all the runs as one point, the outs as minus two points. At the end of two innings (40 minutes) teams were changed around so that each team played two teams during the afternoon. While the girls were very vocal during the games and expressed themselves in typical "ball game" fashion, they really didn't care which team won the play day or in what order the teams finished. In fact, most of the girls left before the results could be announced. We felt that their healthy interest in playing and lack of concern for beating was a very desirable attitude.

Senior high school girls, members of the Officials Club from Central, East and West did the officiating. All physical education teachers of the girls who took part were present and expressed their enthusiasm for the project.

We feel that our physical education program in our elementary and junior high schools is a strong one. Our staff is well qualified, facilities are adequate and equipment is satisfactory. However, the senior high school program could be stronger, if we had better facilities and a more adequate allotment of time during the school day for a better program. We are looking forward to the day when we may have an indoor swimming pool at each high school so that a strong swimming program might be available to all boys and girls in all our schools.

On April 29, 30 and May 1, 1953, Madison will be host to the Mid-West Physical Education Convention. At that time, approximately one thousand physical education teachers and supervisors will be in attendance. We feel this is a fine opportunity for our physical education staff to profit from the meetings and demonstrations as well as a chance for the professional teachers from six Mid-West states to become acquainted with Madison and its people.

Recreation

The Division of Recreation, under the Board of Education is very grateful for the excellent cooperation that it has received from the many agencies and individuals throughout the community in their total contribution to our program. We are especially thankful to Superintendent Falk, the Board of Education, Mayor Forester, the City Council, Mr. Marshall and the Park Commission, the Press, school principals, teachers, custodians, PTA groups, Department of Buildings and Grounds, and all full and part time members of the recreation staff. Without the cooperation of all, we would have been unable to carry on a well-rounded program for all age groups in the city.

Probably no city in the United States has had a finer cooperative working relationship than that of our Mayor, City Council, Parks Department, Superintendent of Schools and the Board of Education.

Most phases of our program showed a growth, both in number participating and in the improvement of the content of the program. There has been enough money appropriated, facilities are adequate and enough trained personnel available to carry on a good program.

In general, our facilities are adequate. However, with the rapid growth in population and expansion in area of the city, more facilities will be needed. We shall make good use of our new school buildings and grounds for school recreation centers, playgrounds and athletic fields (baseball and softball). We are in need of several additional baseball diamonds, at least one of which should be lighted. However, these may be made available at Midvale and Sherman schools and at the new golf course on the far west side. Plans are now being made for new programs in the vicinity of the Midvale, Sherman, Harding and Mendota schools. These areas will be well suited and equipped for a good all around program in recreation.

Through the University, we have been able to recruit many well trained men and women to act as both full and part time leaders. The professional course in recreation at the University has done a good piece of work in the training of leaders. We shall continue to make good use of this supply of personnel.

Baseball

The Madison Baseball League was operated on much the same basis as that of the old Industrial League. It was composed of six teams. The major change was the abolishment of the Baseball Commission and the appointment of a Commissioner, Arthur Mansfield, who handled all arrangements and problems of the league. The admission price was lowered from 40 to 25 cents and the Collector of Internal Revenue ruled that we were exempt from the admission tax. The season was also shortened from a total of 60 games to 45 games. The total ratio attendance (based on 45 instead of 60 games) was approximately the same as in 1951 but the revenue was less due to the 25-cent admission price and the playing of 15 fewer games. The calibre of play was good and with the exception of one team, the teams were well balanced. Bowman Dairy won the league championship and also the Shaughnessey play-off at the close of the season.

We had eight teams in our Capital City League which was made up of boys who did not have the ability to play in the "major" league. Games were played on Saturdays, Sundays and Mondays at Breese Stevens Field and Penn Park. Bowman Dairy won the championship and Blessed Martin House the post season tournament.

The boys' baseball leagues were highly successful. Fred Wegner did his usual fine job of supervising this program. We had a total of 53 teams in the midget and junior divisions. All teams were sponsored by business establishments. The program started June 16 and closed August 18.

Basketball

We had a total of 80 teams divided into twelve different leagues in our basketball program playing four nights a week from late October until late March. All games were played at East and West high school gymnasiums.

At the close of league play, a 64-team elimination tournament was conducted to determine the city champion. More than 1000 young men took part in our basketball program. Mr. Frank Blau did his usual fine job of organization and supervision.

Seven women's teams played in a league throughout the season. More than 100 young women took part in this program. The games were played at the Marquette school gymnasium. We hope to have increasing interest in women's basketball during future years.

Softball

A total of 81 teams representing 14 different leagues (13 men's and 1 women's) constituted our 1952 softball program. We played a total of approximately 1200 games during the season and there was well over 1500 different men and women taking part in softball. Play started early in May and concluded in late August with two tournaments, one of 32 teams in a major tournament and another of 32 teams in a minor tournament. Unusually good weather prevailed during the season of play.

Five teams made up the Women's League. We shall endeavor to enlist additional teams for next year, although it is becoming increasingly difficult to interest women in softball.

A Softball Commission of seven men, elected by the managers of the teams participating, handled the arrangements and problems of the program. Mr. Cliff Meyer did a fine job of assigning the umpires for the season.

Volleyball

A total of 12 teams, divided into two leagues, made up our men's volleyball program. Volleyball is one of our finest recreational activities and we are making every effort to keep it going. At the conclusion of our regular season of play, a city-wide tournament was conducted for all local teams.

We have sponsored a State Volleyball Tournament annually but due to lack of interest on the part of teams outside the city, it was necessary to call it off.

Ten teams made up the Women's Volleyball League. There was a great deal of interest in this activity on the part of more than 100 young women.

Golf and Tennis

This department sponsored an Industrial Golf League made up of ten teams from local industries. They played once a week at the Monona Golf Course for the entire summer. Approximately 80 men were involved in this program.

We also conducted the City Golf Tournament in which approximately 200 men from both the private and public courses played a four-day tournament on Monona, Nakoma, Blackhawk and Maple Bluff courses.

A city Public Links Tournament was held at the Monona and Glenway courses. The eligibility of players was limited to non-private course men. There were approximately 100 men who took part.

One full time instructor in tennis, working on the courts at East High, West High, Tenney Park and Vilas Park during the summer found a great deal of enthusiasm for tennis instruction on the part of both boys and girls. We cooperated with the Madison Tennis Club in promoting a city-wide tennis tournament for all ages--boys, girls, men and women.

Rope Jumping

The annual contest sponsored by the Capital Times and the Division of Recreation was conducted during the end of April and the first half of May. The 25 stunts chosen for the contest last year were rearranged in order to encourage the children whose skill was not of the top level. Over 750 girls took part in the 23 school contests as compared with about 650 last year. 170 girls took part in the semi-finals and the best 25 jumpers were chosen from the 60 finalists. Members of the physical education staff ran the public school contests and Miss Sauthoff conducted the parochial school contests. The physical education teachers acted as officials at the semi-finals and finals and were paid for extra time with funds from the recreation budget.

Marbles

Competition in marbles was organized on the same basis as rope jumping. District, sectional and city championship tournaments were conducted and the city champion competed in the state tournament in Milwaukee. More than 600 public and parochial school boys took part in this program.

Horseshoes

Due to the fact that only two teams were interested in organizing a league this year, it was decided to drop this activity temporarily--at least until the cycle of interest begins to swing horseshoes back to popularity.

Parochial School Athletics

These leagues, under the direction of Mr. Schwengel, are composed of the nine Catholic elementary schools and the Madison Lutheran School. All schools entered teams in touch football and 45 games were played in September and October. Blessed Sacrament and St. Patrick's tied for the league championship with eight wins and one loss. In the play-off St. Patrick's won the title.

The basketball schedule called for the same number of games and play was started at St. Bernard's gymnasium on December 5. However, after several weeks, we were obliged to move the program because of conflicts with the school lunch program. Play continued at Lowell school on Saturday afternoons for the remainder of the season. Blessed Sacrament won the title undefeated with nine straight wins.

Four of our elementary school gymnasiums were used by the parochial school teams during the week for basketball practice after the regular intramural program had finished.

All of the same teams continued in softball, playing 45 games on the diamonds at Vilas and Tenney Parks and ended with St. Raphael's as the titlist being undefeated in nine games. Play began April 30 and ended June 6.

Four Lakes Football, Basketball and Volleyball

One of the fine phases of our recreation program is the Four Lakes program. This is interscholastic competition in football, basketball and volleyball with Central, East, West and Wisconsin High schools taking part. The contests are played at the various schools on Saturday mornings during the playing season. Well over 200 boys took part in football, 400 in basketball and 100 in volleyball. This program gives the senior high school boy an opportunity to compete in sports when he does not quite have the ability to make the Varsity team. We had eight football teams--3 from East, 3 from West, and one each from Central and Wisconsin High schools. There were 42 basketball teams representing the four high schools as well as 16 volleyball teams from Central, West and Wisconsin High.

School Community Centers

Twelve of our elementary and high schools were used for our school recreation center program. Starting in early October and closing the latter part of March, a diversified program of activities was offered for all age groups, both youth and adults.

A program was arranged on Friday or Saturday nights at East, West, Central, Franklin, Marquette and Nakoma for junior high school boys and girls. A wide variety of activities was available, including basketball, volleyball, dancing and table games of all kinds.

For the elementary and junior high school age boys and girls, programs were set up on Saturdays at Lapham, Lowell, Marquette, Midvale, Nakoma, Randall, Sherman and Washington schools. Some of these Saturday programs were in operation from 9:00 a.m.-12:00 noon and others from 9:00 a.m. to 4:00 p.m. The activities included table games, crafts, story telling, dramatics, movies, basketball, volleyball, tumbling and stamp clubs.

The adults were not forgotten as we used West High, Marquette, Midvale, Franklin and Lapham schools and the Truax Club House for their activities. There was a great deal of interest in basketball, volleyball, indoor golf, ceramics, art metal, rosemolling, bridge, sewing, square dancing, woodworking, furniture refinishing, furniture upholstering, fly tying, bait fly and spinning casting. We plan to extend the program to include some activities for adults at Sherman and East High schools. We are fortunate to have school buildings with good recreational facilities available in them. Excellent cooperation was received from all PTA groups in announcing the programs to both adults and children. We were fortunate in having excellent volunteer leaders in some of our activities at the Midvale school.

Madison Community Center

The Madison Community Center has enjoyed another good year. While the total membership is slightly lower than the preceding year, the quality of the program has improved.

The Older Adult Klub, called OAK of the Madison Community Center, through its council and committees, has established a long range program adjustable to the needs and expressions of the membership. These senior citizens find happiness and a new meaning to life by their activities, creative energies and special talents. They have re-established their future and this rehabilitation is a cure for a sick mind in a healthy body. The membership for 1951 was 350.

An entirely new group has been established at the Madison Community Center known as the ARK, or Afternoon Recreation or Retired Klub. It will meet the needs of an immediate concern regarding the retired citizen and provide an outlet of expression or desire to be doing something, a sense of belonging in their own community and prolong their span of life. Recommendation: To continue this organization, which has just been started, under an advanced student in social work. This is the existing situation thus far in 1952.

The Young Adult Club is now emphasizing improvement in dancing ability. A committee, composed of some of the club's best dancers, working with a professional instructor, has been conducting a series of classes and special teaching sessions open to all members to give them assistance in learning to dance, learning new steps, or improving their general dancing ability. The activity has not only been beneficial to the club, but it has also been enjoyed by the committee members. This is, of course, but one activity in a diversified program for young adults. A noticeable trend toward an older average age in the membership has become evident during the last year with many members in their late twenties and middle thirties participating regularly in the program.

The Community Center Photographic Club has taken cognizance of the national trend toward natural color photography and has revised its entire program schedule to give color equal consideration with black and white photography. A survey of the organization showed about one-third taking both black and white and color, about one-third taking color only and the remaining one-third working in black and white only.

The Loft fulfilled its object of providing wholesome and worthwhile recreation, sociability and comradeship for its members. The facilities and the various committees provided are geared to fulfill an educational, as well as a recreational need. Much of the success of the organization has been due primarily to the place of almost complete responsibility for organization, program, policy, etc. in the hands of the members and letting them, through their executive committees, work out their own recreation. This gives each of them the feeling that the organization is really theirs and not something that is set up to entertain them, whether they really show interest or not. The membership for 1951 was 1076.

Since the opening of the Madison Community Center six years ago, Mr. Robert Hurd has been its director. Mr. Hurd decided to leave our staff in July. It was with regret that his resignation was accepted, as he has done a fine piece of work in the administration of the program at the Center. Mr. Kermit Bliss who has been a full time assistant at the Center has been appointed acting director.

Madison Theatre Guild

The following plays were presented by the Theatre Guild:

Mr. Barry's Etchings
As You Like It
Two Blind Mice
Laura
Radio Rescue
Hansel and Gretel

Mr. Al Barraclough, our new director, did an excellent job with the Guild. The productions were up to standard and he was instrumental in establishing a fine spirit with the more than 200 members of the organization.

The attendance at the plays was good and they were well received by the audiences. The Theatre Guild offers an opportunity for a group of adults to obtain a great deal of enjoyment from this type of recreation.

Square Dancing

This activity has flourished in the city in a most rewarding way. The Department has conducted three adult classes for beginners all winter and has helped a number of PTA groups to run dances for their members. Some of these dances were held as fund-raising projects, others were for fun and community sociability. The function of the department has been to provide equipment and leadership.

The problem of securing and training square dance callers has been met by the formation of a Madison Area Square Dance Callers Council. This group which meets monthly is open to interested leaders and callers. The sessions include discussion of problems of promotion and policy and exchanging of "calls" and dances. About fifteen callers are active in the council, many of whom work for the Recreation Department on a regular schedule, all of whom have "called" for us at some time during the year. The Department has supplied a meeting place and secretarial service for this council.

During the summer the Department sponsored a series of outdoor square dances at the King Street entrance to the Capitol Building. Mr. Malcolm Brown and Mr. Bellamy Seals cooperated to provide electric power for a public address system and outdoor lighting. Each of the well-known Madison callers took over an evening and an excellent response was achieved. Attendance varied from 150 to 300 dancers with spectators numbering from 200 to 400, depending upon the weather. We were surprised at the fine response and lack of "incidents" which might have spoiled an otherwise good program. This Department is indebted to Mrs. Hermine Sauthoff Davidson for a fine job in the organization and promotion of square dancing in Madison.

Summer Playgrounds

We conducted a total of 32 playgrounds throughout this city with a staff of 55 leaders for a ten-week period. The staff was an unusually good one and we offered a varied program for boys and girls from 5 to 10 years old. We opened our program on June 23 with a two-day training period for the entire staff. At this clinic we had the staff actually participate in many of the activities conducted on the playground. In addition, the staff met every Monday evening to discuss the program of the preceding week and also the current week. Some playgrounds were in operation from 9:00 a.m. to 8:00 p.m., others from 12:00 noon until 8:00 p.m. and a few from 9:00 a.m. until 5:00 p.m.

We offered a good variety of activities for both boys and girls of all ages, namely, softball, touch football, volleyball, croquet, croquet golf, washers, horseshoes, soccer baseball, loop tennis, tetherball, paddle tennis, checkers, chess, handicraft, music, dramatics and story telling. Special activities were conducted such as pet parades, on wheels contests, family nights, street dances, lantern parades, track meets and tournament of champions.

Stagecoach and Summer Youth Theatre

Our Stagecoach or traveling theatre was very successful. A regular schedule was drawn up so that each playground had an opportunity to have it come and show a performance two or three times during the summer. The Department purchased a jeep station wagon that pulled the Stagecoach and transported the actors between playgrounds.

The Summer Youth Theatre (a group of high school boys and girls) produced two plays which made up the main part of the program during the summer. To augment these plays by the Youth Theatre group, each playground worked up local talent, such as music, dances, etc. This part of the program preceded the main production. This Stagecoach program made it possible to coordinate our entire dramatics program on the playgrounds for both high and elementary school boys and girls.

Swimming

With a staff of five swimming instructors teaching swimming on eight public beaches, we had the most successful program that we have had in recent years. Our program ran for a period of eight weeks. The weather in June and July was conducive to swimming and the total attendance was better than in 1951. In addition to the swimming instruction, we conducted two swimming meets for all ages for both boys and girls.

Many of our children learned to swim during the instruction periods. Westmorland and Sunset Village community groups raised enough money to transport the boys and girls twice a week from their communities to Vilas beach for swimming instruction.

We find that an eight-week program, closing early in August is best, due to the fact that the "polio scare" usually takes place about that time which definitely curtails all swimming.

Winter Sports

Our winter sports program last winter was more successful than in previous years, mainly because of good weather conditions which made it possible to have ice and snow for a longer period during the winter.

We held three city-wide skating meets with competition in many different events for all age groups of boys and girls. We also offered skating instruction on several of our skating rinks.

Instruction in down hill skiing as well as ski jumping was a part of our program. Several ski jumping meets were conducted at Hoyt Park.

We were unable to do much with ice hockey because of the WIAA rule which prohibits high school boys from taking part in competitive activities outside their respective schools during the school year.

More interest was manifested in curling. Through the courtesy of the Madison Curling Club, its facilities were made available to high school boys for weekly participation in curling. We had a good representation from all five high schools.

Summary of Recreation Activities and Attendance—September 1, 1951-August 31, 1952:

Baseball, Adult		34 125
Madison League	30,558	
Capital City League	3,567	
Baseball, Junior		20 610
Basketball, Adult		14 044
Basketball, Four Lakes Leagues		5 344
Community Centers, School		32 401
Adult	8,322	
Junior	24,079	
Community Center, Madison		218 770
Football, Four Lakes Leagues		2 990
Golf, Adult		696
Madison Theatre Guild		15 461
Marbles Tournament		948
Parochial School Program		12 072
Basketball	2,766	
Intramurals	2,374	
Softball	2,397	
Touch Football	4,535	
Picnic Kits		19 599
Rope Jumping		1 031
Saturday Play Centers		28 213
Softball, Adult		100 395
Square Dancing		4 364
Truax (winter)	164	
Capitol Entrance (summer)	4,200	
*Summer Playgrounds		109 239
Swimming		16 007
Tennis		4 666
Touch Football, Adult		1 136
Volleyball, Adult		1 194
Volleyball, Four Lakes Leagues		454
WIAA Tournament		420
Winter Sports		4 692
Skating	4,375	
Skiing	317	
Total		648 871

* Total attendance is actual count of participants rather than using the 1.5 factor previously used by us and recommended by the National Recreation Association.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
MUSIC DEPARTMENT

Presented to the Board of Education
by the Director
LEROY KLOSE
September 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52
MUSIC DEPARTMENT

I. Significant Statistical Data

A. Instrumental music, which is entirely elective, continues to show increases in enrollment, especially at the elementary and junior high level.

B. There has been a decided increase in enrollment in elective vocal courses (grades 9 through 12) during the past year. The greatest increase is in the 9th grade which carry-over into senior high school.

C. In addition to music classes at the elementary level each school has a selective choir of 5th and 6th graders, averaging about 70 voices.

D. Summer program

1. The all-city summer band had an enrollment of 102, it met for ten weeks, and gave two public concerts.

2. Over 500 instrumental pupils, grades 5 through 9, attended our summer program at Central, East and West.

3. We believe this program is extremely important because it provides (in addition to instruction), good use of leisure, recreation, public entertainment, and conditions the pupils for their fall musical activities.

II. Special Achievements

In the past school year musical organizations gave several hundred public and school performances, presented the Choral Pageant of the Nativity, many radio broadcasts, annual spring festival, etc. Most of these programs are done annually, but I do believe the quality of performance is becoming better.

III. Problems and Recommendations.

A. The problems of this department have not changed much in the last few years, and the recommendation to solve the problems is still the same, the answer being more teaching power, equipment, and adequate room facilities. Specific cases are:

1. Teaching power for junior high vocal music and elementary strings.

2. Accoustical treatment for over 50% of the music rooms.

3. New three-speed record players (40% of record replacement orders for this year were not available in 78 RPM)

4. Many band and orchestra instruments and cases should be replaced.

5. Music rooms have been made into classrooms in five elementary schools and at West, rooms 301 and 6 need ventilating fans.

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 1952

Madison Wisconsin

ANNUAL REPORT
For the School Year 1951-52
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

Work in this department has been similar to previous years except that the director has spent more time during the school year working on the biennial report and securing pictures for the report. The material is now fairly well organized but needs editing and completing.

Newspaper Publicity

Both city dailies apparently welcome school news and leads for feature stories. A rather disquieting trend, however, is the tendency for the newspapers to print pictures and cutlines, either their own or those we provide, and to cut or omit entirely the accompanying story. Although pictures do often tell a story, complete educational interpretation needs more comphrensive presentation.

Because of the apparent general interest in handicapped children, the superintendent, director of child study, and director of interpretation concluded that a series of feature articles on special services of the schools would be timely. New state aids have been made available for severely mentally handicapped children and for pre-school age deaf children. Conference with the Sunday editor brought assurance that the stories would receive consideration.

The director of public interpretation secured information and pictures for stories of the Washington orthopedic, Wisconsin orthopedic, deaf, sight-saving, and mentally handicapped classes, but only three of these were printed before the end of the school year. The lead for a story on nutrition and rest rooms was given to a reporter, whose illustrated story was later printed.

Publications

For the first time, color and layouts of pictures will be used in the biennial report. Members of the art staff helped in the planning and preparation of the booklet, Art in the Madison Public Schools.

Pictures

Perhaps more pictures of school activities have been taken during the past year than ever before. These include pictures for the art report, for American Education Week publicity, for special education features, and for other school activities. The services of the same free-lance photographer we had the previous year were employed for the most part.

Radio Programs

The school-opening radio program in the fall, WIBA, Sunday, Sept.9, 1951, 8:30 p.m., was presented by Carl H. Waller, Paul Olson, Earl Brown, and August Vander Meulen. Following is a list of American Education Week programs. Tape recordings were made of most of them, particularly for the benefit of AEW committees.

AEW Radio Programs:

Saturday, November 10

WIBA 9:15 a.m. "Moral and Spitiual Values in the Public Schools," NEA Transcription.

Sunday, November 11

WIBA 3:45 p.m. "American Education Week," Dr. R.W. Huegel, Mr. Alex H. Younger, Members of the Board of Education; Festival Music

Monday, November 12

WHA 10:30 a.m. "Unite for Freedom," Gov. Walter Kohler
WKOW 1:45 p.m. "Moral and Spiritual Values in the Public Schools," NEA Transcription

Tuesday, November 13

WIBA 9:30 a.m. "Educational Values," Mrs. J.H. Gieselman, President, PTA Council, on Gilbert's Gallery
WIBU 2:45 p.m. "Threshold," NEA Transcription
WHA 5:00 p.m. "Education and Freedom," Prof. John Guy Fowlkes, U.W.
WISC 8:45 p.m. "The Kindled Spark," NEA Transcription

Wednesday, November 14

WKOW 2:00 p.m. "Teaching the Fundamentals," Miss Bernice E. Leary, Curriculum Consultant, Mrs. Luella Mortenson

Thursday, November 15

WHA 10:30 a.m. "Our Schools Have Served Us Well," NEA Transcription, State PTA Hour, Mrs. Stanley Ashby, Radio Chairman

Friday, November 16

WHA 10:30 a.m. "The Schools Shall Keep Us Free," Mr. George Watson, State Superintendent of Public Instruction

Other radio programs during the year consisted of musical broadcasts when pupils were ready to present programs to the public.

THE MEA PUBLIC RELATIONS PROGRAM

Under the chairmanship of Mary Kier meetings were held to discuss ways and means of making all staff members more conscious of everyday public relations. The committee also studied the work of NEA and WEA public relations committees.

Cooperating with the social committee, the public relations committee helped to make the annual MEA dinner successful by securing Prof. Glenn T. Trewartha as speaker and securing a gift for Glenn W. Stephens president of the Board, in honor of his 25 years of service.

American Education Week Program

Besides the above mentioned radio broadcasts, the AEW program planned by the committee included the following: securing of NEA materials,

sending bulletins and materials to the schools, preparing an AEW leaflet for pupils to take home, sending letters and folders to ministers and PTA presidents, securing movie trailers for the theaters, and distributing AEW posters.

The MEA Bulletin

Two editions of the Bulletin, fall and spring, were again published during the school year. Since many of the committee members were not in Madison to help with the September issue, most of the work was done by Harriet Streeter, chairman, Mable Day, MEA president, and the director of public interpretation. With all committee members present and working, they were able to prepare a six-page edition in the spring.

MEA Movies

The senior high school movie was completed and shown to the Board of Education and to high school pupils during the year. The elementary and junior high school movies continue to be requested for showing by local and out-of-town schools.

Respectfully submitted,

Margaret Parham

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

REMEDIAL READING

Presented to the Board of Education
by
WALTER J. BERGER
June 1952

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1951-52

REMEDIAL READING

THE REMEDIAL PROGRAM

Remedial reading classes were conducted in four schools, Franklin, Washington, Emerson and Lowell. Daily sessions were held from 8:00 A.M. to 9:30 A.M. at the Franklin school and from 10:00 A.M. to 11:30 A.M. at the Washington school. Afternoon meetings were divided between Lowell and Emerson, three afternoons a week at Lowell during the first semester and two during the second semester. At Emerson the sessions were reversed.

A total of 76 children were enrolled in the four schools, 11 at Franklin, 20 at Washington, 22 at Emerson and 23 at Lowell. 21 were girls and 55 boys.

They were distributed as follows among the grades:

Sixth grade	-	12
Fifth grade	-	21
Fourth grade	-	19
Third grade	-	24

Gains in months per pupil as indicated by standardized tests in reading showed the following distribution.

Table showing gains in months made by 76 pupils enrolled in the Remedial Reading classes in Franklin, Washington, Lowell and Emerson schools - 1951-52.

Gain in Months	No. in each group
No gain	3
0-5	10
6-10	12
11-15	16
16-20	21
21-25	12
26-30	2
Total	76

Tests used in determining the gain were:

(1) Gates Silent Reading
(2) Gates Advanced
(3) Durrell Sullivan
(4) Iowa Silent
(5) California Reading

Fourteen children or 18.4% made a gain of two or more years in reading ability; fifty-one children or 67.1% made a gain of one year or more; thirteen children or 17.1% made less than one year's gain, while three or 3.9% made less than a year's gain.

The program of remedial reading teaching had as its primary aim the improvement of the reading habits and skills among those children in grades three through six who were not making satisfactory progress in reading as determined by (a) teachers' observations, (b) results of standardized tests, (c) grades as recorded on cards, (d) mental ability - including only those who were considered best able to benefit from the teaching, and (e) other relevant information found in the pupils folders including age of school entrance and reading readiness for grade one.

Growth in reading ability of the seventy-six children was evident in all but a few cases, as shown by test results, teachers reactions and comments by parents. Progress of the children who have continued into Junior High school from previous years compares favorably with that of boys and girls whose progress through school has not been retarded by poor reading.

Respectfully submitted,

WALTER J. BERGER