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## **The Madison public schools, Madison, Wisconsin: annual reports of principals and supervisors for the school year 1962-63.**

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## FOREWORD

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 have broadened the understanding and deepened the appreciation of each school and department for all others.

With the increasing size of this volume some new form or approach to this publication will have to be examined.

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

	<u>1945-46</u>	<u>1954-55</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Kindergarten	35	57	85	90	109	119
First	29 $\frac{1}{2}$	48 $\frac{1}{2}$	75	77	88 $\frac{1}{2}$	102 $\frac{1}{2}$
Second	26 $\frac{1}{2}$	50	66	74	83	95 $\frac{1}{2}$
Third	25	39 $\frac{1}{2}$	59	62 $\frac{1}{2}$	74	90 $\frac{1}{2}$
Fourth	25 $\frac{1}{2}$	32 $\frac{1}{2}$	56	60 $\frac{1}{2}$	69 $\frac{1}{2}$	81
Fifth	24 $\frac{1}{2}$	31 $\frac{1}{2}$	54	55	64	79 $\frac{1}{2}$
Sixth	23	32	52	52	61	73

I should like to express appreciation to principals and supervisors for their splendid professional efforts and spirit. The time and energy devoted to the constant improvement of instruction are especially appreciated.

Robert D. Gilberts

Superintendent

July 1963

The Madison Public Schools  
Madison, Wisconsin

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS  
For the School Year 1962-63

Reports are arranged in the following order:

High Schools

Central High School

Junior-Senior High School - Earl D. Brown

Junior High School - Homer P. Winger

East High School

Junior-Senior High School - A. J. Barrett

Junior High School - Louise H. Elser

Guidance Department - Margaret Fosse

West High School

Junior-Senior High School - R. O. Christoffersen

Junior High School - Neil L. Lunenschloss

Guidance Department, Senior - Betty Jane Perego

Guidance Department, Junior - Donald Hafeman

Elementary-Junior High Schools

Allis - Walter Barr (grades Kdg-8)

Badger - Charles Webster (grades Kdg-8)

Cherokee Heights - Emery C. Bainbridge

Franklin - Armand F. Ketterer (grades Kdg-8)

Glendale - Jerry Johnson (grades Kdg-8)

Lakewood - Jack Stickels (grades Kdg-8)

Marquette - A. Kermit Frater (grades Kdg-8)

Herbert Schenk - Ansgar Svano

Sherman - Anthony Farina

Shorewood Hills - Geneva McDonald (grades Kdg-8)

Silver Spring - Mrs. Dorothy McLimans (grades Kdg-8)

Van Hise - Walter H. Argraves

Elementary Schools

Crestwood - George A. Blackman  
Dudgeon - Alonzo L. Anderson  
Elvehjem - Lillian Simonson  
Emerson - Charles Quinn  
Gompers - Mrs. Ann Ness  
Hawthorne - Eugene M. Sturdevant  
Hoyt - Dorothy Rule  
Lake View - Maurine Bredeson  
Lapham - Carl Liebig  
Lincoln - Evelyn Simonson  
Longfellow - Helen Simon  
Lowell - Mrs. Eunice Warwick  
Mendota - Richard W. Lee  
Midvale - Paul J. Olson  
Nakoma - Walter W. Engelke  
Odana - Olive Sprecher  
Orchard Ridge - Norman Clayton  
Randall - H. Ralph Allen  
Spring Harbor - Donald N. Haugen  
Glenn W. Stephens - George A. Blackman  
Sunnyside - Daniel J. Kirley  
Washington - Philip Lambert

Special Departments

Art - Ruth Allcott  
Child Study and Service - Carl H. Waller  
Curriculum - Arthur H. Mennes  
Health, Phy. Ed., Recreation and Safety - Harold A. Metzen  
Industrial Arts - Robert Hull  
Library - Margaret Moss  
Music - Leroy Klose  
Public Interpretation - Mrs. Margaret Parham

**THE MADISON PUBLIC SCHOOLS**  
**Madison, Wisconsin**

**Annual Report for the School Year 1962-63**

**CENTRAL JUNIOR-SENIOR HIGH SCHOOL**

**Presented to the Board of Education**  
**by the Principal**

**Earl D. Brown**

**June 1963**

MENTAL CAPACITIES OF PUPILS AS  
REVEALED BY PSYCHOLOGICAL TESTS

Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	85	15.07
Average (I.Q. 90-110)	317	56.21
Superior (I.Q. over 110)	162	28.72

Average I.Q. of all Junior High Pupils      103.23

Senior High School

10th Grade:		
	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	43	14.98
Average (I.Q. 90-110)	146	50.87
Superior (I.Q. over 110)	98	34.15

11th Grade:		
Retarded (I.Q. below 90)	32	11.72
Average (I.Q. 90-110)	143	52.38
Superior (I.Q. over 110)	98	35.90

12th Grade: Graduates of June 1963		
Retarded (I.Q. below 90)	27	11.69
Average (I.Q. 90-110)	136	58.87
Superior (I.Q. over 110)	68	29.44

Average I.Q. of all Senior High pupils      105.12

Average I.Q. June 1963 graduates      106.10

# WITHDRAWALS

## Senior High School

First Semester 1962-63

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Out of city	1			1	2	1	3	4	
Trans. to other school	1			1					1
Voc. & work	2			2	1		1	3	
Over 18			1	1	2		2	3	
Medical					2	1	3	3	
Marriage					1	3	4	4	
TOTALS	4	1		5	1	10	2	13	18

Second Semester 1962-63

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Out of city	1	3	2	6	1	2	3	6	12
Voc. & work		4	2	6		1		1	7
Marriage					1	4	1	6	6
Medical		1		1		2	1	3	4
Over 18		2	2	4		1		1	5
Trans to other city school		2	2	4		2		2	6
Graduated		1		1					1
Armed Forces	1		1	2					2
Authority of Police		1		1					1
TOTALS	2	14	9	25	2	12	5	19	44

Total withdrawals for year 62

Total withdrawals for 1961-62 66



# WITHDRAWALS

## Junior High School

First Semester 1962-63

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	
Out of city	2	3	1	6	5			5	11
Trans. to other school		3	1	4	2	1		3	7
Foster Home Placement					1			1	1
Rec. of Probation Dept.	1	1		2	1			1	3
<b>TOTALS</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>12</b>	<b>9</b>	<b>1</b>		<b>10</b>	<b>22</b>

Second Semester 1962-63

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	
Trans. to other school		2		2	1	1	2	4	6
Out of city	1	3	3	7	1	5	4	10	17
Trans. to Sr. High		1		1					1
Medical	2			2		1		1	3
Vocational School	2			2		1		1	3
Army	1			1					1
Foster Home Placement	1			1					1
Rec. of Probation Dept.		2	1	3	2			2	5
<b>TOTALS</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>19</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>18</b>	<b>37</b>

Total withdrawals for year 59

Total withdrawals for 1961-62 47

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report for the School Year 1962-63

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1963 was as follows.

		Total 1961-1962	Total 1962-1963	Increase or Decrease 1963 over 1962
Junior High Division	Seventh	154	121	-33
	Eighth	150	158	+ 8
	Ninth	344	339	- 5
	Totals	648	618	-30
Senior High Division	Tenth	307	305	- 2
	Eleventh	264	301	+37
	Twelfth	246	246	0
	Totals	817	852	+35
Junior and Senior High Totals		1465	1470	+ 5

In addition to the above there has been a group of ungraded boys numbering 21.

Enrollment for past 12 years

Year	Junior High School	Senior High School	Combined
1951	448	569	1017
1952	499	534	1033
1953	548	539	1087
1954	559 + 18*	571	1130 + 18*
1955	564 + 43*	586	1150 + 43*
1956	554 + 40*	621	1175 + 40*
1957	519 + 39*	618	1137 + 39*
1958	535 + 41*	606	1141 + 41*
1959	625 + 46*	609	1234 + 46*
1960	626 + 44*	679	1305 + 44*
1961	630 + 35*	754	1384 + 35*
1962	648 + 22*	817	1465 + 22*
1963	618 + 21*	852	1470 + 21*

\*One group of ungraded boys and one group of ungraded girls.



## SECTION II SPECIAL ACHIEVEMENTS

A. During the summer of 1962, Room 213 in the junior high school was converted from a regular classroom with conventional seating to a biology laboratory with special student biology desks to accommodate 28 pupils. There is an instructor's demonstration desk for the teacher and two other special desks where pupils may work on projects. There are two sinks, one in the demonstration desk and one at the end of the room. The laboratory is equipped with a refrigerator for maintaining constant cool temperatures for certain projects and experiments.

The room is also provided with ample storage facilities. This makes the fourth laboratory which we have completely rebuilt or refinished during the past three years, including a chemistry lab, physics lab, language lab and biology lab.

The teachers' lounge was repainted and refurnished with a new rug, davenport, end tables and study tables and lamps. New vestibule doors in light oak have replaced the old doors at the Johnson Street, Dayton Street and Wisconsin Avenue entrances. The old doors were full length plate glass and were a hazard at times during the day when crowds of pupils were entering and leaving the building. The new doors are half glass, reinforced with wire.

The steps to the Dayton and Johnson Street entrances have been covered with rubber tile which has added an attractive feature and has also improved the safety factor.

During the summer of 1962, a careful study was made by members of the team teaching group, plus the Assistant Principal Mr. Marsh, all under the WIP, relative to the possibilities of initiating the interne program at Central. In the fall of 1962, two internes were assigned to the English Department and worked during the first semester. At the end of the semester, one of them returned to the U. W. for further study and the other was hired as a regular teacher at West High School. Two new internes were assigned to take the place of the two who left. The experiment worked out very well, so well that we are planning on expanding it to include Social Studies and Home Economics. There have been a number of comments relative to the program by master teachers who have been directing the work. As Miss Ritzmann expressed it, "The internship experience has been exciting because I see in it the greatest hope of getting good new, young teachers. The relationship between these young people and the rest of the staff, I think, affects that of all new inexperienced teachers and older teachers very favorably." The four English teachers who have been working in the program are again attending the summer WIP Conference in further preparation for next year, 1963-64. In addition, two Home Economics and one History teacher are attending the conference.

The team teaching program in English has continued to grow until we now have about 500 pupils from the 10th and 11th grades and seven teachers,

counting the two internes, working in this project. All of the teachers have been enthusiastic about the work and have given a considerable lift to the field of experimenting in pooling talents. Even though most of the other departments have not tried the team methods they are watching the team program and some of them are probably going to initiate it this coming year in a small way in the Social Studies field in U. S. History.

Perhaps one of the most important decisions by the Board of Education relative to Central's future was the decision to merge Wisconsin High School and Central. The actual merger will not be worked out until the fall of 1964, but this coming year will see some planning relative to specific lines of research. The merger plans will probably affect all of the departments but especially English, Science, Mathematics, Foreign Language and Social Studies. Various departments of the University will be contributing a part of their equipment and personnel. A director of research and demonstration will work with the principal in initiating projects and studies. Pupils will be eligible to apply for admittance to Central from all over the city. Teachers who are especially interested in teaching in this type of school will probably be encouraged to apply to the Board of Education for consideration.

During the past two years and especially during this past year, our new language laboratory has become an important part of our entire foreign language department. It has been utilized by all of the language classes: Latin, French, Spanish and German. All of the teachers have had an opportunity to work with Miss Reid who is chairman and who worked directly with the people who installed the laboratory, and with Mr. Gritner from the State Department of Public Instruction, who gave us much help in working out our laboratory plans. We have acquired a considerable number of professionally taped materials which have been valuable for individual instruction and for drill. Miss Eisenman also reports that the beginning French lessons via television in the beginning seventh grade were very valuable as an aid.

Because of the need for as much English as possible for 10, 11 and 12th grades, especially those in the College Preparatory Course, that department has felt that Speech courses should not be a substitute for English. However, during this past semester a Speech course was initiated on a voluntary basis. There was no problem in getting enough for a class. It met twice a week during the activity period so that college prep pupils could continue their regular English, but could also get some needed training and practice in public speaking.

I think that the extended use of Audio and Visual Aids should be mentioned as a growing practice in our school. We have four overhead projectors and two more on order. They are in use almost daily in the science, mathematics, English and Social Studies departments. Five 16mm sound movie machines, one for each floor plus an extra for the auditorium, are scheduled daily. There are six 35mm 750 watt air cooled projectors in constant use. The home economics, science, English and Social Studies departments have found the opaque projector a useful aid in projecting

colored pictures, maps, diagrams, and even the printed or typed pages from books and pamphlets. Many maps, charts, colored posters, and large type bulletins are in constant demand by history, foreign language and English departments.

We own a half dozen or more tape recorders but we don't have enough for the requests which come in daily. Very few of the above mentioned visual and audio aids are sitting around gathering dust. Most of them are efficiently handled so that all teachers may get to use them when most needed.

The Tychoberahn, Central's annual, has developed into a top grade record of the activities of the school. The photography is superior, the layout is original, the coverage almost complete, and content chosen with taste and variety. Mr. Herreid, who has been in charge, has inoculated his editors with an unusual sense for capturing the life of the school by unusual settings, cartoons, timely incidents, humorous situations, and total individual and blanket coverage. Everyone seems to get in once and mostly twice.

The Mirror, Central's fortnightly newspaper has improved its variety and volume of coverage, its quality of photography, its timely presentation of what is news to the students, its balancing of advertising with total space, to the point that it is a decided credit to the school.

During the past several years there seems to have been a steady decline in the number of subject failures. Figures below show the trend.

	<u>Year</u>	<u>No. of Subject Grades</u>	<u>Cons*</u>	<u>No. of Failures</u>	<u>Per Cent</u>
June	1963	3194	2	57	.014
June	1962	2883	2	73	.025
June	1961	2702	4	103	.038
June	1960	2473	4	81	.031
June	1959	2148	22	68	.032

In 1963, at the end of the second semester in June, there were only 57 failures out of 3194 grades, or about one and one half percent. In 1961, the total was 103 failures out of 2702 subject grades, or a total of three and eight tenths percent, while the total of failures in 1959 was 68 out of 2148 subject grades. There were 22 conditions given which would probably raise the number of failures, if not made up in the fall of 1959, to exceed the total of 68 by from five to ten.

In the annual report which teachers are asked to submit each year, I have asked them the following question. "As a school of the Madison community, what do you feel has been our most impressive accomplishment or contribution this year?" Of course many have answered this by stating that the largest contribution is that of teaching the fundamental subjects, but in addition, many have added that our music organizations, choir, band and orchestra have made a significant contribution to the life and sparkle needed in the school and community. Many of our busiest and most

serious students have felt the need to develop their talents in music. Likewise the dramatic productions have been mentioned as contributing to the needs of the community in offering excellent practice and wholesome entertainment.

Many mentioned the success of our major and minor sports, especially our "Big 8" championship in baseball and finishing second place in the State, our city championship in hockey, our good showing in basketball, and our improvement in golf. All sports from Cross Country in the fall to tennis in the spring have given many pupils who are not big enough for football and basketball a chance to take part and improve their athletic ability.

Our Student Council, under the leadership of Mr. Wendt and Miss Ritzmann, has furnished a valuable activity in which pupils could have an important voice in helping to shape the policies of democratic student life. Mr. Wendt has also made a significant contribution to the movement in the entire state as the executive secretary of the stage organization.

In general it seems to me that there has been an enthusiastic desire on the part of the overwhelming majority of the faculty for the "Improvement of Instruction." This has been evident for example by the hours and hours of group planning done by the English team teaching group, the many meetings in the foreign language department in order to perfect techniques for the use of the language laboratory, the revision and planning of the course of study over the past several years by the teachers in Home Economics and Industrial Arts, the stepping up and selection of advanced units in the field of mathematics so that pupils might not only be prepared to enter the universities and colleges with sufficient preparation but to go beyond these requirements and offer some advanced work for those with time and ability to pursue it, the preparation and planning and instigating by the science department of an advanced course in science, the volunteer work done each year by the Business Education Department in turning out well typed and mimeographed materials for the office, the P.T.A., and the various departments in school, thus giving practical training for the seniors who will be going into office jobs, the interest shown and preparation now going on to set up some further plans in the Social Studies Department for team teaching and good use of internes, the studies which are being made in the physical education department, and the carrying out of approved techniques which will bring up the general level of physical fitness, the encouragement being given by our librarians for further use of its facilities as shown by the increase in circulation from 13,508 in 1960-61 to 19,669 in 1962-63. All of these activities would indicate that there is real desire on the part of our faculty to make contributions that will keep our school abreast or ahead of what is merely expected. As an added indication that our faculty is concerned about keeping up with current methods and planning for future developments, I have checked the summer programs of our members and find that well over half will be in full time summer schools or attending significantly well planned Institutes. The majority of the remainder are teaching or working on paid jobs in curriculum planning. A few are traveling.



SECTION III  
SPECIAL PROBLEMS

A. Our most important problem relative to our building needs is to find a more suitable place where our band and orchestra might have more room for the rehearsals of the large unit, and some smaller practice rooms for the separate units such as wood winds, brasses, percussion, violins, cellos, etc. It is also important that whatever space might be selected within the building should be isolated or sealed off from other classrooms above, below, or next to, so that the sound would not be easily transmitted to other rooms. It may be possible to rent space in a nearby building which is now being built.

B. We do not have enough toilet facilities for pupils on third floor and none on fourth floor. There are plenty on first and second floors but we are trying to keep the junior and senior high schools separated as much as possible, with the senior school assigned to third and fourth floors and the junior school to first and second floors.

C. We do not have enough departmental office space where teachers might work when they are not teaching and where a departmental library and other materials might be housed.

D. We still have a problem of accommodating crowds at our basketball games as our gymnasium seats less than a thousand. Last year we had to limit our advance sale of tickets for basketball to the 9th, 10th, 11th and 12th grades, and to East and West High Schools to less than a hundred tickets advanced sale except for the one game which was played in the Field House and which involved all three city public high schools.

SECTION IV  
RECOMMENDATIONS

A. It is recommended that space be investigated and plans be drawn up for toilets on third and/or fourth floors.

B. It is recommended that a partition be built near the rear of some of the larger rooms, perhaps to include the last five or six feet, and that this space be used for departmental offices. These facilities will be needed especially when the merger of Central and Wisconsin High School is completed, and more supervisors and specialists find it necessary to counsel with teachers and department heads.

C. It is recommended that we try to rent or make some suitable arrangement for space in the new Bethel Lutheran Education building so that we may have better housing and practice facilities for our band and orchestra and smaller ensemble units. As this would probably be temporary it is further recommended that a survey be made in the Central building itself or as a part of a new addition adjacent to Central near the vocational addition on 5th floor.

D. It is recommended that the offices in Central junior and senior high school be revamped to include room 221 so that guidance facilities, work rooms, and assistant principals quarters could be larger and more efficiently located.

E. Our guidance department has been expanded by the half time services of Mr. Naughton. This gives us two and one half people or a ratio of one person for 560 pupils in the junior-senior high school. This is an improvement over previous years ratios, but with the increased work which is required by more graduates going to college, more scholarships being offered to candidates, more testing being required, we still need to provide more personnel for this expanding field.

F. The problems which arise from inability to read well, or to express oneself clearly, has been alleviated considerably by the work which has been headed up by Mr. Norton. Pupils in these groups are less frustrated and are showing considerable improvement in their work, plus a genuine feeling of accomplishment when they have made progress. We could use more personnel in this area.

During the past thirteen years I have enjoyed my work here at Central more than I can adequately express. I feel that we have had a superior faculty who were willing to work and cooperate as a group within a certain general framework, but who also wished to express their own ideas and aims and teach as individuals within their separate classes. This has encouraged an exchange of ideas, personal growth, and a feeling within the group that a school must to a considerable extent operate as a unit, but also that the individual teacher as well as the individual pupil still has a considerable margin of freedom within which they may operate.

Central Junior-Senior High -8

I wish to express my appreciation to the entire faculty for their support and loyalty and especially to the department heads, Miss Fredrickson-Guidance, Miss Ritzmann-English, Miss Reid-Foreign Language, Miss Junginger-Business Education, Miss Mackin-Social Studies, Mr. Parr-Mathematics, and also to those teachers in areas where there is no department head but where the individual members have cooperated so well and have done so much in curriculum building. These include Home Economics, Science, Industrial Arts, Art, Music and Physical Education.

I wish to thank Mr. Marsh, Assistant Principal, who has been a tireless worker and efficient organizer in helping to administer the senior high school during the past thirteen years. He has had an important part in organizing our team teaching and introducing our interne program.

Mr. Winger, principal of the junior high school, has brought a valuable background of experience as a teacher and administrator to his new position. He has initiated a number of changes with tact and good judgement.

We have been fortunate in maintaining an office force that has been able to deal with pupils, faculty and public in such a way as to build good public relations and at the same time get the multiplicity of jobs done that had to meet a schedule. Mrs. Dolores Kuntz, secretary, has been of immense help in heading up this important school operation.

Respectfully submitted,

E. D. BROWN, Principal

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT

1962 - 1963

Presented to the Board of Education

June 14, 1963

by

Homer Winger



# CENTRAL JUNIOR HIGH SCHOOL

## ANNUAL REPORT FOR THE SCHOOL YEAR 1962 - 1963

### I. STATISTICAL DATA

Central Junior High School, which was opened in September, 1930, has had a series of fluctuations in enrollment figures. These changes, some perfectly natural, others dictated by policy, have left Central with approximately the same general size since the beginning.

The total enrollment for each year is given below:

<u>YEAR</u>	<u>TOTAL ENROLLMENT</u>	<u>YEAR</u>	<u>TOTAL ENROLLMENT</u>	<u>SPECIAL EDUCATION GROUP</u>
1930-31	518	1946-47	470	<u>PLACED AT CENTRAL SEPT. 1952</u>
1931-32	556	1947-48	473	
1932-33	496	1948-49	465	
1933-34	517	1949-50	453	
1934-35	500	1950-51	448	
1935-36	502	1951-52	499	
1936-37	547	1952-53	548	+
1937-38	560	1953-54	559	+
1938-39	546	1954-55	564	+
1939-40	551	1955-56	554	+
1940-41	524	1956-57	519	+
1941-42	509	1957-58	535	+
1942-43	548	1958-59	614	+
1943-44	570	1959-60	627	+
1944-45	573	1960-61	630	+
1945-46	491	1961-62	648	+
		1962-63	618	+

### 1962-63 TOTAL ENROLLMENT TO DATE

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Seventh	57	64	121
Eighth	85	73	158
Ninth	178	161	339
TOTALS	320	298	618
Specials	21	-	21
TOTALS	341	298	639

### TOTAL WITHDRAWALS AND TRANSFERS

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Seventh	8	10	18
Eighth	12	6	18
Ninth	9	12	21
TOTALS	29	28	57
Specials	3	-	3
TOTALS	32	28	60

Our present indications are that 527 pupils will be enrolled in Junior High School classes in September 1963. Last year, however, 55 pupils enrolled during the summer, 22 pupils enrolled on the first day and five more enrolled during the first week, a total of 82. It is interesting to note that even though Central is in a declining residential area the late enrollees were from other schools as follows:

Re-entered Central	1
From out of city	39
Transfers from elementary & Jr. High Schools	25
Wisconsin High	7
City parochial schools	10

At present the anticipated enrollment for the Junior High School for 1963-64 will be as follows:

<u>Seventh Grade</u>		<u>Eighth Grade</u>		<u>Ninth Grade</u>	
Central repeaters	6	Central Jr.	102	Central Jr.	135
From Franklin	1	Repeaters	11	Repeaters	11
" Lapham	32	Silver Spring	2	Badger	21
" Longfellow	26	Parochial	2	Franklin	33
" Marquette	3	Nebraska	1	Holy Redeemer	1
" Midvale	1			Madison Lutheran	2
" Lincoln	12			Shorewood	18
" Randall	1			Van Hise	1
" Washington	29			Silver Spring	22
				St. James	19
				St. Joseph	10
				St. Patrick	11
				St. Raphael	11
				Washington Orth.	2
				Madison East	1
Total Seventh	111	Total Eighth	118	Total Ninth	298

Total Anticipated Enrollment 527

Many of the failures attributed to the ninth grade come as a result of one or more failures given in grades 7 or 8 as well. This means they are not completing enough 9th grade credits to be listed as a Senior High student. It is possible under our 3-3 joint Junior-Senior secondary school plan in the one building to pick up such deficiencies more easily.

## II. SPECIAL ACHIEVEMENTS

Several activities have brought special satisfaction to the teaching staff this past year. One was the orderly manner and attitude which the student body was able to maintain in practically all of the

auditorium programs. The adult response given by them to student activities, visiting groups, professional demonstrations, and other special features has made us aware of some of the progress made in the growing up process.

It has been especially gratifying to hear similar comments from people in charge of places visited by our groups. These latter activities, such as programs by the Triple Trio, a bus trip to the Chicago Art Museum with the French classes, field trip to Forest Products Laboratory, County Government Day, etc. all received well deserved commendation.

Our athletic teams conducted themselves in an excellent manner on their several trips about town and incidentally won first place in Junior High football, had an undefeated season in basketball, and performed very well in the track season. Mr. Olson has held his squads to high academic and social standards as well as mere athletic ability.

There has been a decided push by our English instructors toward the reading and study of the many classics now available in the paper back editions. There have been classroom libraries started on a voluntary self-sustaining basis. Mr. Kangas has been especially active in the area of theme writing in his English classes with the emphasis on correct grammar as well as original thinking.

The booklet called "Myths" prepared by Mrs. Endle's seventh grade English class showed imagination, originality and skill in the fundamentals of writing.

One auditorium program, "Teen Years", a three act musical play was written, directed and produced by the students in the Dramatics Club. Miss Garness sponsors this club and twenty-six students participated in this particular activity.

The Civics classes sent representatives to the County Government Day activities and several outside speakers were brought in from time to time to enrich the text material.

Our new biology laboratory has been an inspiration to both some eager teachers and the pupils in this field. It is hoped that we will soon have the second laboratory equipped as completely as the first. One of our students won the first prize of \$25 in the Health Career Essay Contest sponsored by the Madison Occupational Therapy Association.

The mathematics teachers are looking forward with great enthusiasm to the introduction of the Scott Foresman "Modern Mathematics Series" this fall for our seventh graders. The one section given this material this year has responded very favorably and will be continued in eighth grade under the same teacher, Miss Wojta. She will also act as a counselor and a guide to the others who will be

handling this material for the first time. Some will be attending the special university class in this mathematics this summer.

We had an eighth grade group taking algebra this year who will be enrolled in geometry in 1963-64. It is believed, however, that the continued use of the modern approach in both seventh and eighth grades will better prepare students in the long run in the field of mathematics.

Our guidance supervisor, Mr. Sprecher, planned a special auditorium panel discussion by leaders in several fields in the Madison community. This was directed towards the potential "drop outs" on the value and necessity of continuing in school.

Visiting days were held for incoming pupils from Madison elementary schools and two evening meetings were conducted for the parents of both the incoming seventh graders and the new ninth graders. We felt that this helped to clear up many misunderstandings.

We had a pleasant arrangement with the University of Wisconsin School of Education in cooperating with their Educational Psychology 120 program.

Scholarships were given from our candy counter fund to two deserving seniors to be used toward tuition fees for further education. Two scholarships were presented from this same fund to two of our pupils to attend the summer music clinic.

The Student Council planned and conducted a very fine evening of entertainment and social dancing for their annual spring party.

### III. SPECIAL PROBLEMS

A problem which will always exist at Central is that of having three schools in one building - three opening and closing times and policies regarding the use of halls and entrances. It has been solved, more or less, by simply conforming.

The long noon hour is bad. To have Junior High pupils running around State Street and the Square at noon opens too many temptations for mischief. Our campus area is rather limited and the gymnasium facilities are cramped. The noon dance program solves the problem for the comparatively few more sophisticated students. The "Wild West" seventh graders, however, have to run.

Another problem is that of the chronic absentee or just plain truant. The time wasted by office force and teachers in getting records and makeup work for such pupils is discouraging. The twelve or fifteen who take up so much time on disciplinary action are ones who are waiting for the supposedly magic "16" or possibly

Vocational School and a job which might exist. The inability of parents to use any influence for the better on some of these pupils is also discouraging. What should be done for these is a big number one problem. A number one problem because it diverts so much time from the people who make high honor roll or honor roll every grade period of the school year - time that could be spent on the pupil who knows what his job is and is trying to do it.

#### IV. RECOMMENDATIONS

1. If possible, a more efficient method of enforcing the school attendance laws. The many home calls by the attendance worker and the school nurse still leave the lax parent with no pressure to perform his responsibilities in this matter.
2. Having sufficient well prepared teaching power and permission to use the time to offer a well organized debate and or extemporaneous speaking program. This would be a challenge for some of our better pupils.
3. The condition of the locker room facilities at Breese Stevens Field is a constant source of complaint. As long as these are public school shower and dressing rooms they should be maintained like any other school in the city.
4. There should be a larger bus provided for gym classes being transported to the practice field.
5. Central is hurt by finding so many people coming to the Junior High unprepared to handle seventh and eighth grade work. Plans should be made for increasing the remedial reading program and providing more help and counseling for the slow learner.

I wish to express my sincere thanks to all of the Central teachers, both Senior High and Junior High, for the excellent cooperation given to me this first year. Their help in getting our 9 new teachers off to a successful year is of utmost importance in any school system.

I especially want to thank Mrs. Morben in our office for her honest and sincere efforts to help all of us.

Respectfully submitted,

Homer Winger, Principal  
Central Junior High School



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
EAST JUNIOR-SENIOR HIGH SCHOOL

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

July 1963

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1962-63  
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

Year	<u>Junior High School</u>			<u>Senior High School</u>			<u>Both Schools</u>	
	Number	Percent of Increase	Percent of Decrease	Number	Percent of Increase	Percent of Decrease	Total	Percent of Increase
1933	956			1132			2088	
1934	1033	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45**
1942	1091	2.7		1300		1.8	2391	.25
1943	1104	1.19		1325	1.9		2429	1.58
1944	1128	2.17		1189		10.26	2317	4.61**
1945	1095		2.92	1233	3.7		2328	.47
1946	1066		2.64	1263	2.43		2329	.04
1947	1060		.56	1294	2.45		2354	1.07
1948	1076	1.5		1283		.85	2359	.21
1949	1083	.07		1212		5.45	2295	2.71**
1950	1042		3.78	1246	2.8		2288	.3 **
1951	1119	7.39		1223		1.84	2342	2.36
1952	1137	1.6		1184		3.18	2321	.89**
1953	1186	4.3		1193	.75		2379	2.49
1954	1224	3.2		1287	7.87		2511	5.54
1955	1371	12.0		1360	5.67		2731	8.7
1956	1322		3.57	1246		8.38	2568	5.96**
1957	1453	9.9		1146		8.02	2599	1.2
1958	1440		.8	1204	5.06		2644	1.76
1959	1266		12.0	1370	13.7		2636	.03**
1960	1132		10.58	1451	5.09		2583	2.01**
1961	1063		6.08	1491	2.7		2554	1.1 **
1962	1085	2.06		1609	7.9		2694	5.4
1963	843		22.02	1907	18.5		2750	2.1

\*\*Decrease

## II. Junior High School Total Enrollment for the past ten years by grades:

<u>Grades</u>	<u>1953-54</u>	<u>1954-55</u>	<u>1955-56</u>	<u>1956-57</u>	<u>1957-58</u>
7	377	439	460	443	433
8	329	367	409	486	429
9	<u>518</u>	<u>565</u>	<u>439</u>	<u>524</u>	<u>578</u>
	1224	1371	1308	1453	1440
Remedial	<u>17</u>		<u>14</u>		
	1241		1322		

<u>Grades</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
7	290	306	307	311	202
8	429	289	318	305	215
9	<u>547</u>	<u>537</u>	<u>438</u>	<u>469</u>	<u>426</u>
	1266	1132	1063	1085	843

## III. Enrollment

Our predicted enrollment for 1963-1964 is as follows:

<u>Junior High</u>		<u>Senior High</u>	
Grade 7	200	Grade 10	600
Grade 8	200	Grade 11	720
Grade 9	<u>310</u>	Grade 12	<u>600</u>
	710		1920

Total Both Schools      2630

Indications are that the 1963-64 enrollment will not vary much from the present year. This is due to the transfer of 90 students to the new LaFollette High School and the loss of Schenk Junior High as a major feeder school.



## IV. High School Graduates

Since 1932 the graduating classes have been as follows:

<u>School Year</u>	<u>January Class</u>	<u>June Class</u>	<u>Total Number Graduates</u>	<u>Total Enrollment Senior High</u>	<u>Percent of School Graduated</u>
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	331	335	1287	26.03
1954-55	4	325	329	1360	24.19
1955-56	4	384	388	1246	33.14
1956-57	5	325	330	1146	28.70
1957-58	3	316	319	1204	26.49
1958-59	4	326	330	1370	24.00
1959-60	5	380	385	1451	26.53
1960-61	3	449	452	1491	30.31
1961-62	6	424	430	1609	26.72
1962-63	12	410	422	1907	22.12

Total 10,822

From 1922 until 1932, the East High School was organized as a four year high school. During that time 1,467 were graduated.

Graduates 1932-1963 10,822  
Total Graduates in 41 years 12,289

V. Accident Reports 1962-63

6 Employee accidents

W.I.A.A. PUPIL BENEFIT PROGRAM

Athletic Injuries

71 Injuries reported to W. I. A. A.

- 1 Claim denied
- 12 Claims not completed
- 58 Claims completed through W. I. A. A.

Amount Requested \$2,851.10

(Claims not completed \$137.75+)

Amount Paid by W. I. A. A. 1,444.38

Pupil Injuries

57 Injuries not requiring doctor's care

112 Injuries reported to W.I.A.A.

- 3 Claims not filed
- 39 Claims not completed
- 70 Claims completed through W. I. A. A.

Amount Requested \$1,718.45

(Claims not completed \$195.50+)

Amount Paid by W. I. A. A. 981.05

The above statistics show a slight increase in the number of injuries over the previous year. This is due to the increase in the number of boys participating in football.

VI. The 1962-63 school year at East High was an eventful one. The construction of an addition to the building started early in the summer of 1962 and continued throughout the school year. Surprisingly, the operation of the school program was not inconvenienced by the construction of the new addition. Remodeling of the existing building is taking place this summer. It is hoped that the remodeling will be completed before the opening of school so as not to interfere with the regular program starting in September. When the addition and the remodeling is finished, East High will have facilities to house approximately 3300 students. The most needed facilities were the additional science laboratories, the additional physical education teaching stations, and the enlargement of both the senior high library and the junior high library.

The 1962-63 school year saw the retirement of Mr. Philip Falk and the beginning of Mr. Robert Gilberts' career as the new Madison Superintendent of Schools.

In March Mr. VanderMeulen was relieved of his duties as Assistant Principal at East High to devote full time to his assignment as principal of the new LaFollette High School. Leaving East High with Mr. VanderMeulen to become members of the LaFollette faculty are Mr. Christensen, Mr. Kussow, Miss Scott, Miss Lehnherr, Miss Kukuk and Mr. Carl Smith. A year ago we opened the school year with fourteen new teachers. This September because of the above transfers and resignations we will have eighteen new staff members. This turnover in our staff is a problem which undoubtedly lowers the effectiveness of the educational program.

It has become increasingly difficult in recent years to secure adequate replacements for the staff. The Madison policy of cutting in half previous experience for placement on the salary schedule causes our school system to lose many excellent candidates. In my judgment this policy needs to be re-examined.

East has been particularly unfortunate to have lost four department chairmen in the past four years, three by retirement and one by transfer. The retirement this year of Miss Gebhardt, English Department Chairman, is a distinct loss to our faculty.

One measure of evaluating the educational program is an analysis of the marks earned by the students. A survey of the June grades earned by senior high students in the five academic areas is listed below.

<u>Number of Students</u>		<u>A'S</u>	<u>B'S</u>	<u>C'S</u>	<u>D'S</u>	<u>Incompletes</u>	<u>Fails</u>
English	1750	151	516	682	350	5	46
	Percentage	8.6	29.5	39	20		2.6
Mathematics	779	80	198	283	194	4	20
	Percentage	10	26	36.3	25		2.56

East Junior-Senior High - 6

<u>Number of Students</u>	<u>A'S</u>	<u>B'S</u>	<u>C'S</u>	<u>D'S</u>	<u>Incompletes</u>	<u>Fails</u>
Social Studies 1508	130	367	599	367	5	33
Percentage	8.6	24.3	39.7	24.3		2.2
Science 702	61	149	306	163	3	21
Percentage	8.6	21.2	43.5	23.2		2.9
Language 522	86	177	152	103	0	4
Percentage	16	33	30	20		.76

The above statistics show that approximately 35% of our pupils are doing fine work. These are the students with good work habits, regular attendance, and highly motivated. The low percentage of "Fails" is also favorable. However, the number of students doing "D" work is too large. These are the students whose attitude and attendance is one of our serious problems. It is difficult to impress on them that "D" work is not a satisfactory achievement. They seem to be satisfied just to receive a passing grade. Some means of stimulating these young people to work at capacity needs to be developed. It is also this group whose attendance is irregular, and with our large enrollment, this is becoming a serious problem.

In March 119 Juniors were administered the National Merit Scholarship Qualifying Test. The scores they earned placed them on the national percentile rank as listed below.

NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST

<u>National Percentile Rank</u>	<u>Number of East Students</u>
95 - 100	20
90 - 94	25
85 - 89	14
80 - 84	16
75 - 79	16
70 - 74	8
65 - 69	7
60 - 64	2
55 - 59	6
50 - 54	1
45 - 49	2
30 - 34	2
	<u>119</u>

During the 1962-63 school year the majority of students participated actively in our extracurricular program. Many students represented East High creditably in Music, Dramatics, Athletic, and other activities. A special honor was received by Gerald Weiss, one of our agriculture students, who was selected as the outstanding F.F.A. student in the State at the Annual F.F.A. State Convention in June. Jeffrey Haines, another senior boy, was one of two Wisconsin students selected in a competitive examination to represent the State in the Senate Youth Program at Washington, D. C.

In the transition of moving services to our new addition we expect a number of problems to develop. From past experience, the wholehearted cooperation of our staff and student body will solve these problems to the best advantage of the majority affected.

In previous reports I have recommended that in setting up the school calendar consideration be given to factors which adversely affect our students sixteen years of age or older and staff members who attend summer sessions in various colleges. This same recommendation is repeated.

I believe the Madison policy of granting released time to staff members for supervision or sponsorship of extracurricular activities needs to be studied. It may prove economical and also develop better rapport if some assignments were made with a definite pay scale.

Respectfully submitted,

ALPHONSE J. BARRETT  
Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by  
LOUISE H. ELSER  
June 1963

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1962-1963  
EAST JUNIOR HIGH SCHOOL

I. Significant Statistical Data

This year East Junior High School was smaller than it has been since it was established in September 1932. The enrollment at the end of September 1962 was as follows:

Grade 7	--	192
Grade 8	--	198
Grade 9	--	<u>403</u>
Total		793 plus 5 in the special deaf class

The decrease in size was to make room for the added enrollment in Senior High School. In the previous year the enrollment had been 1025. This year 108 eighth graders who were in the Marquette area and had spent their seventh grade at East Junior returned to Marquette School. The seventh graders who ordinarily came to East from Marquette remained there; this reduced the seventh grade so that we had only six sections.

The gross enrollment in June 1963 indicated 843 pupils which shows that the transient pupils are always a part of the school picture. During fall registration days 31 ninth graders; 13 eighth graders and 11 seventh graders enrolled.

The estimated enrollment for the school year 1963-64 is as follows:

Grade 7

Lapham	10
Lincoln	9
Sunnyside	27
Emerson	74
Hawthorne	50
Lowell	<u>22</u>
	192

Grade 8

Present VII Grade	192
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Grade 9

Present VIII Grade	200
St. Bernards	43
Lakewood	29
Madison Luthern	11
St. Patricks	7
Holy Redeemer	2
St. Raphaels	5
	<hr/>
	297

Total 681

II. Special Achievements

Definitely by numbers we were overshadowed by Senior High School. This we were especially aware of in the halls where traffic often was congested.

The program that had been established for seventh graders to have at least two, and in the majority of cases three, classes with their home room teacher was followed. One accelerated group combined the seventh and eighth grade Mathematics material and will be taking Algebra in eighth grade. One group of seventh graders were in the basic class.

In March the sixth grade teachers and principals from the feeder schools met to generally talk over the recommendations for seventh grade. Over the years we have been pleased with the fine work these faculty members from the feeder schools have done in placing their pupils.

For the first time the eighth grade was down to two hundred pupils. Naturally this limited the program so that there were not enough elections for some specific subjects. Therefore eighth graders who elected Art were placed in a ninth grade class. There was a class doing enriched work in English; two classes were in slower sections getting special attention.

The accelerated pupils (one class) finished their year in Algebra. This class too was combined with ninth Algebra because some of that group had returned to Marquette for grade eight. It is interesting to note that in their personal written comments these pupils seem to have been happy for the experience. A few of them commented that they would prefer to be with eighth graders.

The ninth grade also was smaller than usual - 300 pupils. The general plan we have followed included an enriched section in English and Algebra, two low sections in English; a basic group where English, General Math, Civics and Physiology were taught by the same teacher. There were two groups in Algebra and one in French receiving television instruction.



I believe comments from some of the individual departments of the school reflect the spirit and cooperation which East Junior experiences.

The deaf pupils who graduated from Senior High this year came to East even before a room was established for them in the building. They would attend classes at Lapham part of the day and then report for a few classes at East Junior High. Needless to say we were concerned because we felt our teachers were already carrying a full load and might find the assignment difficult. On the contrary these pupils were accepted by teachers and pupils. When Mrs. Mudgett came to East Junior High it was a decided advantage to have her work directly with the boys and girls and their teachers of specific subjects. Following is Mrs. Mudgett's report for 1962-1963:

"The deaf class at East High School consists of eight pupils. Three students are in Senior High and five are in Junior High. There will be two students graduating in June, Dianne Opprieht and John Dyreson. John was elected a member of the National Honor Society. These students have tried to be active in school activities. Dianne worked on the Tower Times and was a member of the Make-Up Club. John was active in track, Math Club, and Stage Crew.

The remaining students attended classes in Phy Ed, Math, English, Art, Agriculture, Mechanical Drawing, and Woodworking. Alan Cherry will be a senior next fall and will have enough credits to graduate in June, 1964.

A seventh grade pupil was given lip reading lessons. Another boy was given help in reading. He is a Junior in High School and was able to read at second grade level. Since he couldn't read, he was unable to do his assignments or tests. His marks now have improved and consequently he is a much happier student.

I plan on sending all of the students to English classes next fall. I didn't feel they were capable of attending outside classes in English until now. Their vocabulary and writing ability was very limited.

Reports from the teachers here are good. They feel these children put forth a lot of effort and time. They are well behaved and appreciative of all the school is doing for them."

The fact that these deaf pupils have been in a room much too small seems not to have curbed their enthusiasm. Next year their room should be much more adequate. The fact that these children have been so fully accepted and admired by their fellow school members indicates they are good citizens.

The report from the school librarian, Miss Merriam Peterson, indicates the continued use of the library.

"Our fingers are crossed until we can spread out into more space next fall. The inspiration from seeing new and old material on display should provide a shot in the arm in this 'tight little island'.

Our year course in Biology for ninth graders has promoted research on more advanced subjects than previously. Debate research, both for club and for classes, has broadened many horizons. It is a real joy to work with students in groups and individually on timely projects.

Our materials should be getting more extended use next year with our increased space, and many library-minded teachers."

In May Mr. John Currie, working with pupil committees, organized an Art Show in his class room. The students (Junior and Senior High) could submit one to three entries to be displayed. These included paintings, prints, sculpture, drawings, jewelry and ceramic pieces. It was interesting to see the enthusiastic response from pupils and faculty.

The fine work done by the Music department in Junior High School was reflected in the combined efforts of all the schools at the Field House in May. The Operetta "H. M. S. Pinafore" was indicative of the ability of boys and girls to work on something which is ambitious for their years with good results. There continues to be a small proportion of eighth graders who tend to resist Chorus class.

Mrs. Eleanor Rhinehart of the Home Economics department submitted the following report:

"We have worked together very closely this year within the department and with the other city teachers in following our curriculum guides and adapting them to our particular school. We believe we have done well. As a group we have been aware of evaluation. We have concentrated especially on written reviews, tests and final tests to see that these really cover the goals within the curriculum guide. This emphasizes specific learnings. We have been doing this at each grade level.

Also we have been anticipating in our thoughts and in our plans the addition and room changes which will be with us next school year. We are eager to see how this will work out. Again we would like to see our class enrollments increase wherever possible for we believe that an emphasis on Family Living is of vital importance in today's world.

Chef Club has been a disappointment this year. It is so easy for boys to consider a short period of thirty minutes once a week simply as an opportunity to eat. There is insufficient

time to teach real appreciations which should be a part of every boy's education. Almost one feels as though we were encouraging a bit of disrespect for food and equipment. We would be most happy to work with administrators and other curriculum people toward a plan whereby boys perhaps at ninth grade and at twelfth grade could be offered at least one semester of Family Living. This we would consider a general course--not specifically food--but all phases of family life."

Along with all the achievements of the year a letter like the following is the reflection of real satisfaction for a teacher. It comes from a parent whose child was in a basic group and indicates that a good teacher who understands the child is the center of the whole school and serves to promote the best public relations. The letter in part states:

"We are moving to Minneapolis in July if nothing changes the plans at the last moment. Needless to say Frank feels quite bad. I hope he adjusts to the new school like he did to East and especially to his new teacher like he did to you. As far as Frank is concerned the sun rises and sets on his teacher. This past year has been the happiest school year Frank has had and we can never thank you enough or tell you how wonderful it was to see Frank get up in the morning happy and come home from school happy each and every day. Be sure to give Frank your address so he can drop you a note next year."

### III. Special Problems

This year has presented some problems that go with construction. There were certain rooms in areas near the new building where noise of construction was annoying. Some areas had dust and grime problems which were not experienced in other parts of the building. The faculty and pupils both were "good sports" about the little inconveniences. In fairness to the builders one would say the new unit was erected with a minimum of disturbance.

The approach from the parking lot to the building was a constant source of worry, especially in winter. It was fortunate that no serious accident occurred in this hazardous area.

It was again necessary to continue with double home rooms; this is a disadvantage to both the teachers and pupils. With the opening of the new wing this practice can be eliminated.

The cafeteria was again used for a study hall and for Music classes. For periods when the cafeteria was not available the Chorus classes were combined and both teachers worked with the group. The new Chorus and Band rooms should eliminate this problem.

In a school with a 2500 population it would seem advisable to have more nursing service. At present there has been no increased time for our nurse to be in the building. There also

is no direct visit between the school nurse and home; if there is necessity for such it is carried on by a third nurse who serves the area; this tends to make things more involved.

In 1962-63 the assistant in the nurse's office, Mrs. Bissett, served the school most effectively. Her cooperation and able assistance have been greatly appreciated; she handled matters with wisdom and efficiency. The fact that she was kept so very busy indicates a real need for the service.

Because of shortage of rooms many teachers had to move from one class room to the other in the course of the day. This limited the use of bulletin boards, other illustrative material as well as use of class room libraries.

The loss of two members of the staff - one of which has not been replaced - is of concern. This year one Art teacher was with us until February. After her resignation a replacement was hired; she remained for only six weeks. It was only by the cooperation of seventh grade home room teachers who were willing to shift their classes that we were able to have a teacher to fill the vacancy. Fortunately the teacher who came as a second replacement will continue next year. The frequent change is hard on the pupils as well as the teachers who come into the new situation.

Not only the teachers of language arts but those in all fields must continue to emphasize good written work. It is only with definite requirements that improvements will come.

Teachers need to use all types of approaches to get the best work from their pupils. With the time and effort spent on providing classes for all levels more pupils should be challenged.

In a survey made in East Junior High School as to age limits, it was learned there were 47 pupils who were or would be 16 years of age by July 1, 1963. Only one of this number was an eighth grader who is in the basic group. There were 12 pupils in the ninth grade basic group and 5 were members of the deaf room; 2 were transfers from a special room.

The case of a pupil who is emotionally disturbed; taken out of school for a period of time and then returned to school often presents a problem. The emotionally disturbed pupil who does not follow the routine class room pattern often distracts both his classmates and teachers, yet he is ordered to return to the class room.

There are some children who have had no pattern for school as is indicated by their previous attendance and scholastic records. Some are repeating subjects and resisting any opportunity for help. Many of these cases are known to the Child Study Department, often the Probation and Welfare

Department, and all available attention has been given them. Sometimes these pupils reflect problems at home which cannot be completely solved by the school or any agency, and yet teachers and counselors are expected to spend endless hours of work with them.

In a few instances boys who were sixteen were given an opportunity to go out to seek employment. Even when they could not find a job, they were not convinced of the purpose of school. They still were not realistic; they wanted to have cars and all that was beyond their reach without an education and the effort that goes with it.

The time and effort spent in trying to educate the number who have no pattern for school, while a small number, continues to be a sore spot in school. These same pupils often are insecure in the employment picture later on.

#### IV. Plans for 1963-64

Since all pupils will be new to the entire Junior High School it seemed advisable to postpone Orientation for new seventh and new ninth graders until September 5. It should be more meaningful at that time.

In the coming school year ninth graders will be taking five academic subjects. This will include a year's course in Biology; the additional Science rooms are being remodeled at this time to provide for this. Likewise, Civics will be offered as a year course. With the new pool provided, swimming will be offered for the first time.

In a sense all of East Junior High will be pioneers in the new seventeen room structure which we will enter in September 1963. There will be adjustments and changes which we will have to work out, but with the cooperation of the loyal faculty, the understanding secretarial staff and cooperative custodial force the new school year should be launched successfully.

Respectfully submitted,

LOUISE H. ELSER  
Assistant Principal



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

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

July 1963



# ANNUAL REPORT

## EAST HIGH SCHOOL GUIDANCE DEPARTMENT

1962-63

The counselors at East High School wish to present the activities of the Guidance Department for 1962-63. It has been a busy, interesting year, influenced by world tensions, many technological changes, and by a decided pressure for more post high school educations. We are proud of the support of a guidance-minded faculty, because the activities to be described cannot be handled by the four counselors without the help of interested teachers and principals.

### I. SIGNIFICANT STATISTICAL DATA 1962-63

#### A. Transfers and Withdrawals

<u>Reason</u>	<u>Junior</u>	<u>Senior</u>	<u>Total</u>	<u>Total</u>
<u>Transfers-</u>	<u>High</u>	<u>High</u>	<u>1962-63</u>	<u>1961-62</u>
To Madison Schools				
Central High School	0	1	1	8
West High School	1	2	3	2
Other Madison Schools	11	0	11	8
Madison Parochial Schools	1	1	2	0
To other towns	<u>31</u>	<u>56</u>	<u>87</u>	<u>71</u>
Total Transfers	44	60	<u>104</u>	89
Withdrawals-				
To work and Vocational	4	19	23	13
(1 day per week)				
To Vocational - full time	0	1	1	8
Over 18 - to work	0	19	19	15
Armed Service	0	3	3	14
Miscellaneous:				
Illness	3	11	14	9
Marriage	0	10	10	7
Industrial Schools	2	4	6	2
Court Order	2	1	3	10
Diagnostic Center	2	1	3	4
Excused by Psychiatrist	2	0	2	0
Death	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total Withdrawals	15	69	<u>84</u>	83
Total Transfers and Withdrawals	59	129	<u>188</u>	172

A. Transfers and Withdrawals (Cont'd)

The total number of transfers and withdrawals has increased about in proportion to the school population. This year 104 moved to other schools or out of the city compared to 89 last year, indicating the East High School community is still in a transient stage. This is undoubtedly due to moving, employment, Truax Field, and the University population. This year there was a slight increase in the drop outs leaving to work and attending Vocational one day per week, but only one boy left for full time Vocational School due to its new policy. We were very concerned again about the 14 boys and girls excused from school by court order for the Diagnostic Center and industrial schools. These young people all had serious emotional problems and were all under the study of local agencies. Every boy and girl who withdraws or transfers must have an exit interview with one of the counselors. Reasons are carefully checked through contact with the parents. School books and supplies are all cleared before the final papers are issued. Again, it is important for classroom teachers to watch for symptoms of early school withdrawal---poor school work, increased absence and lack of interest.

B. Testing Program 1962-63

## 1. Psychological Tests.

The California Test of Mental Maturity was given in October to the Ninth Grade. Following is a distribution of I.Q.'s from this test:

<u>I.Q. Scores</u>	<u>Grade IX Number in Each Interval</u>
150-159	1
140-149	0
130-139	7
120-129	31
110-119	89
100-109	108
90- 99	104
80- 89	36
70- 79	22
60- 69	<u>7</u>
Total	405
Median I.Q.	103

## 1. Psychological Tests (Cont'd)

The Otis Short Form Test is given to the many pupils who enroll each week. All of these test scores are recorded on the permanent cards and given to homeroom teachers for their record sheets. Teachers are urged to make use of all test material which is available to them.

Number of Tests Administered 1962-63 California and Otis

Grade IX	405
New pupils in September	78
Transients - weekly enrollees	105
Madison Lutheran Grade VIII	25
Rechecks	<u>25</u>
Total	638

The Henmon Nelson University Test is given annually to Grade XI in March. Following is the distribution of percentile ranks for 1962-63.

<u>Percentile Rank</u>	<u>Grade XI Number in Each Interval</u>
90-100	73
80- 89	48
70- 79	63
60- 69	63
50- 59	54
40- 49	70
30- 39	63
20- 29	56
10- 19	43
0- 9	<u>41</u>
Total	574
Q3	76%
Median Percentile	<u>53½</u>
Q1	30½

## 2. Achievement Tests

The following achievement tests were administered by classroom teachers according to the Madison Testing Plan. Most of the tests were machine scored, with results sent back to the classroom and homeroom teachers.

Grade VII     - Step Mathematics  
                  Step Writing

Grade VIII    - Step Science  
                  Iowa Tests of Basic Skills  
                  (Booklets "How are Your Skills"  
                  interpreting test results, were given  
                  to each pupil to be taken home.) Mr.  
                  Christensen met each homeroom group  
                  to discuss test results.

Grade IX       - Step Listening  
                  Step Writing  
                  Step Social Studies  
                  Step Mathematics

Individual profile sheets were made out for each Ninth Grade pupil and later sent home. Miss Collins and Mr. Bachhuber met each homeroom group to discuss the test results indicated on the profile.

Grades IX - X -- Cooperative English Tests. These test results are particularly helpful in a school record because they show progress in reading comprehension and vocabulary--important study skills. They can be used in pupil or parent interviews to help interpret academic ability. They are recorded on the cumulative records, easily accessible for teacher use.

This spring 200 members of Grade X took part in the standardization of the Differential Aptitude Tests. Profiles were made and returned to the pupils with an explanation given to the groups involved by one of the counselors.

## 3. External Testing

In the Junior and Senior years our students have become very interested and involved in the four national tests known as our External Testing Program. The National Merit and PSAT are good practice tests in the junior year for the two tests required in the senior year by many colleges and universities; namely, College Boards and ACT. In fact, the majority of our college preparatory seniors take ACT almost automatically since it is a part of their college entrance requirements.

### 3. External Testing (Cont'd)

Each of the pupils has an individual interview with one of the counselors after each test. We have found this an excellent opportunity to talk over future plans. As a result, our seniors take these tests very seriously.

Preliminary Scholastic Aptitude Test	- Oct.	- 162 juniors
National Merit Qualifying Test	- Mar.	- 119 "
College Boards (Scholastic Aptitude and Achievement Tests)		- 35 seniors
ACT (American College Test)		- 152 "

### C. Future Plans of 1963 Graduates

Shortly after Christmas the seniors fill out questionnaires indicating their tentative future plans. These are used by the counselors for senior interviews. Again this year every graduating senior was seen at least once and many of them innumerable times. Plans for employment, post high school training and armed service obligations were discussed.

Again this year, 39% of the class made rather definite plans for college or University admission. This involved arrangements for entrance tests, going over catalogs and applications. One of the most significant changes was the increase in the number planning to attend the new Vocational Adult and Technical School one and two-year courses. The counselors spent much time helping process transcripts which are now required. This year 231 senior transcripts were sent to the following types of schools:

University of Wisconsin	- 101
State Colleges	- 32
Other Colleges	- 42
Vocational School	- 38
Nursing Schools	- 14
Business College	- 4

(Multiplicity of applications accounts for some of the totals)

The Wisconsin State Employment Service continued the worthwhile project, with 51 seniors who asked for special help with their future plans. A morning of aptitude and interest tests was spent during the February Teachers' Convention. This was followed up by intensive counseling given by two members of the WSES staff. In many cases, seniors from this group were helped to obtain specific jobs. We are very grateful to WSES for this community service.

Table Showing Future Plans of 1963 East High School Seniors

	<u>1963</u>	<u>1962</u>
1. <u>Future Educational Plans</u>		
University of Wisconsin	114)	119
State Colleges	25)	34
Other colleges and universities	20) 165	20
(Wartburg, St.Olaf, Carlton,	) or	
Gustavous Adolphus, Colorado,	) 39.0%	
Pacific Lutheran, etc.)	) college	
Indefinite college plans	6) plans	4
Nursing Schools	6	10
Nurses' Aid Training	14	11
X-Ray School - 2-yr. course	4	-
Vocational Technical and Adult School	38	30
Business College	11	6
Beauty Schools	20	23
Miscellaneous (Art, Electronics,	6	2
Trades, etc)		
Total Future Education	264	259
2. <u>Future Occupational Plans</u>		
Office work, secretary, etc.	72	79
Merchandising	14	11
Telephone Company	2	5
Auto Mechanics	2	3
Apprentice program	9	8
Trades (construction, etc.)	11	11
Agriculture	2	3
Miscellaneous (Factory, waitress,	11	10
umpire, child care, etc.)		
Total Future Occupational Plans	123	130
3. Armed Service	23	32
4. To be married	5	7
5. Undecided	8	11
Total Seniors Interviewed	<u>423</u>	<u>439</u>



## II. SPECIAL ACHIEVEMENTS

A. Study of East Junior High Population

In order to understand the make-up of East Junior High School, the following data was collected from the 1962 Secondary Annual Questionnaires. The sociological and economic background of these families and the breakdown of many homes is seen in the charts. Similar percentages would undoubtedly appear in the Senior High School population.

Question: With Whom Are You Living?

	<u>Number</u>	<u>Per Cent</u>
Both parents	<u>623</u>	78.0+
Mother only - divorce or separation	66	
Mother and stepfather	54	
Mother only- father deceased	39	
Father only- divorce or separation	2	
Father and stepmother	8	
Father only- mother deceased	3	
Others- Foster home, brother, grandparents	<u>4</u>	
Total not with both parents	176	21.9+
Total Junior High Reported	802	

Father's occupation

Professional	30
Semi-professional	31
Clerical	34
Sales - stores	95
Agriculture- forestry	7
Skilled and semi-skilled trades	180
Service - domestic - protective	150
Unskilled	87
Armed Service	44
Retired	7
Student	3
Illness	2
Unemployed	<u>11</u>
Total fathers' occupations reported	681

Occupations of Mothers working

Professional	14
Clerical	104
Sales	41
Service	83
Unskilled	<u>70</u>
Total mothers working	312
Per cent of mothers working	38.9%

B. Occupational Guidance Activities

Throughout the years we feel there has built up in the student body a feeling that the Guidance Office is a center of occupational information. Career briefs and college catalogs may be borrowed at any time.

Under the direction of Miss Collins in Tenth Grade college preparatory English classes, several days are spent by the counselors introducing the fields of occupations and the training required. This is followed by a conference with each of these pupils. The school record is discussed in terms of future plans and possible college choices. Next year we propose to handle the Tenth Grade college preparatory first semester and the Eleventh Grade general English classes second semester.

Throughout the year career talks were offered by men and women outstanding in their fields. Several excellent tours and open houses; namely, Pharmacy School, Madison General Hospital, etc. were open for interested pupils. The three future clubs- F.N.A., F.T.A., and F.F.A. all give an excellent opportunity to learn about job possibilities in these three important fields.

The special vocations unit for the Twelfth Grade low basic English class was repeated this year under the direction of Mr. Bachhuber and Mr. Christensen. Several excellent guest speakers met with the group to help them work out plans in terms of their own limited abilities.

C. Educational Guidance Activities

During the spring weeks much of the time is spent with programming. This includes visits to the feeder schools for the incoming Sixth, Ninth and Tenth Grade pupils. Counselors visit each class to prepare the groups for East High School and to talk over the program possibilities in each grade. The blue information sheets which are filled out by the teachers of these incoming schools have been very helpful during the years for a better understanding of each child's abilities and problems. These are filed in the folders for use by our own faculty.

At the same time our teachers are involved in making recommendations for the identification of pupils in the 4-track plan. This is especially important for the enriched and basic classes which are carefully screened.

The week before school two orientation programs were held--Thursday morning for Junior High School and Friday afternoon for the incoming tenth graders sponsored by the Student Council. We have been pleased with the new time because it allows the new transient pupils who enrolled in September to attend this program and become a little acquainted with the school.

C. Educational Guidance Activities (Cont'd)

All through the year college representatives visit school to see interested senior high pupils. We have found this works better than having one special college night. We have planned programs here presented to the seniors on giving information concerning the state colleges and the University of Wisconsin. Most of our college-bound seniors attended the University Pre-Views given at the Wisconsin Center.

D. Individual Counseling

With all the activities described above we still feel that our individual counseling is our most important function. Much of this comes from teacher or parent referrals, or from pupils coming in asking for a conference. However, besides these there are certain planned individual counseling situations such as:

- Conferences with all new pupils.
- Exit conferences with all transfers and withdrawals.
- Conferences with all 7th graders.
- Interpretation of all external tests.
- Tenth grade occupational interview conferences.
- Senior interviews.

Many cases are referred to the counselors because of personality problems and serious home difficulties. These result in under-achievement, disruptive conduct, and in some cases serious mal-adjustment requiring professional help. The school works closely with social agencies. This year more than 50 school case histories have been sent at the request of agencies. We are very grateful to Mr. Carl Waller and his staff for their help.

E. Service to the Community

This year we have noticed a definite increase in the number of adults from the community coming to the guidance office for help and information on College Boards and especially for ACT and college applications. This is partly due to our closeness to Truax Field. We have also been pleased with the large number of former East High graduates coming in to discuss plans. We have considered the possibility of opening the office for some evening time to serve the community better.

Respectfully submitted,

MARGARET A. 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 1963

## ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1963

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 that could very well be in the principal's report.

### SPECIAL ACHIEVEMENTS AND COMMENTS

Twenty-seven of our pupils did very well on the National Merit Scholarship test. One received a national scholarship; eight were finalists, and eighteen received letters of commendation for outstanding performance on the National Merit qualifying test. We were pleased to have a large number of pupils demonstrate that they were ready to do a high grade of academic work.

Many of our pupils won scholarships again this year. They were awarded by a number of institutions including the University of Wisconsin, Brigham Young University, Carleton College, Indiana University, Lawrence College, M.I.T., Tulane University, Yale University, and Heidelberg University.

A number of students received outstanding awards in art competitions. Two boys received scholarships from the Art Students' League of New York, and one boy received cash and Medalist awards in addition. The school was awarded a citation because we won important honors in the National High School Art exhibition.

The German pupils performed well on the state tests, eight of whom received awards. One received a second prize and another a third prize in the National German contest.

The language laboratory has been a big asset in the teaching of languages. Pupils have learned more rapidly and have developed greater facility in speaking a language through its use. The normal curriculum is finished a long time before the end of the school year, which makes it possible for the teachers to enrich the offering in a specific language, and for the pupils to become acquainted with more of the culture behind the language.

Mr. Otto and the Spanish Club produced a Spanish newspaper which was sent to many schools in this country and in the Americas. An instructor in the American Nicaraguan School indicated that a copy of our Spanish publication aroused widespread admiration among the Nicaraguan students. He felt it was an excellent way to help build understanding and good fellowship so sorely needed between the United States and Latin America.

A number of parents have indicated that they felt their children were receiving good instruction in our school. This past year several parents with military backgrounds told me how pleased they were. A sample statement which was made by a Colonel, who was being transferred from Truax, follows:

"My family has done much traveling, and my children have attended many schools . . ." but he felt that West was the best school his children had ever attended, and he said he was sorry to have to take them out of West.

We were gratified to note that many of our graduates won recognition and honors at a number of schools. Some that come to mind are: President of Senior Class, University of Wisconsin; Sophomore Honors, University of Wisconsin; Phi Eta Sigma, University of Wisconsin; and Honors at Illinois University, Connecticut College, Stout State College, Syracuse University. A number of West High graduates were elected to Phi Beta Kappa at the University of Wisconsin.

City youths earned adult praise for UNICEF Dance--Madison parents and teachers have praised high school students for their organization of a dance which netted \$300 for UNICEF. I, too, was pleased with the way the dance was handled. It was held on Hallowe'en Eve, and no unfortunate incidents of any kind transpired.

The High School Bowl received a lot of attention by students during the school year, and I feel it had a salutary effect on most students, since it increased their respect for knowledge.

Our athletic teams had a successful season, topped by the football team which tied for the championship of the Big Eight. Swimming was inaugurated as a sport at West, and the swimmers were unusually successful for the first time out.

We have a number of excellent teachers at West High School. This year one of them, Miss Betty Wislinsky, was named the outstanding biology teacher of the nation. We were fortunate to have her and many other fine teachers on our staff.

The American Field Service had a fine year. One of our young people returned from Australia, and another one was in Sweden. We had two official A.F.S. students in our school; one from Australia and one from Laos. We find that our pupils who go abroad, even to nations which speak a different language than ours, do exceptionally well. I feel this is due to the careful screening which is done. It also shows that our better pupils can compete with the better pupils in foreign lands, even when there is a language barrier.

One of our graduates who finished college this year, was chosen to be the recipient of a Woodrow Wilson Fellowship in the 1963 competition.



## SPECIAL PROBLEMS

The folding doors in our divided classrooms continue as a problem, although the noise factor has been very much reduced. I would like to see a hanging curtain or another folding door installed in one room to see if this would take care of the problem.

To protect our pupils, I feel some type of crossing signals should be used at Regent Street immediately in front of the school. I also feel some provision should be made to widen a portion of Van Hise Street immediately in front of, and to the west of the Junior High wing.

We will have more than 200 additional pupils in the fall, which will aggravate some of the problems which we had this year, namely:

Our study hall space is inadequate and our cafeterias are not large enough for all the pupils that want to eat their lunches there. This will mean that we will need to use the auditorium and cafeteria for study halls and as places to eat. We will also probably need to use the old band room for an additional study hall during peak loads. Some of these uses are not desirable but they are necessary. We will need to man an additional study hall every period of the day, which will cost us the time of at least one additional teacher.

Our room situation is very tight. I suggested earlier to Mr. Falk that he consider moving the special girls' class to another school where there is more space. Some schools will have a great deal of room available, and we will have none. It seems illogical, from my point of view, to keep a class of 18 in our school building when we could use the same room and take care of 35 pupils. The girls in the special class at West, for the most part, live in another section of the city. We agreed to take this group when we had room, two years ago. Now it seems logical for someone else to take them when they have room in their school. We have enjoyed the class and the teacher in the special group very much.

Over 700 pupils are enrolled in the advanced mathematics classes. These classes will include advanced algebra, trigonometry, college algebra, analytic geometry, and calculus. The boom in enrollment is due, in part, to the new entrance requirements at the University, which become effective in 1964. It is quite clear that we do not have 700 pupils who can do a quality job in advanced math. It appears that we will now need to have some lower level groupings in mathematics, if the pupils are to survive.

The past year educational literature has been deluged with material on "Why Johnny Can't Get a Job," "The Dropout and the Delinquent," and statements to the effect that most of the folks not employed are dropouts. The inference in much of the writing seems to be that if a pupil would stay in school and not drop out, he would then be more assured of a job. This is not always true, because there are a number of other factors which enter the picture.

In Madison, we have very few dropouts. Some pupils remain in school, avoid studying as much as possible, and absent themselves from school regularly. To my way of thinking, these pupils constitute a serious problem

both to themselves and to the welfare of the school in general. I feel they should go to work, should be placed in work camps, or should be permitted to take vocational training in which they are interested, when they have reached the age of 16. Following are a few statements to think about:

From the READER'S DIGEST: "The lop-sided picture of jobs begging for men while men beg for jobs suggest that something must be done to bring the two together. That something must be a new kind of schooling for today's needs."

From the SCHOOL ADMINISTRATOR'S DIGEST, Vol. 4, #9: "In brief, there is no longer any place in our system for the school dropout. Whether we like it or not, the facts are clearly discernable. Society must face the stark realities; ways must be found to care for these youths."

Wisconsin has the highest percentage of pupils finishing high school in the United States. Madison undoubtedly is near the top of the state when it comes to holding power through high school graduation. One of the main reasons for the low dropout rate in the state of Wisconsin is that we have the eighteen-year-old compulsory attendance law. A problem resulting from this is that some pupils stay in high school long beyond the time when they should be doing something else.

Another statement from the SCHOOL ADMINISTRATOR'S DIGEST, Vol. 4, #9 follows: "The rate of delinquency among dropout youth (as shown by the Seattle study) is at least ten times higher than among the large majority of youth who quietly stay in school and graduate." Youths similar to those in the Seattle study stay on in the schools of Wisconsin. Some pupils remain in school, do not study, absent themselves from school at will, and in effect, use the school as a base of operations or a place to meet their friends. The majority of the thievery and vandalism which occurs in the school building is caused by them, and besides this, they are active in illegal ways outside of the school building. Pupils of this nature are usually apprehended a number of times, appear before judges, are placed on probation and then sent back to school to turn over a new leaf, which seldom happens. The sad part of it is that some of the leaders attract some of the younger fringe element and lead them astray also. It is my feeling that youngsters who, over a period of a year or more, have demonstrated their inability to fit in, should be turned out of the public school environment.

On Sunday, June 16, 1963 Jenkin Lloyd Jones, in an Editor's Outlook, used the headline, "For Delinquents, a Swift Kick." In the article he states, "So if no punishment doesn't work, and reformatory punishment doesn't work--then what?" He indicated that certain judges have spanked offenders, have ordered their hair cut, have put them to work, have kept them in detention; and in some places secrecy for minors has been discontinued.

I feel that it is time to stop coddling certain of our youngsters, and that anyone, whether he is 14 or 40, should be responsible for his acts.

West Senior High-5

This next fall we will have in the neighborhood of 2,000 pupils in the senior department. This is about three times as many pupils as we had when our school began, and we have about the same administrative staff in the senior department as we had then. It is clearly indicated that we need more administrative time to take care of our increased load.

The amount of paper work continues to increase with the increase in the size of the school and the greater demand for transcripts. To date, this past year 954 transcripts have been provided for pupils. This amounts to almost six transcripts per day.

Respectfully submitted,

R. O. CHRISTOFFERSEN  
Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principal  
N. L. Lunenschloss

July, 1963

# THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

## ANNUAL REPORT

For the School Year 1962-63  
WEST JUNIOR HIGH SCHOOL

### ENROLLMENT

June 1962	June 1963	Sept. 1963 (anticipated)
7th Grade - 215	7th Grade - 209	7th Grade - 145
8th " 153	8th " 228	8th " 202
9th " 209	9th " 221	9th " 245
Totals <u>577</u>	<u>658</u>	<u>592</u>

West Junior High will have approximately sixty fewer pupils when school opens in the fall. This is due to the attendance policy for seventh graders restricting registration to area residents and not allowing special admission students. If this policy is held firm, the ability to plan will have new meaning. This year students coming distances and delivered here by parents enroute to work between 7:00 A.M. and 8:00 A.M. created a behavior problem and proved difficult to meet without teacher supervision. This problem will continue to improve under the new policy with fewer and fewer early morning arrivals during the next two years.

### CURRICULUM

The curriculum offered the junior high school youth should be continuously evaluated and studied. American industry spends considerable energy and money on research and development for their profit. They look and plan ahead. The public school system should give like consideration to human resources and their growth.

Some evidence for research and evaluation is available relative to the offering of French in grades seven, eight and nine. Limited test results raise the question of accrediting French in grade nine for one unit and requiring French in grades seven and eight to receive comparable credit. Why the difference?

Should algebra be taken in grade eight and if algebra is offered at this level is there a required sequential offering for these pupils during the remaining high school years? Voids in learning sequences may give rise to difficulties when a student wishes to pursue a subject field again at a later date. Research may give interesting evidence on this problem.

Biology is a study that should be questioned concerning placement for all pupils. This subject has been placed in grade nine and this may or may not be right for all pupils. ESOCS scores have indicated that a question may be raised about ALL pupils taking this or any biology at the ninth grade level.

The current offering of ninth grade social studies should be questioned. Some think a longer period of time should be given to the study of World History and/or American history. Strong support has been given the scientific and technical learnings. This places the school curriculum out of balance. This support has been financial and public pressure by technical experts. The prospect of school citizen behavior may be improved by understanding the social heritage and social attitudes. The social sciences have been overlooked and are out of balance with the other disciplines. Why?

Reading is being given attention by experimentation and specific selection of pupils that show need for improvement. Extensive help was given by the Child Study Department during the second semester of this past year. The help provided was a reading specialist working directly with a class of pupils and the teacher. Also considerable time was given by a school psychologist who worked with the guidance counselor, the teachers and pupils. The attention devoted to this project by the Child Study Department was a strong positive force in the growth and development of a classroom teacher and the guidance counselor. This kind of research and study within the framework of a team approach is excellent for in-service training and future teaching.

The Reading Program for 1963-64 is planned around one class in each grade, (7, 8 and 9), having a teacher with an interest for emphasizing the development of reading skills. It is hoped that the experimental evidence of this past year will give direction to the planned program. The poorest achievers will be given this help, and the evidence of failure from this past year in the seventh grade greatly supports this need. Poor reading skills and poor achievement are closely related and it is felt improvement of reading will be a move towards improved achievement in all studies. The excellent curriculum guides being produced are giving direction to learning. A stable faculty will utilize these more adequately and with greater security. Inexperience and a heavy teaching load causes the neophyte to depend heavily upon a single text.

#### EQUIPMENT

The biology laboratory was originally planned and equipped to handle thirty pupils per period and the order and purchase of supplies and equipment was by a very capable BSCS teacher. However, at the close of last year fifty percent of the microscopes were removed from the junior high biology laboratory and taken to the senior high laboratory. Budgetary funds are being requested for the 1964 budget to bring our laboratory back to standard. Currently, the biology equipment is spread very thin because of an improvised science and biology room due to the enrollment pressure. This defeats the intent and objectives of BSCS biology.

There is considerable support in the literature for some laboratory experience in general science classes. The eighth grade science classroom is not equipped with tables but a budgetary request is being made to get them for 1964. It is felt that this would be a very desirable move because of the type of course being offered and the caliber of student being served. The need is for tables and chairs to replace tablet arm desks that can be transferred to other rooms. Limited experimentation may be done by the students and the pursuit of knowledge and skill by doing the experiment will be a greater challenge to all pupils.



The staff at West Junior High had fourteen new faces during 1962-63. Two teachers resigned during the year and were replaced January 3, and February 4, 1963, respectively. As one teacher remarked, "I have been at West three years and only four teachers on the staff have longer records of membership." This lack of continuity inhibits the development of a fundamental philosophy for a junior high school. This philosophy must have teachers capable of coping with the growth and development of this age group. These teachers must be flexible enough to recognize and meet the educational needs of their pupils. This philosophy must have a dynamic concern for all youth regardless of background or ability. A longer period of service by the staff is essential to build a sound philosophical base and program.

It seems the past year had more of our teachers doing an exceptionally fine job. Parental comments in written form were received substantiating this subjective appraisal. It is regrettable that discipline of pupils consume so much time of the principal that more time is not available to counsel, aid and plan with teachers. Conference techniques are used for in-service work with the beginning teachers and much time is needed for each teacher. Here again the instability of staff membership reveals itself as a deterring force in building a strong staff.

The percentage of pupils that give discipline problems is on the increase. Why? There is a national interest in drop-outs among students. It is stated that the drop-out percentage in Madison is extremely low and this figure is not questioned. However, there is a problem very closely allied to the drop-out that should be given careful consideration. There is an increasing number of pupils that will not put effort into achieving. They sit, at times become discipline problems, and discourage other marginal pupils to become negative in behavior and attitude. It seems that a trait common to many of these pupils is a longitudinal record of poor achievement. Some sociologists are saying that more learning comes from examples than from the precepts being taught. Is there a research study involved in this problem of non-achieving and negative attitude that could point up some needs that the schools have to meet? Is there an imbalance between example and precept in the learning process as it is currently being pursued? Are too many pupils with negative traits being grouped together without the positive example to follow?

#### SPECIFIC PROBLEMS

Teacher-pupil ratio is always a problem because of budget implications. It has been said there is no evidence to support a reduced pupil-teacher ratio. There is such a class size, however, when it is impossible to adequately correct and evaluate produced work of pupils by teachers of these pupils. Currently, the ninth grade English teachers are meeting more than one hundred pupils per day and correction, guidance and evaluation of pupils' work cannot be handled with such a load. It is suggested that fewer than one hundred pupils per English teacher be the common teaching load.

A specific budgetary figure should be assigned the junior high school athletic program. The program at the present time is dependent upon the senior high school athletic fund. A budgetary figure has been requested in the 1964 budget to provide and maintain adequate equipment for football, basketball and track. The junior high youth needs a sound, well-planned athletic program with adequate equipment that fits and is provided for only him.

## SUMMARY

West Junior High - 4

There is need to re-state the closing paragraph of last year. We need a fresh understanding of the junior high school - the gifts and limitations of the age group it serves, the enthusiasms and discouragements of its staffs, the experimental nature of its programs, and the strengths and weaknesses of its organization. Sympathetic study of this changeable age group, intelligent guidance, adaptable differentiation and teaching techniques based upon the best we know and can learn how these young adolescents learn (and for what purposes they learn), can enable the junior high school to make the greatest contribution to the Madison School System. We need professional people dedicated to this age group who are willing to study, learn and remain with the junior high school. We need personnel that can develop specific and special talents for leading this age group, because unique understandings and abilities are desirable for a junior high educational program.

Respectfully submitted,

N. L. Lunenschloss, Principal  
West Junior High School

THE MADISON PUBLIC SCHOOLS  
MADISON, WISCONSIN

Thirty-second Annual Report  
WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education  
by  
Betty Jane Perego

June 1963

ANNUAL REPORT - 1962-63

The Guidance Department of West is staffed by four full time counselors, with one assigned entirely to the junior high. In addition, Dr. Henry Kaplan, a clinical psychologist, spent one day each week at West, dividing his time between both the junior and senior departments. Our facilities in the senior department are centrally located near the administrative offices and include three counselor's offices, a reception room with ample space for files and storage, and a testing room. It appears now that these facilities will have to be remodeled in the near future to provide another counselor's office. In organizing our work in the senior high, the counselors have preferred not to divide pupil referrals according to sex or class. Instead, each counselor has worked with both boys and girls in all three grades. Also, pupil requests for particular counselors are respected. So far there has been no difficulty in maintaining an even distribution of case loads.

The description of the junior high guidance program is included in the junior high report.

**GUIDANCE SERVICES - Senior High**

Individual Counseling: Assisting pupils with individual problems takes up at least three-fourths of each counselor's time. Pupils need help with a wide variety of difficulties: What subjects to take in high school, whether to go to college, how to choose a college, how to get better grades, how to handle unhappy home situations, or how to get along better with others are but a few examples. In helping a pupil think his way through such problems, it is our aim to better prepare him to handle future conflicts. Whenever the problems warranted it, the counselors worked closely with teachers and parents in trying to effect a desirable solution. When problems appear to have grown too severe for the school counselor to handle, they were referred to Dr. Kaplan for diagnosis and recommendation or directly to community agencies like Family Service, Dane County Child Guidance Clinic, etc.

Orientation of new pupils: The orientation of incoming sophomores from West Junior High, Cherokee and Van Hise began in the spring of their ninth grade when counselors visited these feeder schools to acquaint future tenth graders with the many facets of West. Curriculum offerings, general school policies and regulation, and club activities were discussed with pupils in their home room groups. The Student Senate was again asked to present a panel discussion at an auditorium program at each school on the extra-curricular opportunities. In the fall the counselors visited individual tenth grade home rooms to serve as resource persons for questions the sophomores wished to discuss. The counselors also began to experiment with having sophomores visit the guidance office in small groups. Although this approach seemed to be efficient and effective, it was necessary to discontinue the project before all sophomores had been included because of the press of other duties. It is our intention to reactivate this program with next year's sophomores.

Students who transferred to West Senior High from other cities were followed up individually, to make certain their adjustment to their new school was progressing satisfactorily. In cases where pupils were found to be having difficulty, it was necessary to make program revisions, to ask that teachers

give these new pupils extra attention and interest, or to offer them extensive counseling.

Home rooms: One of the major functions of the home room teacher in senior high is to assist pupils with their educational planning. To do this effectively means that the teacher must be acquainted not only with the curricular offerings, graduation requirements and University of Wisconsin admission requirements, but also with each pupil's needs and capacities. By spring, when this program planning is done, the home room teacher has had ample opportunity to learn about a pupil's strengths and goals, through the cumulative records and through daily contacts with him. Frequently pupils turn to their home room teachers for advice on many kinds of problems. It is often the home room teacher who first detects serious problems developing and refers such students to the counselor for help. The activities of the home room are left to the discretion of the teacher, since both teachers and pupils prefer this to a prescribed series of programs. It is also the responsibility of the home room teacher to keep each of her pupil's cumulative record up to date and to help handle administrative routine whenever necessary.

Program planning: The program of educational planning falls into two categories; that for prospective juniors and seniors and that for incoming sophomores. The educational counseling of pupils planning for grades eleven and twelve is done by home room teachers assisted by the counselors. Each spring, before home room teachers begin to work on pupil programs, teachers, counselors and administrators meet to review curriculum offerings and to discuss new courses or revisions. Each new home room teacher is assisted by one of the counselors who not only visit the home room regularly but confers individually with the pupils and the teachers on questions about programs.

The educational planning for the incoming sophomores is carried out in conjunction with their orientation. In spring the West High counselors meet with junior high parent groups in the evening and with pupils in their ninth grade home rooms in their own schools, explaining such things as graduation requirements, curricular offerings and college entrance requirements. These groups are purposely kept small so that pupils will not hesitate to ask questions. Then, with the help of their own home room teachers and parents, the pupils make out a tentative three year plan, as well as their tenth grade programs. When these are completed, the West counselors confer again with the junior high counselor, carefully evaluating each pupil's program to make certain that they are appropriate to his abilities and needs. Cumulative records, teacher recommendations and all significant data are used as a basis for this cooperative evaluation.

Selection of pupils for class levels: In connection with the program planning, it is also the responsibility of the counselors to place pupils in slow, average or fast moving classes in required courses in English, history and mathematics. In assigning pupils to levels, all available information is used -- achievement and intelligence test data, previous grades, teacher recommendations, etc. Although pupils have been grouped earlier in ninth grade, their progress is completely reviewed and re-evaluated when they enter senior high. From that time on, changes in pupil classification are made at the request of classroom teachers at the end of each semester.

Selection of pupils for special classes: This year pupils were selected for an



advanced class and for a Fundamental class in English 12. Selections for these special groups are based on all available data which is collected by the guidance department and weighed carefully by the counselors in cooperation with the chairman of the English department. Since these classes have distinct goals, it is vital to their success, as well as to the best interests of the group members, to find the pupils best qualified to participate.

Since advanced classes move at a pace beyond that of our ordinary accelerated sections and cover some college level work, the pupils chosen must be topmost in that field. It is important, too, that they are able to perform readily and well in all other classes in spite of the extra challenge in the advanced class. For these reasons, selection is made on the basis of the following criteria:

1. An overall B plus average
2. Satisfactory school citizenship
3. Recommendation of the appropriate teachers
4. Very superior mental ability
5. Achievement test scores well beyond grade level
6. Parent approval

After careful screening of outstanding pupils, it was found that there were twenty-two pupils eligible for and twenty-one who chose to be in advanced English 12.

The English 12 Fundamentals class is intended for college bound pupils who need additional training in grammar and composition. In this class there is less emphasis on literature and more on the communication skills. Pupils are selected for this class primarily on the recommendation of the eleventh grade English teachers, but also on the basis of former achievement in English, test data and any other significant information. There were twenty-seven pupils eligible for this class and twenty-two who chose to be included.

Testing: One important guidance responsibility is the selection, administration and supervision of standardized testing. The following testing is done routinely in the senior high:

1. New pupils are given an intelligence test as part of registration
2. Eleventh graders are given the opportunity to take a battery of vocational aptitude tests
3. Eleventh graders are given an intelligence test in the spring.

In addition, individual intelligence tests, reading tests, personality inventories and other standardized measures are used with individual pupils when more information was needed for counseling or placement purposes. It has been the responsibility of the guidance department, too, to administer and/or interpret tests given for national scholarship programs or for college admissions, such as National Merit, PSAT, CEEB, ACT, etc. This has been a rapidly growing and time consuming activity.

Vocational unit: For several years the English and guidance departments have worked together on a vocational unit, combining a composition unit with the vocational testing and counseling. Because of the extensive vocational unit studied in ninth grade civics, which includes a research paper on an occupation, the junior English teachers have found it increasingly difficult to stimulate



interest in writing occupationally slanted themes. At the beginning of this year, the English department voted to withdraw from what had long been a successful project.

Since it was still our belief that senior high pupils can profit from giving serious thought to their future plans and that a joint group and individual approach greatly facilitates our work, arrangements were made to try the unit in the eleventh grade health classes. It was realized from the start that the unit would have to be modified and curtailed because the health classes meet so seldom and because the same kind or amount of writing could not be demanded of the pupils in health as in English.

The original plan was as follows: The counselor would introduce the unit, discussing the steps involved in making a sound occupational choice, administer the Differential Aptitude Tests and, as soon as possible, follow up the testing with a group test interpretation and conferences with each junior about future educational and vocational plans. In the interim, our school was committed to participate in a standardization program for the Differential Aptitude Test revision. It was understood that the results would be available for our use by mid November so that we could counsel the juniors who were in first semester health before beginning the unit with the second semester classes. Instead, the results did not reach us until mid April. This meant that the two hundred juniors who participated in the standardization did not have an opportunity to confer individually with the counselors since we found ourselves faced with the gigantic task of trying to complete the unit with five hundred sixty juniors in one semester. This was most disappointing since one of the most valuable outcomes of this unit has been the pupil-counselor relationship which developed so naturally in a unit reaching all the members of a class.

Vocational talks: (The following report has been prepared by Mr. James Speerschneider, who administered this program.)

A series of vocational talks was held this year for juniors and seniors. Selection of speakers was done by surveying students. Speakers were asked to introduce their career and then devote a major portion of their time to answering question raised by the students.

Members of Mrs. McCarty's speech class introduced the speakers and members of Mrs. Steward's senior English class wrote letters thanking the speakers, with Miss Norton's class typing the letters.

Following is a list of topics and speakers:

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student sponsor</u>
Jan. 8	Introduction	C. H. Waller	
Jan. 15	Medicine	Dr. David Williams	Ron Carbon
	Radio - TV	Tony Moe	Herbert Howe
	Accounting	Earl V. Reuschlein	William Larson
Jan. 22	Advertising	Thomas Towell	Lynn Sutcliffe
	Engineering	Dean Kurt F. Wendt	Laird Hanson
	Medical Technology	Alice Thorngate	Diane Rawson

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Sponsor</u>
Feb. 19	Elementary Education Social Work Photography	Robert Brown John Vick Edward Schumann	Sue Bakke Ruth Rohlwing Ray Rideout
Feb. 26	Occupational Therapy Dentistry Secondary Education	Mrs. Dale Jennerjohn Dr. Richard Roberts Supt. Robert Gilberts	Karen Johnson Charlotte Lemke Pam Standridge
Mar. 5	Journalism Nursing Law	Don Davies Mrs. Muriel Wagner Prof. Willard Hurst	Vicki Gregory Barbara Wilson Jim Morrell
Mar. 12	Commerce Scientific Research Conservation-Forestry	Dean E. A. Gaumnitz Dr. Henry Scott Earl Loyster	Wade Brynelson Lorin Daggett Steve Smith
Mar. 19	Vocational School	Norman Mitby	Mr. Speerschneider
Mar. 26	Madison Bus. College Wis. Sch. of Electronics Beauty Culture	Otto Madland Thomas Byrnes Mrs. Betty Letendre	Gerri Beggs

Scholarships: As has been true in recent years, the number of scholarships and awards offered by local, state and national organizations has continued to increase. Consequently, the tasks of being familiar with scholarship opportunities, of bringing them to pupil attention, of writing letters of recommendation, of processing application forms and of administering competitive examinations have steadily grown.

Publicizing scholarships has continued to be most difficult in spite of the fact that we use every possible means of doing so. The first step was a meeting early in the fall to which all interested seniors were invited. At this time, the many kinds of scholarship programs were described -- not only local and state awards, but national plans (i.e., General Motors, National Merit, Sloan, et al) and college programs as well, with particular attention given to the scholarships offered by the University of Wisconsin. Application procedures and sources of publicity were carefully explained. Shortly after this meeting, the National Honor Society volunteered to undertake the publicity of scholarships as their service project. Each National Honor Society member was assigned to a senior home room and given the responsibility of becoming acquainted with the scholarship needs of its home room members, via a questionnaire which they designed, as well as that of bringing scholarship information to their attention. They kept a file of these data sheets which contained information regarding pupils' vocational interests and college choices and referred to this data to make certain that scholarships with special provisions (i.e., for teaching, nursing, etc.) were pointed out specifically to pupils who were qualified.

With respect to scholarship selection, three of the counselors and four teachers served on the West High Scholarship Committee. This group evaluated the qualifications of applicants for awards when it became necessary to select candidates for local or state competition. A sincere effort was made to distribute awards evenly.

About ninety pupils took the Scholarship Qualifying Examination in March 1962 in conjunction with the National Merit program for 1962-63. Of this group nine became finalists, eighteen received letters of commendation and one received a scholarship. Other scholarships and awards are listed below.

<u>Name of scholarship</u>	<u>No.</u>	<u>Amount</u>
F. S. Brandenburg	1	\$300.00
Gillette Award	1	
Gisholt Award	1	50.00
Gisholt Scholarship	1	200.00
Theodore Herfurth Efficiency Award	1	50.00
Genevieve Gorst Herfurth Award	1	25.00
Ralph B. Jones Memorial Award	1	50.00
Madison Education Association	1	100.00
McPyncheon	2	50.00
Madison Alumnae Panhellenic	1	100.00
Rotary Club of Madison	1	50.00
J. B. Ramsay Ray-O-Vac	1	400.00
Allan Shafer Memorial Award	1	50.00
Shaw Essay Contest	2	
Christian R. Stein	1	22.50
S. B. Schein	1	
West Service Club	3	250.00
University of Wisconsin	15	3120.00
University of Wisconsin - N.R.O.T.C.	1	
Brigham Young University	2	
Carleton College	2	
Indiana University	1	
Lawrence College	1	
Massachusetts Institute of Technology	1	
Tulane University	1	
Yale University	1	

Miscellaneous responsibilities: Many are the responsibilities of the guidance personnel. In addition to the major activities summarized previously, there are such duties as recording the findings and outcomes of counseling sessions, collecting and passing on significant data about pupils to staff members involved with them, supervising the cumulative record system and serving on numerous professional committees. Other activities include:

College representatives: Because the number of college representatives visiting West has increased and because more and more pupils have been interested in talking with them, a problem has been developing with respect to the best method for scheduling these conferences. When the representatives visit during the school day, the teachers have found it troublesome to have pupils called from their classes so frequently. For these reasons a new plan was tried this year. A series of evening meetings was held once each week for nine weeks. Three to four college representatives met with interested pupils and parents at each session, with the meetings arranged so that parents and pupils could talk with three representatives each night. The general attendance at these sessions ranged from none to eleven which is typical of the number of pupils who have customarily talked with various representatives. However, it was our feeling that this kind of attendance at evening meetings does not warrant continuing

this plan. A recent survey of the present junior class revealed that over fifty percent of those who wish to talk with college representatives would prefer to meet with them after school rather than in the evening. Also, of the twenty-four colleges in which five or more pupils were interested in meeting representatives, in sixty-seven percent of the cases after-school sessions were preferred.

Military: The uncertain world conditions always involve a necessity for a need of more military information for our junior and senior boys. Individual contact with the various service organizations seems to provide better information than that of an auditorium program involving all of the services. In addition to the individual counseling, new and up to date printed information on all of the branches of the services were distributed to each individual senior boy.

Study of pupils whose levels changed from ninth to tenth grade: Mr. Barnes did an intensive study of the progress of pupils whose classification changed in any subject from ninth to tenth grades. This included pupils who changed from basic to average, average to basic, average to fast or fast to average groups. It was found that the changes, regardless of direction, resulted in no significant change in the grades earned by the pupils -- i.e., pupils who earned C's in a basic class tended to earn C's in an average class, etc.

School profile: It has long been felt that a description of West High School -- its faculty, the characteristics of the student group, the ability grouping, etc. -- would be helpful to colleges in interpreting the transcripts of our pupils' grades. Mr. Barnes spent a great deal of time developing an excellent profile.

Group counseling with bright under-achievers: Because of our interest in learning more about the reasons for poor achievement on the part of some of our bright pupils, an experiment in group counseling was undertaken with eleven such pupils. Dr. Kaplan and Miss Perego worked together as discussion leaders in this group. The pupils chosen had either been suggested by their teachers or had been selected through a screening of the grades given in accelerated classes. All pupils were interviewed prior to the first meeting of the group to acquaint them with the purpose of the project and only those interested in participating were included. The group met for one activity period each week for approximately ten weeks. This turned out to be an unusually reticent group, one which seldom offered its ideas freely. The group concluded that the reasons for achieving below expectation were individual and personal. They recommended that another such group be formed early next year and that the discussion leader assume more responsibility for structuring the discussions.

Employment: Since there has seemed to be a natural tendency for people in this area to call the high school for help with simple jobs, our office has continued to operate a small scale employment service. Most calls are for snow shoveling, assistance with yard or household chores and babysitting. Occasionally it has been possible to help an indigent pupil find much needed work. In addition, it has made the guidance services seem a little more attractive to our pupils and has made it possible for us to be of service to our neighboring community.

Occupational files: Early in the school year, members of the West Service Club checked over the files of occupational information to rearrange misfiled material. This group took care of the files all year, filing new material and re-filing folders after they had been used.



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

College and job recommendations: The demands made on teachers, counselors and office personnel in filling out college, scholarship or job recommendations has continued to increase. Pupils' concern over admission to college causes them to apply to several colleges. This year over nine hundred fifty college applications have been processed so far.

Florence Dodge Memorial Fund: This fund is raised by the West Parent-Teacher Association for use of pupils who would otherwise be unable to participate in school activities or meet necessary school expenses. About seventy dollars was spent for such items as fees, loans, lunch money, clothing, coupon books, medical examinations, extension course fees, and summer school fees. The Parent-Teacher welfare committee decided this year to give six scholarships of \$50.00 to undergraduates to enable them to attend the summer institutes in art, speech, music and journalism being sponsored by the University of Wisconsin.

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

## WEST SENIOR HIGH SCHOOL

November 1962

Distribution of I.Q.'s

GROUP	%	I.Q.	10	11	12	Total
X	40	155-159	0	0	2	2
		150-154	0	1	6	7
		145-149	2	0	10	12
		140-144	6	5	13	24
		135-139	13	14	17	44
		130-134	33	20	23	76
		125-129	51	42	21	114
		120-124	84	58	37	179
		115-119	129	72	47	248
Y	51	110-114	104	99	71	274
		105-109	110	91	75	276
		100-104	77	67	80	224
		95-99	54	29	59	142
Z	9	90-94	35	23	19	77
		85-89	10	17	13	40
		80-84	12	11	5	28
		75-79	4	2	0	6
		70-74	4	2	1	7
		65-69	1	0	0	1
		No test	0	1	3	4
Total			729	554	502	1785
Median			112.74	109.97	111.69	111.58



<u>Number of withdrawals:</u>	<u>Year</u>	<u>Senior</u>	<u>Junior</u>
	1945-46	70	35
	1950-51	46	28
	1951-52	36	27
	1952-53	42	31
	1953-54	41	20
	1954-55	24	22
	1955-56	38	36
	1956-57	32	31
	1957-58	45	24
	1958-59	44	18
	1959-60	69	28
	1960-61	51	20
	1961-62	45	
	1962-63	86	

Percent of withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 14, 1963 shows the following comparison with former years.

<u>Cause of withdrawals</u>	<u>30</u>	<u>40</u>	<u>50</u>	<u>55</u>	<u>60</u>	<u>61</u>	<u>62</u>
<u>by percentage</u>	<u>31</u>	<u>41</u>	<u>51</u>	<u>56</u>	<u>61</u>	<u>62</u>	<u>63</u>
Over 18	14	10	9	0	8	16	11
Work	6	3	0	3	0	0	1
Vocational School	17	3	4	3	8	2	6
Work and Vocational School	0	0	9	3	2	2	1
Left city	19	41	34	58	50	50	50
Post graduates	8	4	0	0	0	2	0
Married	3	3	2	3	5	0	4
No report	1	0	0	0	0	0	0
Rural district	0	4	7	0	0	0	2
Graduates	0	4	11	6	4	0	4
Armed Forces graduating	0	0	2	3	0	0	0
Armed Forces not graduating	0	8	7	5	5	4	1
Transfers	29	10	9	6	4	6	6
Deceased	0	0	2	0	0	4	1
Court cases	0	0	0	0	2	0	2
Directed by Child Study	0	0	0	0	4	6	2
Directed by St. Dept. Pub. Wel.	0	0	0	0	0	0	2
Directed by Prob. Dept.	0	0	0	0	0	0	4
Illness	3	10	4	10	8	8	2
Correspondence study	0	0	0	0	0	0	1

June 1963

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

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. to UW</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	187	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.56
1947-48	359	222	.62	202	.55
1948-49	301	191	.63	171	.57
1949-50	237	140	.59	141	.59
1950-51	251	134	.53	128	.51
1951-52	234	143	.61	141	.59
1952-53	260	147	.57	142	.55
1953-54	268	156	.58	147	.55
1954-55	281	144	.51	135	.49
1955-56	290	141	.49	142	.49
1956-57	285	144	.51	127	.45
1957-58	337	177	.52	168	.50
1958-59	338	200	.59	166	.49
1959-60	420	224	.53	206	.49
1960-61	486	301	.62	218	.45
1961-62	417	219	.53	182	.44
1962-63	483	259	.54		
Total	10022	5717	.57	5038	.53

The total of 5717 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 5038 represents the total, to date, who have entered the University.

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education  
by the Counselor  
DON HAFEMAN

July, 1963

## ANNUAL REPORT

### WEST JUNIOR HIGH GUIDANCE DEPARTMENT 1962-63

West Junior High School employed one full time guidance counselor during the school year 1962-63. This person attempted to meet the needs of six hundred and fifty-five students in grades seven, eighth and ninth. The functions of the counselor were: to enroll new students, make program changes, administer the testing program, meet with students and parents in individual counseling situations, meet with children and parents in group situations, program and group according to ability the students for the next school year, orient the incoming seventh grade pupils, assist teachers in the presentation of units on mental growth, education and vocational choices, set up education and guidance units within the curriculum and establishing a guidance atmosphere within the school.

Enrollment of new pupils takes place during the week prior to the opening of school. To facilitate ability grouping these people are given the Otis quick scoring test of mental ability. This facilitates better programming and allows the students to begin school on the first regular school day. In this fashion the students are more easily absorbed into the schools socio-educational structure. This same procedure is used during the school year.

Requests for program changes at the opening of school are quite numerous. Most of these are initiated by the student and are not, by themselves, acceptable. Parent and teacher requests are honored and if the student desiring a change brings a note from home indicating a desire for a change it is acceptable. Program changes taking place during the school year are those that are initiated by the teacher or parent for reasons of lack of performance, social relationships or discipline and are granted after a careful survey of the reasons.

The junior high school testing program is quite extensive in the Madison system. During the first four weeks of the school year both intelligence and achievement tests are given to the various grades. The California Test of Mental Maturity is given to all ninth grade students, the Iowa Test of Basic Skills is given to all eighth grade pupils and STEP Tests in English, science, mathematics and social science are administered at various grade levels. This program is handled through the guidance counselor. The time spent on testing during this four week period totals twenty-four hours. This out of a total of one hundred and twenty is not unreasonable but the span of time which it covers is. The entire program could be adequately handled in four days, these days coming during a week prior to the opening of school. A more thorough proposal has already been submitted to the superintendent.

A majority of the counselors time is taken up through individual conferences with students, parents and teachers. Subjects of discussion range from personal social problems to educational-vocational problems and planning. Student counseling takes a far greater proportion of time in relation to the school week as indicated by the following statistics. Using a sixteen week period from the beginning of the school year to the second week in January these averages were compiled. Averages for this period show that the

counselor met with thirty-five students per week as compared to three parents per week and eight teachers. These figures do not include group meetings with any of the groups mentioned.

Every student in the junior high school met with the school counselor in a group situation. In the ninth grade units on mental growth and educational planning and programming were the products of cooperation between the teachers of these classes and the guidance counselor. In the eighth grade the guidance counselor presented a series of two discussions to each history class regarding the Civil War. Each seventh grader was seen in a group of three in an orientation program which came at the beginning of the school year.

Parents were also seen in group situations by the school counselor. At the beginning of the year an orientation program was presented and parents were shown around the building. As the school year progressed an evening meeting was presented regarding the junior high curriculum and ability grouping. Parents of incoming seventh graders also met with the counselor in a discussion concerning curriculum and educational planning, this towards the end of the school year.

Educational programming and ability grouping for the coming school year are also functions of the guidance counselor. Through the cooperation of the counselor, principal, teachers, parents and students programming for the next school year is completed. Incoming seventh graders are presented with enrollment materials at their various schools, by the guidance counselor. An explanation of curriculum is also presented at that time. Present seventh, eighth and ninth grade students are programmed through their home rooms in cooperation with the parents. Each student is given a tentative program for the grade into which he or she will be going. These programs are then taken home and discussed with the parents and then signed and returned to school. After all of the programs are filled out the teachers rate each of the students they have as to attitude and performance in class. Then the scores of standardized intelligence and achievement tests are recorded on the card. All of these factors serve as criteria for the guidance counselor when the students are grouped.

Educational units designed to aid the student throughout his educational career are also being developed by the guidance counselor in cooperation with the teachers. A unit on study habits and study aids will be presented to seventh graders during the coming year. In the eighth grade a unit on educational planning will be presented and in the ninth grade units on knowledge of ones self and vocational choice will be undertaken. In all three grades special instruction in reading will take place as a result of a study that has taken place at West Junior High School this past semester. Although the results have not been statistically verified to date, indications are that the program given to an eighth grade English class this year merits both continuation and expansion. The complete report on this study will be completed over the summer and made available at that time. As it stands now, in each grade one class of English will be designed to teach developmental reading skills to those who have been identified as needing this help. Along with this regular English will be taught.

There has been one segment of the guidance year that has served to create much awareness of guidance and its functions. Prior to each report card teachers are asked to notify the parents of the children that are not doing a good job in that particular class. This special report is sent out during the fifth week of each nine week session. A duplicate of this report is sent to the guidance office with room for a follow-up report on the back. After the counselor has seen the student, pertinent remarks are recorded and the duplicate sent back to the teacher. This is then kept in the child's folder for future reference.

Recognizing what has taken place in the realm of guidance at West Junior High School during the school year 1962-63 the guidance counselor makes the following recommendations:

- (1) That the testing program be handled during one week coming at the beginning of the school year.
- (2) That the programs provided for parents be continued and enlarged upon.
- (3) That the counselor work closely with the staff in the planning of special child guidance units.
- (4) That the developmental reading class be continued at all junior high grade levels with the prospect of city-wide expansion in mind.
- (5) That the special report slip be reviewed for the possibility of universal junior high adoption.

Respectfully submitted,

Don Hafeman, Guidance Counselor  
West Junior High School



THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report for the School Year 1962-63

FRANK ALLIS SCHOOL

Presented to the Board of Education  
by the Principal

Walter Barr

June 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report  
1962-63 School Year

FRANK ALLIS SCHOOL

I. Enrollment

Grade	Number of Teachers 1962-63 Yr.	Number of Pupils 1962-63 Yr.	1963-64 Yr. Anticipated Number of Pupils	1963-64 Yr. Number of Teachers Needed
Kgn.	2	117	160	3
First	4	110	155	5
Second	3	93	150	5
Third	3	96	120	4
Fourth	3	94	120	4
Fifth	4	111	120	4
Sixth	3	90	130	4
Seventh	4	112	--	--
Eighth	<u>4</u>	<u>96</u>	<u>--</u>	<u>--</u>
Totals	30	919	955	29

When school opens in September, 1963, Frank Allis will become a K-6 school. All seventh and eighth grade pupils and their teachers will be transferred to the new LaFollette Junior-Senior High School.

Even though the Junior High pupils are not included in the school enrollment next year, it is evident by the above chart that the total 1963-64 enrollment will be somewhat greater than the 1962-63 enrollment.

This is because of the large number of elementary pupils who live in the Wedgewood-Kingston area which was recently made a part of the Allis School District.

## II. PARENT TEACHER ASSOCIATION

The active Frank Allis P.T.A. has been most co-operative and efficient. The membership in our P.T.A. was 535 members. Of the 500 families in our school, 300 were P.T.A. members.

Mr. & Mrs. Robert Krief, co-presidents, originated a P.T.A. Newsletter which was sent to the parents in September, October, November-December, January, February, March, April-May. The Newsletter informed parents of P.T.A. happenings, encouraged membership, and it served as a means of extending a "thank you" to hard-working members.

The theme for 1962-63 was "Raising Children of Good Will." The program committee did an outstanding job of preparing the following programs:

- Oct. 11 - "Getting to Know You"
- Nov. 8 - "Good Will in the Family"
- Dec. 13 - "Peace on Earth, Good Will to Men"
- Jan. 10 - "Sound Minds in Sound Bodies"
- Feb. 14 - "A Study of the Educational Effort"
- Mar. 14 - "And Crown Thy Good With Brotherhood"
- Apr. 4 - "International Good Will in A  
Shrinking World"
- May 9 - "Paddling or Pedaling - Keep Them Safe"

In connection with the program, "A Study of Education Effort", a poll of Allis School parents was taken to examine our success in developing our children. The results proved interesting and were presented in a Panel Discussion at the February 14th meeting.

At the May meeting special recognition was given to retiring teachers and those teachers who are transferring to LaFollette Junior-Senior High School.

## III. PRE-SCHOOL-KINDERGARTEN MOTHERS' CLUB

Our Pre-School and Kindergarten Mothers' Club has for its purpose: (1) to acquaint pre-school and kindergarten mothers with the kindergarten teachers, the kindergarten program, and school policies; (2) to provide the mothers with the opportunity to become acquainted with the mothers of their children's friends; (3) to provide programs of

interest to mothers of young children.

Seven meetings are planned for the year, and the May meeting is utilized for the registering of the next year's kindergarten children. At our May registration approximately two-thirds of next year's group was registered.

#### IV. SAFETY PATROL

The Frank Allis School Safety Patrol Schedule was prepared on a five-week period. Twenty patrols served four exits by being on duty only one day a week and rotating days so that the same classes would not be missed every week.

The second five weeks of the year the door posts were changed; thereby dividing and rotating the heavy traffic areas.

During cold weather a relief was sent out during the long half-hour duty periods.

We feel that the school patrol serves a very important function, in the absence of adult crossing guards.

In appreciation for a job well done, the P.T.A. again paid the expenses of our safety patrol group to the annual Wisconsin School Safety Patrol Congress at Wisconsin Dells.

One eighth grade pupil was chosen to represent Frank Allis School at the National Assembly of School Safety Patrols in Washington, D.C.

#### V. SCHOOL HEALTH

The public health nurse was available to the students and teachers of Frank Allis School for two hours each morning of the past school year for consultation and reference. In addition numerous health programs were carried out with the help of volunteer mothers.

Every student, kindergarten through grade six, was screened for scalp ringworm. No cases were found.

307 students in grades 1, 3, and 6 were included in the hearing screening program. 14 students were referred to their family physicians for further evaluation.

838 students in grades 1 through 8 were screened by their respective teachers with the Snellen "E-Chart" for signs of visual defects. 50 students had finding over 20/30.

138 students in grades 1, 3, and 6 who had not received dental care within six months were surveyed in October. 89 were found to have dental defects.

104 of 113 first grade pupils were given tuberculin skin tests as part of a city-wide program. Only one student reacted positively.

Physical and dental exams were recommended for those students in kindergarten, grade 3, and grade 6. 84% of the kindergarten pupils, 68% of the third grade pupils, and 74% of the sixth grade pupils returned signed physical exam forms, while only 77% of the kindergarten pupils, 56% of the third grade pupils, and 68% of the sixth grade pupils returned signed dental forms.

## VI. MODERN MATH

Three years ago two fourth grade groups began the new course in arithmetic via television, namely: "Patterns in Arithmetic". Two groups continued with this modern course of instruction through the fifth and sixth grades. Teachers have supplemented the pupil exercise books which accompany the programs with similar practice exercises when needed and sometimes have retaught a particular lesson.

The greatest improvement that this approach offers seems to be in the problem solving area, a process which has always presented difficulties when taught by the traditional method. This course teaches the child to think in terms of action and to write the equation representing these actions before working the problem.

This is also the third year during which "Patterns in Mathematics", a modern course of instruction in Algebra, has been used with the top 25% of the eighth grade. Additional practice material and problems were typed and dittoed by the class-room teacher who "borrowed" some from the new algebra text-books which are now available.

In the slow learner group of the eighth grade, the Scott, Foresman booklets for Grade 7 were used as well as other less complicated materials intended for fifth grade. The above average and average groups were exposed to modern mathematics with the help of SMSG materials, Scott-Foresman and other modern materials. Since no text book was available for each student (except the old Winston and Webster texts which were used occasionally for "keeping skillful" in computation) the materials were typed and dittoed.

Since it is difficult to give a true evaluation of our program versus the traditional method, we can only say that the boys and girls, in most cases, like the program and are happier with a mathematics course of ideas.

## VII. SPEECH CORRECTION

Total enrollment for the year was 44 children. 41 had articulation problems, 1 stuttering, 1 cleft palate, and 1 delayed speech.

At the end of the year, 21 children were dismissed as corrected, 1 was dismissed because maximum improvement had been achieved; 19 had improved, but will need continued therapy next year, and 3 were improved but are moving out of the city.

## VIII. INSTRUMENTAL MUSIC

The instrumental music program at Allis School served 121 pupils in grades 5 through 8. Thirty of these were string players and 91 were band members. Overall, 51 students were beginners on their instrument as of last fall.

Instructional time was scheduled almost entirely during the school day. Most groups met for 45 minutes twice a week, except the beginners band. Due to the diversity of instruments included in the beginners band, that group met 3 to 5 times a week.

In addition, rehearsals for Concert Band or Concert Orchestra were held at 3:00 p.m. every afternoon. In accordance with established procedure, they rehearsed until 3:45 or 15 minutes past the normal dismissal time for the school. As a rule, the Orchestra rehearsed twice a week, Tuesdays and Thursdays, and the Band, because of its larger size, met three times each week, Monday, Wednesday, and Friday.

Members of the Concert Band prepared a major segment of the Christmas Concert. Sometime later, first chair players from the Band joined with the advanced string players and presented an orchestral lyceum program for Glendale School on March 28th. On May 5th, the eighth grade band members and the advanced orchestra members took part in the All-City Elementary and Junior High School Music Festival in the U.W. Field House. The beginning strings, the sixth grade strings and the beginners' band took part in a concert given May 23rd at the Frank Allis school.

The year closed with a Junior High Concert on May 28th in which our Junior High Band was joined by its counterpart from Glendale School. The resulting 67 member group anticipated the bands of years to come at LaFollette.



## IX. VOCAL MUSIC

The vocal music classes spent most of the class time singing. The elementary classes studied unison songs; the fourth grades studied songs with descants and rounds; the fifth grades, two-part songs; and the sixth grades, three part songs. The seventh and eighth grade classes used the Ginn series for three and four part singing. The classes also studied music theory and the lives and music of great composers.

Two separate Christmas programs were presented in co-operation with the instrumental department. In March the fourth grade classes presented an Operetta. Every boy and girl in the fourth grade took part in it.

The seventh and eighth grade chorus presented a final concert in May. The Allis and Glendale Junior High choruses joined together to present this final program on the 28th at the Allis gym. A chorus of 98 boys and girls joined with the bands to present this program as a grand finale since they will transfer to LaFollette next year.

## X. ART

The Frank Allis Art Department encourages art activities throughout the school year, not only in art classes and in the home rooms, but through displays in the halls, display cases, bulletin boards, and cafeteria.

The art program is set up for grades one through eight with a full time teacher and a part time teacher.

Using fall ideas of trees and leaves, colorful and attractive folders were made in art classes by the children to hold their library work. Also in correlation with Library Week, stories and books were illustrated and many permanently mounted to hang in our library. Sixth grade pupils made story book puppets which were used for library story time by the librarian through the year. Special art work was made for National Book Month in November.

Since Music and Art go hand in hand, much art work was done with music in the background. As the children listened they illustrated their interpretations.

Creativeness within the child was brought out in papier-mache Hallowe'en masks, clay sculpturing, Junior Red Cross Holiday decorations, (we have always actively participated in Jr. Red Cross) and other projects. The children also took an active part in arranging and displaying their work.

Our boys and girls became well acquainted with the making of good posters. Subjects such as Safety, Health, Fire Prevention, Be Kind to Animals, Summer Fun, and Bicycle Safety were used this year.

Throughout the year decorations of all kinds were needed for plays and programs. The Art Department took an active part here too.

As is the case in most schools, when it came time for Art Salon work, there was much from which to choose and we found it difficult to pick the few to represent our school.

During the past two years in the City system our Junior High art students have been able to participate in the scholarship awards sponsored by the Madison Art Association, and we are indeed grateful and feel this a most worthwhile experience.

We are proud of our children and their fine art work which gaily decorates our school. We hope to continue this in the future so that children may become more aware of things around them and find use for Art in their everyday living.

#### XI. LIBRARY

The Frank Allis School Library serves elementary and junior high grade level pupils with a collection of 10,667 reference and circulating books. These are supplemented by many pamphlets and over sixty periodical subscriptions.

From our library 43,982 books, pamphlets, and periodicals were circulated; 14,777 of which were reference books and 29,205 were fiction. In addition, an unestimable number were loaned by teachers from their classrooms.

All classes were scheduled to come to the library once a week. The library was used for reference and circulation during all unscheduled periods, before and after school, and during the noon hour.

#### XII. JUNIOR HIGH DANCES

The seventh and eighth grades had a total of 12 dances this year, six for each class. The dances were held from 3:30 to 5:30 on Friday nights.

The seventh grade had an attendance of 82% and the eighth grade 79%.

Committees were chosen from the classes for each dance. The committees planned the agenda and the result was very successful.

### XIII. HOT LUNCH AND MILK PROGRAM

During the 1962-63 school year, 54,500 tasty, nutritious hot lunches were served to the children in the Frank Allis school.

The main purpose of the hot lunch program is to serve those children who come to school by bus, some who must walk quite a distance, and other whose parents are both employed outside of the home.

Each teacher accompanies her group during the meal. Afterward, on the playground, they are also supervised.

181,669 cartons of milk were consumed during the "milk break" or recess periods. This is in addition to the milk served with the noon lunches.

### XIV. CONCLUSION

This has been a very pleasant year at Frank Allis. We have had pupils coming from Schenk, Elvehjem, and Monona as well as those from our own Allis district. The most unique situation was that from the Monona Schools in which we had eight sections of pupils and their teachers in our building. We are most happy to report that we thoroughly enjoyed having all of these pupils and their teachers.

I should like to express deep gratitude to the the three staff members who are retiring this year and to the Junior High teachers who are transferring to LaFollette Junior-Senior High School next fall. They have rendered an outstanding service to this district and education in general.

I also express appreciation to other members of the staff, office, and custodial personnel for work very well done.

To the Board of Education, the Superintendent, and to all other Department Heads and Assistants, I extend gratitude for help and consideration given me throughout the year.

Respectfully submitted,

Walter Barr,  
Principal.

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report  
BADGER SCHOOL

Presented to the Board of Education  
by the Principal  
Charles S. Webster  
June, 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63  
BADGER SCHOOL

**School History -**

The first Annual Report of Badger School should, properly, present a brief review of the school's history.

Founded in the 1830's by Norwegian and German settlers, the original school district once extended North from its present area to approximately the point where West Washington Avenue meets Park Street. The district has outlived two school buildings and is now in its third, and new, school quarters. The first school was built when the district was created, the second in 1914 and the third was completed in the winter of 1962. Approximately 130 years from the time of its origination, in August, 1962 Badger School district was attached to the City of Madison School system.

Community

The area now included in the school's district runs from Olin Avenue on the North to Highway 13 on the South. Also included are the former Fish Hatchery and Fitchburg Center school areas. As a result of this extensive area serviced by the school the socio-economic range extends from a very low point to a very high level. This has not proved to be any problem, but rather, has provided an excellent student-parent group. Leadership at both levels is available and active and the school is fortunate in having a very cooperative parent population.

Enrollment

The school had a gross enrollment of 294 students for the 1962-63 school year. In 1961-62 the gross enrollment figure was 201. The rapid increase was due to the assignment of the Fish Hatchery and Fitchburg Center students to this school. The anticipated September enrollment for the 1963-64 school year is 305. The main factor that must be considered in the school's enrollment is that very nearly 50% of the student population in 1963-64 will be in grades K-1-2.

### Problems

The fact that the district is crossed by several traffic arteries has been one of the main areas of concern in recent years. The West Beltline crosses one block North of the school and Highway 13 crosses 6 blocks South of it. This has made it necessary for the district to provide transportation solely for safety. In the 1962-63 school year 80 students were enrolled from the North side of the Beltline and if these youngsters were to walk to school they would have to cross this main highway at peak traffic time.

The school, in operation, had no problems of any significance. There was additional time required of the staff while becoming familiar with a different system of reporting and record keeping. Also, when school opened in September the new addition to the building had not been completed. As a result of this two classes had to share the all purpose room for several weeks and all classes faced interruptions from carpenters and painters. Parents, students, and staff were very cooperative and understanding during this time and no problems resulted from the temporary confusion.

### Special Services: Library

This year the school had a central library operation for the first time. Approximately 14,000 books were circulated. The excellent use of this new facility by students and teachers, and the fine help provided by the school librarian and Library Department made the first year's operation a very successful one.

### Spanish

This class was again offered in grades 4-8. All students in grades 4-5-6 had the class and in 7-8 by level. The program will be changed somewhat next year as students in 4-5-6 will be screened. Problem readers will have an extra reading section rather than Spanish.

All other special classes and services were offered and contributed to the overall program. One class not taught by a special teacher this year was art. A teacher has been assigned to the school and will take this phase of the program next year.

### Testing

The Badger staff found the testing program offered by the Curriculum Department to be one of the most interesting experiences of the year. A great deal of in-service work on



the school curriculum had been done in the past 3 years, and particular attention had been paid to the teaching of reading in the primary grades. The opportunity to compare with other area schools proved to be very helpful and provided answers to many questions the staff had regarding the results of their work.

#### Cafeteria-Transportation

This year, for the first time, the school cafeteria was able to operate comfortably in the black. Approximately 70% of the student population made use of this facility, 20% carried their lunch and 10% went home for lunch.

Transportation was offered to all students. An average of 75% of the student population rode the buses. The variation was between 60-90%, depending on the time of year and weather conditions.

#### Conclusion

When school started last September there were many questions in the minds of the staff, parents and students of Badger school. They had just become a part of a large City school system and many problems in adjustment were anticipated.

As the year is viewed in retrospect it can be seen that these problems never developed. The help offered, and consideration shown, by our superintendent and all members of his staff made the transition easy. There is now no question in anyone's mind that the change has resulted in improved conditions and a stronger educational program for the children involved.

Respectfully Submitted,

Charles S. Webster

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

CHEROKEE HEIGHTS 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 1962-63

CHEROKEE HEIGHTS SCHOOL

Enrollment at Cherokee Heights during the school year 1962-63 was as follows:

Grade	September 5th day	End of First Semester	Close of School
Kgn	31	32	30
First	30	26	28
Second	32	32	33
Third	30	30	29
Fourth	25	26	26
Fifth	32	31	30
Sixth	32	31	31
Seventh	262	267	272
Eighth	218	216	218
Ninth	<u>233</u>	<u>231</u>	<u>235</u>
	925	922	932

During the year we enrolled 37 pupils new to Madison and had 9 transfers from other Madison schools. Thirty-seven pupils withdrew to schools outside of Madison and 12 pupils transferred to other schools within the city. Our gross enrollment for the past year was 972.

Junior High School Total Enrollment by Grades for the past eight years

<u>Grades</u>	<u>Enrollment</u>	<u>1955-56</u>
7th	195	(six sections)
8th	none	
9th	none	
		<u>1956-57</u>
7th	211	(seven sections)
8th	193	(six sections)
9th	none	
		<u>1957-58</u>
7th	272	(eight sections)
8th	207	(six sections)
9th	176	(six sections)
	<u>655</u>	
		<u>1958-59</u>
7th	310	(ten sections)
8th	273	(eight sections)
9th	198	(seven sections)
	<u>781</u>	
		<u>1959-60</u>
7th	280	(ten sections)
8th	204	(seven sections)
9th	252	(nine sections)
	<u>736</u>	
		<u>1960-61</u>
7th	242	(eight sections)
8th	279	(ten sections)
9th	191	(seven sections)
	<u>712</u>	
		<u>1961-62</u>
7th	205	(eight sections)
8th	240	(eight sections)
9th	270	(nine sections)
	<u>715</u>	
		<u>1962-63</u>
7th	271	(ten sections)
8th	218	(eight sections)
9th	235	(eight sections)
	<u>724</u>	

## Elementary Organization 1963-64

<u>Grade</u>	<u>Room</u>	<u>Enrollment</u>	<u>Teacher</u>
Kgn	10	35(a.m. section)	Mrs. Hoops
First	11	32	Mrs. Struck
Second	12	29	Mrs. Ferrill
Third	15	33	Mrs. Morris
Fourth	14	29	Mrs. McSherry
Fifth	17	26	Miss Dahl
Sixth	20	30	Miss Herreid

Total 214

Our elementary enrollment for 1963-64 appears to be about the same as it has been during this past year. The completion of several new apartment buildings and a number of new homes in the area has not had any significant effect on our elementary grades. Transfers out and withdrawals have had a tendency to offset the new enrollees we have received.

Our anticipated enrollment by grades in junior high for the school year 1963-64 is:

7th	230	(8 sections)
8th	272	(10 sections)
9th	<u>233</u>	(8 sections)

Total 735

The total enrollment in our junior high school will be approximately the same as it was this year. These figures do not include any seventh graders from the Orchard Ridge School, as 120 sixth grade students will attend their own new junior high opening this fall. Eighth and ninth grade pupils from that area will continue to attend Cherokee during the next school year. The opening of this new junior high wing is very timely.

Achievements: Academic achievement has been good in most of the elementary and junior high classes. The following excerpts are taken from teachers' reports on innovations or special activities carried on during the year.

One of the most interesting things that we have done this year was connected with one of our social studies units, Christmas Around the World. I asked three parents to come and speak on Christmas or a holiday celebrated at Christmas time in their native country, or country of their nationality. We included Germany, Japan, and Israel. This was very rewarding since it included the Christmas holiday in Germany, which we could compare to our own Christmas, and Hannukah and the Japanese New Year, which are very different. This helped the children to understand that there are different religious groups and we do not all celebrate the same holidays. We included geography, clothing differences, dances, songs, and foods of these countries.

We also spent two weeks of our social studies time discussing Chile, its location, how it is different as far as location, climate, schools, dress, food, language, buildings are concerned. We were able to do this because one of the children spent two weeks in Chile and, of course, his cards and letters created an interest. When he returned, we were able to develop this unit and learn, not only from books or visual aids, but from the child's experiences. We have also enjoyed science units of the sun and the moon, as well as a particular interest in plants, their parts, and reaction to sun and water and the lack of sun and water.

Kay Christie - 1st Grade

We have stressed attitudes which lead to good group living. That is, we assume our share of class burdens and responsibilities, contribute to class activities, help classmates wherever possible. We appreciate the need for courtesy and politeness at school, home and community. We accept work and play with newcomers to our group and always do our share as a member of the group. We have especially enjoyed music, art and physical education, and have a deep appreciation in these areas.

Reading has been a pleasant experience and the children have a genuine enjoyment of it. In addition to academic achievement, we have tried to develop such traits as self-confidence, independence, good health and a happy outlook on life. Each member has shown successful growth as an individual and as a member of the group. These children have excellent potential and should make good progress in third grade.

Eve Ferrill - 2nd Grade

One of the everyday problems of life is establishing satisfying relationships with others. The third grade had a very interesting and rewarding time exploring this area of living. We talked about how to build friendships with other children, what things make us "feel good", how to make friends with new people. We broadened our scope to include better ways of getting along with parents, brothers and sisters, adults in the neighborhood and teachers. We hope that the more we understand the causes for behavior, the more tolerant and appreciative of others we will become.

Ruthmary Morris - 3rd Grade



The fourth grade class actively participated in the French I-TV program. Pupils were fascinated with Mme Slack, who introduced the entire content of the program most effectively with the use of children and adult characters, puppets, animals, and colorful objects relative to each program. They imitated her in gestures, facial expressions, and pronunciation. Enthusiasm was shown as each child was given his own French name, which was used daily throughout the year. Brief warm-ups preceded each film. Learning was reinforced between film lessons by follow-up activities, which consisted, in part, by repetition of children's recordings for each program. Pictures and props were made, toys were brought as each object was introduced.

Incidental teaching was most effective in giving commands for directions, commands for action, comments on performance, transitions, number work, telling time, comments on one's health, and family life. Interest was further stimulated by class participation in special programs in dialogue, playlets, and song. The use of the Teacher's Guide and orientation films were valuable. Teachers' meetings conducted by Mrs. O'Connor and Miss O'Hare were very helpful.

Marie McSherry-Fourth Grade

In the fifth grade, Miss Dahl's class observed "Parlons Francais" on television with favorable results. Next year, these children will continue in French, since the program is seen by all the fourth, fifth and sixth grade pupils.

One of the most interesting and rewarding projects for the fifth graders is the research paper they write at the close of the year. This project is correlated with reading, and one of its many purposes is to explore and use the new sources of information available. Interviews, books, laboratory work, graphs, movies and lectures are just a few of the possibilities they discover.

Harriet Dahl-Fifth Grade

Sixth graders at Cherokee this year began participating in the Patterns in Arithmetic program on WHA-TV. The majority of students have worked with this program for two previous years, and those new to the program, upon entering the Madison school system this year, have been able to follow this new approach very well.

In our Social Studies unit on THE FAR EAST, we have enjoyed playing "To Tell the Truth". Three students dress up like a person from a certain country. The panel must guess by the number of correct answers given which person is truly from that country. The four panel members write the number of their choice on cards for the audience to see, and the master of ceremonies asks the correct person to stand. The eight students working together on this program have all of this planned in advance with their questions written on cards. In this way it moves along rapidly and holds the interest of the class. For each group there is a master of ceremonies, four panel members, and three people posing as the contestant.

Donna Herreid-Sixth Grade

The Cherokee P.T.A. again had a very successful year with an enrollment of 875 members. As in other years, our P.T.A. had very capable leadership and has given many valuable services to the school. Outstanding meetings of the year were related to activities and to the curriculum of elementary and junior high school. Our annual Pot Luck in October and Go To School Night in November are always anticipated with interest and are well attended.

Our hot lunch program continued to lose money for the second consecutive year. 21,430 student lunches and 2,546 adult lunches were served during this school year. This is a decided decrease from previous years, due mainly to a greater number of students bringing sack lunches and others going home during the lunch hour. A re-evaluation of our program must be made before the next school term begins.

We have again been fortunate in having an excellent staff of teachers, custodial help, and secretarial staff. Our teachers have been most concerned about the motivation and challenge to students, placing emphasis on working up to mental abilities. Proper leveling, or placement of students, has been our major problem in junior high school; and a constant re-evaluation of students is made during the entire year. Due to the changes of programs made throughout the year, a number of students have been given special programming.

Our full time teaching staff numbers 43, and from the standpoint of experience is as follows: New - 2

1-2 years experience - 5  
3-5 years experience - 9  
5-10 years experience - 9  
More than 10 years - 18

Many of our teachers have again cooperated with the University in accepting students in Education 31, or acting as cooperating teachers for students teaching during their senior year. Teachers have been cooperative and willing to serve on school committees, textbook, and curriculum.

Membership in professional organizations has been the best we have ever had, with 100% in the MEA, WEA, and SWEA. 46% of our staff has also joined the NEA.

Interest in earning advanced degrees is evidenced by the fact that 18 teachers attended summer school last year, earning a total of 78 academic credits. 20 teachers also plan on attending school this summer.

Accident Reports 1962-63

Cherokss Junior High - 8

3 Employee accidents

W.I.A.A. PUPIL BENEFIT PROGRAM

Athletic Injuries

7 Injuries reported to W.I.A.A.

7 Claims completed through W.I.A.A.

Amount Requested	\$125.00
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Amount paid by W.I.A.A.	96.00
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Pupil Injuries

48 Injuries not requiring doctor's care

77 Injuries reported to W.I.A.A.

1 Denied

4 Claims not filed

30 Claims not completed

42 Claims completed through W.I.A.A.

Amount Requested	\$1,377.95
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(Claims not completed \$318.95+)

Amount Paid by W.I.A.A.	621.75
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The manner of attendance reporting and checking has remained about the same this year. Parents and children have been excellent in reporting to our secretary the reasons for absence. In the few cases requiring home visitation, we have had excellent cooperation from the school nurse and the Child Study Department. Cumulative attendance reports for the day are made from the homeroom teachers' reports each morning, and a check from this summary is made each hour by the classroom teacher. A staff member summarizes this data at the close of the day and makes any necessary calls to homes.

The Civil Defense Committee has not proceeded with any new plans this year due to two reasons. First, it was anticipated that the main office would issue some uniform policy for all schools to follow in civil defense activities within the schools. This has not been issued. Secondly, up until a short time ago we were not aware of the shelter capabilities of our building. This has now been determined by the Civil Defense Office. The shelter capability is less than 200, far below the necessary capability required for a school of 1,000 students. It is likely that with further information, which will come out of the Central Civil Defense Committee, a new plan may be arrived at in the fall which will be more consistent with the other schools in Madison and more realistic in terms of our own school.

In our general science program, there are several points of emphasis which are important. This next year we will use two-student laboratory tables in our general science room. It is our desire to give students some experience in problem solving and exploration of science principles with simple apparatus. We will continue to provide a thorough demonstration type teaching but will also provide the added experience. This will undoubtedly add some motivation for the lower ability student and should satisfy the desire of the better student to explore some science principles by himself.

We continue to stress supplementary reading. Within our rooms, we provide issues of at least eight current science magazines, such as: Science World, Current Science and Aviation, Science Digest, Natural History, Scientific American, Science News Letter, and Electronics. The first two are purchased in class lots for all students to read and are filed for future use as integrated material for our organized units.

The NDEA has helped provide us with much fine equipment and some visual aids. Many fine filmstrips and a slide projector are now part of the science room equipment and are easily accessible to all science teachers to be used when needed. Some excellent charts have been added to our equipment. Each year we will move ahead in providing basic exploratory equipment in some unit area. This fall it will be in the field of measurement, force, and machines. Next year we will provide materials in electricity.

The ninth grade multiple period provided an opportunity for students to gain skills and insight in the English-social studies areas. In English, the emphasis was placed on acquiring techniques in literature interpretation and in oral and written communication. Major units on the novel, the short story, composition and grammar were taught. The social studies course was designed to foster an understanding of American democracy in action and to offer a chance to learn about other forms of government. Important areas covered included the Constitution, political party development, state government and

local government. An interesting activity in which civics students participated was the County Government Day sponsored by the American Legion. Selected students visited county officials and learned about their work; later these students prepared a taped report for the other pupils. This report was used as an introduction to the study of local government. Students were given an opportunity to utilize English and civic skills in their vocational unit. Various vocations were investigated, people engaged in these vocations were interviewed, and research reports were written. All teachers made good use of library materials so that students would become familiar with our library resources, especially with the reference section.

To provide for the seventh grade student who is deficient in reading skills, the following program was adopted. Mrs. Pronchinska, teacher of a slow section, reports the following:

A comprehensive reading test was given. Results indicated that reading abilities ranged from second grade to seventh grade. Different experiences were provided to allow the student to work independently to extend his level of ability and to expand his area of interest.

- a. Library reading was encouraged. The student was guided in selecting a book that would be both challenging and interesting to him. His progress was checked periodically by an oral report on the book.
- b. A workbook was utilized to establish and improve reading skills. This workbook, adapted to the junior high student, was appropriate to his needs.
- c. The class was divided into three groups. Readers' Digest books of different levels were used by the separate groups. These stories, accompanied by questions, helped to increase comprehension and reading rate.

Class competition provided motivation for the student to work in each of the above areas. His every success was a challenge to the other students, although all were working on an independent and individual basis. In this way the inequality of reading abilities was minimized and the opportunity to advance was maximized.

Relating the need for responsible citizenship to the limited understandings of level four ninth graders remains the frustrating task of the school. The ninth grader needs the firm authority of the teacher; the teacher, however, must be flexible enough to draw practical solutions to problems of citizenship from the daily give and take of student-student and student-teacher relationships. While the supplementary use of Devereaux's Building Our Democracy has been an aid to the slow reader in civics classes, additional supplementary material of high interest but low reading requirement levels are being sought. The school librarian has been of great help to civic teachers and students in trying to locate relevant, current articles and books. This year's developmental reading program expanded through the acquisition and use of SRA programmed reading materials, suggested by the curriculum department. Three teachers working with slower classes have noted a marked improvement in student ability and an even greater increase in motivation. Another aspect of the developmental reading program has been the use of Scholastic pocket book units as supplementary material.



The mathematics program has been under the direction of Mrs. Paula Suomi, Mr. Ray Clausen, Mr. Robert Anderson, and Mr. Ted Losby. The accelerated program has now been in operation three years. A total of 104 students have had the algebra, plane geometry sequence in our junior high school. These students have been selected with the aid of standardized test score, teacher recommendations, parent consultation, and past grades. Careful records of these experiences have guided and improved the selection program. Their course election and progress in high school has been viewed as a measure of the success of the program.

The entire mathematics program of the junior high school has achieved a higher degree of success. Close cooperation of teachers of all grade levels, added models, demonstration devices, remedial helps, audio-visual materials, greater interest in the "new" mathematics - all have worked toward an improved sequence. Recognition of, and working towards, the common goals by all mathematics teachers has concentrated the effort for all to produce to the maximum of their ability. Homogenous grouping has played a major role in this, too.

With the adoption of a new textbook, and with the accent on the discovery approach, the next year promises to be a busy one. The accelerated program, itself, will have to be re-evaluated. Traditional teachers will be doing some active studying. Students will find more mathematics than ever ready for their study. Parents will wonder what was wrong with their program and why this presentation is any better. Faculty organization and study must be ready with the answers and the reasons. Cherokee has started preparation for this challenge. Several of the teachers have been working on the textbook committee, and three or four are planning to enroll in a special math course at the University of Wisconsin this summer. Mr. Losby has served as chairman of the textbook committee for the past two years.

Intramurals at Cherokee provide a strong supplement to the regular physical education program due to the large numbers of students who participate. Better than 90% of all the seventh and eighth grade boys and girls participate once a week throughout the year in four major sports. Approximately 70% of the ninth grade boys and girls participate. Such a program consequently provides many valuable opportunities for student leadership and officiating. The games for each grade are generally scheduled on an afternoon other than the scheduled physical education class, so that each participant is active for 45 minutes four days per week. Interscholastic practices are scheduled simultaneously in the fall and spring without interfering with intramurals, and in the indoor seasons practices are held at 4:30, following the intramural games. This year for the first time ninth grade boys had an opportunity to play golf in intramurals.

A gym demonstration was presented to the PTA in order to interpret the place of fitness in the physical education program. The demonstration was designed to inform parents that the striving toward total fitness in each child underlies every phase of the program of movement education; that increased body control and the development of motor skills are equally important. A problem-solving approach to self-testing and tumbling was demonstrated, followed by boys and girls demonstrating the fitness tests administered in the Madison schools.



In grades five and six, the girls study a three week unit in menstrual health and its relation to growth and development. Girls in grade nine study family life education for six weeks spaced throughout the year. Such a program needs to be expanded in curricular time and content from grades five through eight or nine.

A Chef's Club for boys was offered for the first time this year by Mrs. Loomer of our home economics department. The purpose was to provide some opportunity for junior high boys to gain experience in food preparation, as well as an appreciation of the value and meaning of good nutrition. The interest of the boys in this type of activity was evidenced by the fact that one-hundred and forty-five 7th, 8th, and 9th grade boys turned out for the organizational meeting. Since the group obviously was too large, the club was offered only to the fifty-four 7th grade boys the first semester and to sixteen 9th grade boys the second semester. The club proved so successful that the present plan is to broaden the program in the future so that boys of all grade levels can participate each year.

The past school year has been an extremely busy one in the guidance department. Much of the time has been spent in individual counseling; however, many other jobs have required a great deal of time. Nevertheless, about eight hundred appointments were kept this year.

~~As in any counselor-pupil contact~~, an attempt was made to give these young people systematic aid to help them solve their problems and also to help them make adjustments to the various situations which may arise and become a challenge to them. Sometimes the problem was simple and merely making a student aware of his strength was all that was needed. In other cases of a more complex nature, one may never know if one contributed much, but one continues to use every resource at his command to help. Each individual interview of a complex nature involves much more than just the counselor-pupil relationship. Following the interview, teachers and parents may have to be contacted. Many times the principal, the school psychologist, the nurse and other personnel are brought in and consulted. Needless to say, a case might be resolved in a few minutes or it may go on for part of a day, for a month, or for over the entire year. We are indeed fortunate to have the personnel in the Department of Child Study available to us for assistance in these problems. Their help has been extremely valuable. Dr. Kermit Severson has given one hundred percent cooperation whenever he has been asked. Miss Ruth Seaman has been extremely helpful at various times during the year and will be greatly missed for the coming school year. Many students were given diagnostic reading tests by Miss Seaman to determine their level of reading, both silent and oral. Parents and teachers were then contacted and given recommendations as to how they could most effectively help. Eventually, dozens of students were carefully screened by Miss Seaman and the counselor in an attempt to find ten students who would profit most by taking a developmental reading course at West designed to improve their speed and comprehension. We sincerely hope that this summer course in reading will continue and that our quota will be increased to around twenty students.

The teaching personnel at Cherokee have continued to cooperate with the guidance department. Without their help and cooperation we would not have been able to resolve many of our problems. Much emphasis is put on group guidance at the junior high level. Group guidance work at the seventh and eighth grade

level appear to be very satisfactory. Each instructor spends a certain amount of time in such areas as orientation to junior high, study skills, and social adjustment. In the eighth grade specifically, planned discussion on social and study skills, self-appraisal, and much emphasis on educational planning takes place. Two meetings were held with parents involving students of the present sixth, seventh, eighth, and ninth grade levels about various aspects of school life. These meetings, we feel, were very necessary to help orient parents to our school routine. Individual parent contacts have continued to take much of the counselor's time, but I feel it is time well spent and, therefore, I will continue to encourage it.

Considerable thought and time was given by the principal, the counselor, and the teachers in the selection of students for the advanced classes and other classes of various levels in seventh, eighth and ninth grade. Such things as psychological test scores, achievement scores, study habits, class performance, and teacher recommendations were used for the purpose of classification of students. Teachers are encouraged to request that pupils be reclassified whenever they feel that a pupil is misplaced.

In the field of vocational guidance, many boys and girls, we believe, express an early interest in occupational guidance; they are motivated by the fact that they are beginning to think about their future. Very few definite goals are actually established this early, but it is, nevertheless, important that these adolescents begin to look ahead and commence to form some early plan.

The guidance office has been adding to its store of books to the extent that we now feel that we can provide students with a diversified abundance of resource material for almost any occupational project.

The vocational unit is offered to ninth grade students in our civics course. Civics teachers worked for approximately nine weeks with these students and did, as in the past, a very excellent job in motivating students to really produce some well thought out projects. The nine weeks period consisted, in part, of such things as aptitude and interest testing, discussion of job possibilities, choosing careers, and an occupational report by each student. In this report the students surveyed an occupation of their own interest at this time. One of the many worthwhile parts of this project was the requirement that two interviews must be held with people now working in this field. Many of these reports were excellent.

The testing program extended, for the most part, throughout the school year. The counselor was involved in such things as the selection, administration, and, in some cases, the supervision of standardized tests. Mental maturity tests for all ninth graders and achievement tests for all students in junior high school were given. Intelligence, achievement, or other kinds of tests were given to individual pupils whenever necessary.

It has been, for the most part, another good year. The personnel at Cherokee are really an exceptional group of dedicated people. It has been a pleasure to be part of this group. I would like to thank them for all the cooperation they have given the guidance department. Next year,

Mr. Gary Jenks, who is presently teaching English and civics at Cherokee, will be given three periods a day for guidance work. The guidance department has been understaffed and the part time help is sorely needed.

Sherman Krauth

The role of the school psychologist is to assist with a variety of pupil problems referred to him by the principal for psychological evaluation and possible treatment. In such contacts he may confer with the principal, the teacher, a counselor, or a parent, according to the specific needs of the situation. As a matter of customary practice he observes the pupil in the classroom setting and frequently interviews the boy or girl in private. Again, he may employ specific clinical tests and techniques. If the problem is particularly serious and needs prolonged therapy, he may, at his discretion, refer the parents to other community agencies or private practitioners.

In the course of weekly visits to Cherokee Heights School during the current academic year, the school psychologist dealt with seventeen boys and girls as specific referrals. These pupils represented a range of educational levels from kindergarten to ninth grade. The number of contacts per given pupil range from one to as many as twelve. In seven instances parent conferences were conducted. Of the total of seventeen cases, three were referred to outside sources for psychiatric treatment.

Kermit E. Seversen

A total of thirty students at Cherokee Heights School received speech therapy during the 1962-63 school year. Of these twelve were junior high age and eighteen were elementary age students. The speech problems were as follows:

	<u>Junior High</u>		<u>Elementary</u>	
	Boys	Girls	Boys	Girls
Articulation	4	2	8	9
Stuttering	4	1	1	
Nasality	1			

The students were seen individually or in groups ranging from two to five for a twenty or thirty minute period. Disposition of the students at the end of the year was as follows:

Dismissed as corrected	12
Maximum improvement	3
Improved but retained	15

Pequetti Hattan

Over 75% of the Cherokee students in kindergarten, first, third, sixth and ninth grades had physical and dental exams by their family physician and dentist. Students in need of help for dental care attended the Longfellow Dental Clinic.

A scalp survey of all elementary students and tuberculin testing in first grade was conducted. No cases of ring worm or positive tuberculins were found.

Vision screening done on all grades one through ninth disclosed that about 13% of the students were in need of further medical follow-up.

Audiometric testing was done on all first, third, sixth and ninth graders. Of those participating, seven indicated a need for further medical evaluation.

All surveys were done before December. These percentages include any students referred for testing by the teaching and guidance staff in all grades.

Miss Anita Anderson

The elementary library program at Cherokee Heights School for 1962-63 was directed by Mrs. Betty Anslow until January. At that time Mrs. Elizabeth Burlingame took her place and continued in that capacity until the end of the school year. As usual, the library stressed cooperation and work with the teachers and classroom activities and instruction in the use of the library suitable to the grade level of the pupils. Reading interest among the children was very satisfactory and at a high level.

In the junior high, the library has become more and more a materials center and a "classroom away from the classroom". To cooperate with and to work with the teachers and to serve their instructional program has been its aim. This has been done by working on units with the teachers, preparing bibliographies, making materials available, instructing the pupils in the use of references, purchasing materials requested by the teachers and calling attention to new materials and references as they are received.

Excellent use of the library has been made by all the departments and it has been a pleasure to work with the staff.

Angeline Dempsey

#### Problems and Recommendations:

Budgetary provisions have adequately taken care of maintenance problems during the past eight years of operation at Cherokee School. However, due to the very poor material used in construction of the ceilings in our classrooms and corridors, it will always be necessary to allocate money in each year's budget for their up-keep.

Move art room, which is located in a regular classroom in the elementary section of our building, to room 30 located on second floor. This room is located directly across the corridor from the art storeroom and would also cut down the distance junior high pupils have to travel to classes. This would eliminate much congestion in our elementary corridors and would facilitate the use of the lavatory in our elementary wing.

The problem of book storage in our library is becoming more acute each year. In future planning, it might be well to consider including the adjoining room as a part of our library facilities. This would necessitate the removal of the existing wall between the library and room 15.

We appreciate the assistance and help given us from the central office staff and sincerely give our thanks.

Respectfully submitted,

E. C. Bainbridge

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education  
by the principal  
ARMAND F. KETTERER

June 14, 1963



MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
Franklin School  
1962-1963

Enrollment

Our gross enrollment was 578 - 1 non-resident for the year. We had 37 withdrawals and 25 transfers out. Our net enrollment for the year was 563.

Our gross enrollment for 1962-63 was as follows:

<u>Grade</u>	<u>No. of Sections</u>	<u>Gross Enrollment</u>
Kdg.	4	103
1st	3	70
2nd	2	60
3rd	3	67
4th	2	59
5th	2	50
6th	2	56
7th	2	58
8th	2	55
Total		<u>578</u>

Transportation

We have 146 children being transported by bus from the Waunona Way area.

At its regular meeting May 21, 1962 the Board of Education approved the recommendation that pupils (K through 6) being transported to Franklin from the Burr Oaks area, be transported to Longfellow School for the school year 1962-63, therefore we had no pupils from that area.

Lunch Program

We have noon supervision for the children who must stay at school for lunch either because of noon hour band instruction, or because of illness at home, both parents working, etc. The children, except those who have noon music instruction, must bring a written request from home before being given permission to stay at school during the noon hour. The privilege of carrying lunch to school was extended to first, second, third and fourth graders living a half mile or more from school during the months of December through March in inclement weather. About 120 pupils carried lunch to school daily, and these pupils were supervised the entire noon period by two staff members. Most of the time the library accommodated the noon lunch pupils, but at other times tables had to be set up in the gymnasium to take care of the overflow. There is a growing tendency on the part of some parents to shift the noon supervision onto the school, for one reason or another.



Staff

We would like to commend individuals on our staff for their fine co-operation this year as in previous years. Our teachers have been very willing to serve on our various school committees and M.E.A., and we have had fine representation on various committees. With one exception, every member of our teaching staff belongs to the local and state associations. For many years previous to 1958 Franklin had 100% membership in the National Education Association. Since 1961-62 we had about 90% enrollment in all three organizations. This next year we hope to reach 100% enrollment in all three educational organizations again because this is one measure of a professional staff and especially for Madison which rewards teachers with a professional salary schedule which is the envy of many a school system. Thus Madison should be an example for the State of Wisconsin.

Teacher turnover has been a growing problem in recent years. A number of vacancies have been occurring on short notice. Some of these develop late in the summer, others during the school term. Staff stability and continuity cannot avoid being adversely affected by the abnormal turnover we have experienced, especially in the last few years. Some of these people stay a year, a semester, or even less. Only through greater continuity can we develop and maintain a unified philosophy, acquire a better knowledge and understanding of our pupils and their needs, maintain and enhance a satisfactory esprit de corps and produce a more firmly knit professional spirit and growth in school personnel.

New staff members this past year were: Mrs. Kay Kobussen, kindergarten; Mrs. Dorothy Bailey, grade 3; Miss Sally Kellogg, grade 3; Mrs. Sylvia Schuring, grade 4; Mrs. Hester Bethell, grade 5; Mrs. Nancy Missalke, junior high English and French; Mrs. Claire Potter, grade 1; Miss Patricia Kern, speech correction; Mr. William Payne, instrumental music; Mrs. Arleen Tempereau, art; and Mrs. Kingsbury, nurse.

Staff member replacements for 1963-64 will be: Joyce Peterson, grade 1; Jean Love, grade 1; Carol Schroeder, grade 1; Mrs. Joyce Manke, grade 3; Mary Jane Leiterman, grade 3 and 4; Evelyn Hahn, grade 4; Mrs. Ruth Wynn, junior high English and French. Positions still unfilled are mathematics 7 and 8, remedial reading and school nurse and girls' physical education.

Our teacher improvement committee was composed of Miss Goldman, a fifth grade teacher; and Mrs. Gilbert, a junior high teacher. The principal also is a member of the committee. At an organization meeting the committee unanimously decided to consider the importance of the criteria by which teachers are judged and evaluated. After a discussion it was agreed to accept the Madison teacher rating scale as an instrument for study and as a guide for self-evaluation. Certain areas of the scale were discussed at staff meetings and the staff as a whole appeared willing to focus on certain areas of felt need. This year some attempt was made to implement the ideas and the importance of "teamwork". We hope to imbue each teacher with the idea that continuous self-evaluation and improvement are important to the ultimate welfare of our profession and to the individuals that are a part of it. Greater effort was directed toward principal-teacher conferences to evaluate instructional methods and procedures. New teachers responded most favorably to the use we made of the self-evaluation scale.

### Special Reports

We are especially indebted to Mr. Carl Waller, Mrs. Halvorson, Mr. Severson, Mr. Thrower and Mrs. Brandenhoff for their help and advice in connection with maladjusted children and parents. From here it appears that there will be a continuing and perhaps even an increasing need for help of this kind at Franklin.

"There were 35 children in Speech Class this year. They ranged in grades from the first to the eighth. The majority of the children had definite sound defects, usually, the S or the R sound. Several of the children had delayed speech.

Of the 35 children worked with, 9 were dismissed as corrected, 25 improved, and only one showed no advancement.

Both teachers and pupils were most cooperative throughout the year."  
Miss Pat Kern, Speech Therapist

"The library has been a very busy place this year with a total circulation of 34,134 books, an increase of 549 books. Of this number 21,159 were fiction books either for book reports or pure pleasure reading. It helps to read of another person having a problem, physical or emotional, such as yours, and learning how he or she solved it. 12,662 were books on specific subjects to correlate with the units being studied in the classroom. Others were on the pupil's hobby or special interest. Biographies are very popular and the children read 2,027. The library is where we have harder material to stimulate the accelerated youngster, while the slower reader can find easier material which he can comprehend.

The majority of the children are eager to learn to use the card catalog, the encyclopedias, World Almanac, pamphlet file and magazine indexes. We have drills using each of these library tools.

I like to read a few pages of a book of excellent literature to quiet a class when they come to the library. Many of our teachers follow this procedure and thus a whole class hears a classic they will long remember.

This year we dramatized a scene from some of the books read by several people, both in the 6th and the 8th grades. The children were very enthusiastic and quite ingenious in getting costumes. The boy's leaning toward science fiction showed the trends of our times. Another year I would have a list of classics for them to choose from.

With the many historic events this year, the periodicals were greatly used for written topics for both social studies and science classes. Certainly the children learned how to make a bibliography.

Franklin School Library has a collection of 6,676 books. Both the pupils and the teachers appreciate our library."

Helen Moss, Librarian

Special Achievements

Our eighth grade excursion to Chicago has become an annual event. The trip is financed by class dues and other money-raising projects. A group of 53 went this year on June 6th, including four teachers and four mothers. A tour of the Museums, the Prudential Building, the Aquarium, Skid Row and Maxwell Street, ending with dinner on the train, made this a memorable day for our eighth graders.

Spelling has always been important at Franklin School. We have participated in the city-wide spelling bees ever since they were begun in 1949, but our interest in better spelling goes back much farther. Our concern has been and shall continue to be, improved spelling for all, rather than to train a handful or an individual to "compete" in any contest, however worthy it might be. I have been very glad to devote spare time to consulting with the State Journal staff, compiling the lists of words for city, county and state bees, conducting several county bees on Saturdays and evenings and also conducting a number of bees in our own Madison Schools, plus, serving as official advisor here and at the National Bee.

This year at Franklin, Pat Noles won the spelling bee. He was our representative in the city bee held on April 27th.

A COMPARISON OF SPELLING STATISTICS

Final Second Semester Scores  
Franklin School  
1946 and 1963

<u>Grade</u>	<u>Enrollment</u>	<u>Perfect Scores</u>	<u>Scores below 90%</u>	<u>Scores below 75%</u>
2	46	20	0	0
3	33	8	13	8
4	46	7	15	8
5	50	5	17	8
6	39	4	20	8
7	34	2	23	8
8	37	0	27	15
	<u>285</u>	<u>46</u>	<u>115</u>	<u>55</u>

1963

<u>Grade</u>	<u>Enrollment</u>	<u>Perfect Scores</u>	<u>Scores below 90%</u>	<u>Scores below 75%</u>
2	61	25	8	6
3	68	21	11	12
4	55	6	9	16
5	50	11	14	9
6	56	13	8	5
7	59	6	12	13
8	49	7	6	15
	<u>398</u>	<u>89</u>	<u>68</u>	<u>76</u>

The larger number of high scores are made by the pupils in the lower and intermediate grades. Conversely, the larger number of low scores are found in the upper grades. There is no doubt that these weaknesses are cumulative plus the fact that some pupils fail to maintain their spelling skill on a high level in the upper grades. We hope that the adoption of the new spelling program in all grades during 1962-63 will help future 7th and 8th graders to develop and maintain greater spelling skill.

#### Acceleration at Franklin

During 1963-64 we plan to continue French in 7th grade in conjunction with the television programs available. We plan also to participate in the television programs in arithmetic, grades 4, 5 and 6, French 4, 5, 6, and 7. Some 7th graders will accelerate by taking 8th grade mathematics, thus enabling them to study algebra in grade 8 the year following.

#### Our PTA

We have appreciated the cooperation between the PTA officers, chairmen, members and our school staff.

On Halloween we held our fifteenth Halloween Party. Franklin School pioneered in this effort to keep the youth off Madison streets on this particular night. The party is sponsored by the South Side Men's Club with the cooperation of the PTA. About 500 parents and children of our community attend a program and have treats and fun. We wish to thank the Madison Board of Education for making our school gymnasium available for this event.

Our twenty-sixth Father and Son Banquet was held in November. This event, which includes fathers and sons of all ages, is given annually by the ladies of our PTA and is one of our big events of the year.

Our Christmas Program this year was put on by our music departments under the direction of Mrs. Nelson, Mr. Payne, Mrs. Gilbert, and teachers of several other grades.

Last year we raised PTA dues from \$.50 to \$1.00 per membership in order to raise money for our Lyceum programs and other expenses. In 1960 an educational television set was purchased. In 1961 a fine aluminum and glass display case was purchased and last year the PTA earmarked up to \$250.00 toward the purchase of a new movie projector. This year \$200.00 has been set aside for a good camera.

In May we held our Mother and Daughter Banquet for the twenty-fourth year. This dinner is given by the South Side Men's Club in cooperation with our PTA, and they served 400 a roast beef dinner with all the trimmings. This is a very special, dress-up affair for our "little" and "big" girls. Mrs. Charles Davidson arranged a very interesting girls' dance and Maypole drill for the occasion.

Our PTA has for a number of years sponsored the Girl Scouts. Cub Scouts were sponsored again this year.

Franklin - 6

This summary of standard spelling test results for Franklin School first semester, 1962-1963 shows: (1) individual scores, (2) range.

	2 112	2 10	3 108	3 201	3 203	4 205	4 206	5 207	5 210	6 5	6 6	7N	7G	8 <sup>2</sup>	8 <sup>1</sup>
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100	98	96	100
	100	100	100	100	100	100	100	100	100	100	100	100	98	96	100
	100	100	100	100	100	100	100	100	100	100	100	100	98	94	100
	100	100	100	100	100	100	100	100	98	100	100	100	98	94	100
	100	100	100	98	100	98	98	100	98	100	100	98	98	92	100
	100	100	100	98	100	98	98	100	98	100	100	98	98	92	100
	100	100	100	98	100	96	98	98	96	100	100	98	96	88	100
	98	100	100	98	100	96	98	98	96	100	100	96	96	86	100
	98	100	100	98	100	96	98	98	96	100	100	96	94	86	100
	98	100	100	96	100	96	98	96	94	98	98	96	92	84	98
	98	100	100	96	98	94	98	96	94	98	98	96	92	84	98
	98	100	98	96	98	88	96	96	92	98	98	96	90	78	98
	96	98	96	94	98	84	96	92	92	98	98	94	90	78	98
	92	98	96	94	98	82	94	92	90	98	98	94	90	68	98
	92	98	96	94	98	78	94	90	88	96	96	94	90	66	98
	92	98	94	92	96	74	92	90	88	96	96	94	88	64	96
	92	98	94	88	96	74	90	88	86	96	96	94	88	58	94
	90	98	94	86	90	74	90	88	86	96	96	94	88	54	94
	90	98	90	86	82	72	86	86	82	94	96	92	82		92
	86	98	82	76	78	70	84	84	78	92	96	92	80		92
	86	96		74		48	80	78	78	92	94	92	76		90
	86	96				44	80		68	92	94	90	76		90
	84	94				36	64			82	94	90	72		90
	82	92				34	54			82	94	88	70		86
	80	90				24				78	92	88	66		84
	76	88				16				74	46	84	66		66
	76	84								24		72	46		62
	72	80													
	52	52													
	4														
in es er	88.1	95.4	97.3	94	96.5	77.6	91.8	94.4	91.7	92.6	95.7	94	86.8	82.9	93.9

Franklin - 7

This summary of standard spelling test results for Franklin School second semester, 1962-1963 shows: (1) individual scores, (2) range.

	2 112	2 10	3 108	3 201	3 203	4 205	4 206	5 207	5 210	6 5	6 6	7N	7G	8 <sup>2</sup>	8 <sup>1</sup>	
	100	100	100	100	100	100	100	100	100	100	100	100	100	96	100	
	100	100	100	100	100	100	100	100	100	100	100	100	100	94	100	
	100	100	100	100	100	100	98	100	100	100	100	100	98	94	100	
	100	100	100	100	100	100	98	100	98	100	100	100	96	90	100	
	100	100	100	98	100	98	98	100	98	100	98	98	96	90	100	
	100	100	100	98	100	98	98	100	96	100	98	98	96	86	100	
	100	100	100	98	100	98	97	100	96	100	98	98	94	82	100	
	100	100	100	98	100	98	96	100	96	100	98	96	94	80	98	
	100	100	100	98	98	96	96	98	94	100	98	98	94	78	98	
	100	98	96	98	98	94	96	98	90	98	98	98	94	72	98	
	100	98	96	98	98	92	95	98	90	98	96	98	90	70	98	
	100	98	94	96	96	90	94	98	90	98	96	96	90	68	98	
	100	98	88	92	92	88	94	96	88	98	96	94	88	66	96	
	100	98	80	92	92	86	92	96	86	98	96	94	86	60	96	
	100	98	76	92	90	80	92	86	82	98	96	92	84	60	96	
	100	96	74	86	86	80	90	86	80	96	94	92	80	60	94	
	98	96	58	86	84	80	90	82	76	96	94	92	80	54	94	
	98	94	52	80	82	70	88	82	74	94	94	92	80	52	94	
	98	94	50	78	74	70	86	80	68	94	92	92	76	42	92	
	96	92	48	76	74	68	82	80	66	92	90	92	70	16	92	
	96	92	22	66	56	58	80	80	64	92	90	92	70		92	
	96	88			52	56	72	78	62	88	90	90	68		90	
	94	82			10	52	70	76	62	88	84	88	66		90	
	90	76				48	62	70	62	86	76	88	64		82	
	88	76				46	48	62		80	66	86	64		82	
	88	70				30	42			78	66	84	60		66	
	86	68				26				76	42	78	58		66	
	84	66				10				68		72	48		34	
	66	64								10		66	32		32	
	22												12			
clin ages nd ster	93.3	92.1	82.5	92	86	65.1	86.7	89.8	84.1	90.6	90.6	91.9	77.9	71.5	89	



Citizenship

Five years ago, the PTA under the direction of the president, Mrs. Sannes, a citizenship chairman, Mrs. Ketterer, and a committee composed of the principal and several teachers formulated a plan of recognizing good citizenship. A citizenship certificate was presented at our awards day to about 150 pupils in grades four through eight. If the pupil averaged a "B" in citizenship, and "Honor" seal was affixed to the certificate; if the pupil averaged an "A" in citizenship, a "High Honor" seal was affixed to the certificate. The plan is to encourage pupils in grades four through eight to develop good citizenship. Those who qualify will have a seal affixed each year and given recognition at an "Awards Day" program. =

The first presentations were made June 8, 1959, the second awards day was June 10, 1960, the third year's was June 12, 1961 and last year's June 14th. Our present PTA President, Mrs. Lewis Johnston and President-elect, Mrs. Sam Motisi, participated in the program. We believe that this citizenship plan has merit and the PTA has funds earmarked for the purchase of certificates, seals, and other merit awards for the future. This year's Awards Day was held on May 31st, and the largest number of pupils ever, received good citizenship certificates and seals.

Organizational Plans  
for the year  
1963-1964

The plans for next year shape up like this:

<u>No. of Sections</u>	<u>Teachers</u>	<u>Grade</u>	<u>Room Nos.</u>	<u>No. of Pupils</u>
4	Bailey, Peterson	K	8 - 107	100
3	Peterson, *Morzinski, Schroeder	1	101-103-106	81
2	McDaniel, Purcell	2	10 - 112	60
2	Manke, Kellogg	3	108 - 203	56
1	Leiterman	3-4	206	22
2	Harrington, Hahn	4	201 - 205	51
2	Goldman, Bethell	5	207 - 210	51
2	Fenn, Ralph	6	5 - 6	48
2	Gilbert, Wynn	7	128 - 130	54
2	Barnett, ?	8	125 - 126	56

\*Name to change on June 15 to Love, Jean

Band will continue to use Room 213.

Needed Improvements Being Realized

During the past several years the custodial staff has made some appreciable gain in regard to planning and allocating time and energy devoted to the job of maintaining a sanitary, healthful and safe school plant. A continued effort will be needed to evaluate, to further develop a sense of need, to keep raising standards where necessary. An occasional re-study of the

manual for custodians has proved helpful. It would be advantageous to have Franklin's half-time custodial worker work here afternoons instead of forenoons. We have made this request every year but nothing happens.

We have badly needed some sound-proofing of doors between the gymnasium and the corridor in the new wing. Perhaps some day this could be taken care of as funds become available.

Our playground had been completely surfaced during a ten-year period beginning in 1947. This has been a very fine improvement. All that is required now is to repair the small breaks. "A stitch in time saves nine." Our main entrance doors in the older section of the building are being replaced. Provision has been made to replace at least one set of doors each year until the job is completed.

### Acknowledgements

We are enjoying the new lights installed in all rooms. The first installation, about ten years ago, was in Rooms 201 and 203. This was the "hairpin" type of lighting which should be changed. All classrooms have had acoustical treatment. This investment is paying dividends every day. The washable paint now used in painting dados not only improves the appearance, but will increase the serviceability, and more dados should be repainted each year. The window sashes in a number of rooms should be varnished as this maintenance job will save a good deal of money in the long run. I am convinced that certain portions of our building should be painted more often and I recommend a plan for painting a certain number of rooms or corridors each year.

Last year one of our boilers was in need of repair or replacement. This matter has apparently been repaired for the time being.

It goes without saying that a good school secretary is an indispensable person in any school. Mrs. Bettie Radue has done an exceptionally fine job during her first two years at Franklin. A combination elementary-junior high school poses a number of additional tasks on a secretary and some part time assistance is necessary in order to do all that is required. Two to four weeks of additional secretarial assistance must be considered at the beginning and at the close of school.

We wish to thank Mr. Metzen and his staff for their fine help and co-operation in the operation of Franklin's community center.

Finally, I am personally indebted to Superintendent Gilberts for his speedy and effective action in arranging for Mrs. Gilbert to take over important administrative duties during my recent illness and convalescence.

Also, a big thanks to Mrs. Gilbert, Mrs. Radue and all the staff for their loyal cooperation in making things go at Franklin during my absence.

Respectfully submitted,

*Armand F. Ketterer*

Armand F. Ketterer, Principal

**THE MADISON PUBLIC SCHOOLS**  
**Madison, Wisconsin**

**ANNUAL REPORT**  
**GLENDALE SCHOOL**

**Presented to the Board of Education**  
**by the Principal**

**JERRY F. JOHNSON**

**June 1963**

# THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

## ANNUAL REPORT

For the School Year 1962-1963

Glendale School

### I. Enrollment

Glendale School for the first time in its short six year history has found a decline in the net enrollment of students from the beginning of the year to the end of the year. As we look back, it can be attributed to one single factor; the Government Housing Project being carried on at Sun Prairie.

Our peak net enrollment was reached in September with 877 students. Our net enrollment as of May 27th was 837 students. This is a drop of 40 students and of course just reverses our growth pattern of past years.

The gross enrollment up to and including May 27th was 931, or an increase of 19 over last year, even though our net enrollment is lower from that of last year.

<u>Grade</u>	<u>No. of Sections</u>	<u>Sept. Net Enrollment</u>	<u>May Net Enrollment</u>	<u>Gross E.</u>
Kdgn	6	156	142	163
First	5	132	128	142
Second	5	118	110	125
Third	4	109	110	121
Fourth	4	100	89	104
Fifth	3	83	87	89
Sixth	2	63	64	67
Seventh	2	65	63	68
Eighth	2	51	44	52
	<u>33</u>	<u>877</u>	<u>837</u>	<u>931</u>

Even though we have lost a net of 40 students, one can readily see that as of now we are enrolling 3 times as many children in kindergarten as we are graduating out of eighth grade.

By losing our Junior High Department next year to the new LaFollette School we expect our net enrollment in the fall to be around 800 students on a K-6 basis. Because of the loss of our Junior High Department we will find ourselves in the unique position of having three vacant classrooms for the 1963-64 school year. Our pre-school census indicates however, that these rooms will not be vacant for long. And that by 1965 our net enrollment should hit 900 students.

## II. School Staff

The staff at Glendale School numbers 53, which includes full and part time members. This takes into consideration, office, teachers, custodians,, kitchen, specials and nurse.

I would like to pay tribute to the entire staff, who through their tireless efforts have carried on the Glendale philosophy in "treating every child as an individual, each with individual abilities and needs to be met."

They have not only been concerned with the academic achievement of each individual placed under their care but are equally concerned with the individual's welfare with reference to his social and emotional needs and problems.

Our full time teaching staff from an experience standpoint broke down as follows:

0-3 years' experience	13
4-6 years' experience	8
7+ years' experience	13

## III. PTA

The 1962-63 Glendale PTA was successful in every way possible. Memberships totaled 498 for the school year. The programs offered at the regular meetings were school centered.

They were sponsors of all Scouting units, Glendale 4-H, Safety Patrols, and Santa Claus. They contributed handsomely to the Scholarship Fund and contributed toward sending two Safety Patrol members to Washington, D.C. They also sponsored our entire patrol unit and chaperon for the Wisconsin Dells trip.

Through the efforts of the PTA, an expanded Summer Enrichment Program will be held in the areas of Art and Science. This summer's program will have a total enrollment of 105 students. Forty-five pupils will be attending 3 art classes and sixty students will be handled in our 4 science classes.

The make up of the classes were determined by age level, and each class would be limited to 15 students. The cost of the program will mainly come from the parents of the students who are enrolled. Outside contributions amounted to one-third of the total budget for the program.

Parental response to our program has been wonderful. This will be our second year in enrichment courses and we already have established a waiting list for the classes. Many parents outside of our school district, also called about enrolling their children.

We anticipate the two week program to be very successful and hope to expand on the idea of local summer enrichment courses in the future.

The PTA also set up for the first time this year, "Teacher Aide Committee." They proved to be very valuable to the Glendale Teachers. Their main aide came in the area of the Hot Lunch Program where they made out the lunch bills and actually did the collecting of the monies. They also relieved the teachers during the noon hour by eating with the children. Each teacher had a mother one day a week to eat with her group. Through this, we found our parents became closer to and more familiar with the Hot Lunch Program.

#### IV. Mothers Club

Our school is particularly fortunate in having a Kindergarten Mother's Club, which is affiliated with the PTA. Besides bringing the parents closer to the school and the school program, they assist in producing a very elaborate Kindergarten Handbook which becomes an integral part of our Kindergarten Round-Up Program, held annually in May. At the Round-Up this year, 117 Glendale children were registered. We estimate registration to be 80% completed at the Round-Up Program.

#### V. Bus Transportation

In the 1962-63 school year, 88 students were transported daily. In addition to these students, the Board of Education granted permission to transport 71 kindergarten pupils from November 15, 1962 to April 1, 1963. During the period we found that totally better than one-fifth of our entire student population was being transported.

#### VI. Hot Lunch Program

Many Madison administrators will disagree with our philosophy on serving "Hot Lunches" to any child who desires to participate. We, however, feel it plays a vital part in the overall education of the child.

Parents are billed once a month, instead of weekly. This cuts down on the amount of time spent in the collection of money. Also, "PTA Collection Mothers" come to school on the day the payment is due. This frees the teacher for teaching. Our parents have shown tremendous cooperation in sending their payments on a designated day.



Mr. Hackbarth, of the board office, has indicated that our program has served more "Hot Lunches" during this school year than any other Madison School. A total of 89,268 were served. We also served 217.726 half pints of milk.

Other than kindergarten, five out of every seven of our students participate. This program is conducted by a staff of seven women.

The teachers eat with their classes in the cafeteria. When a class has completed eating, they then go to our supervised playground where hired personnel (no teachers) take over the responsibilities and duties.

#### VII. United States Saving Stamp Program

For the sixth straight year, Glendale participated in this wonderful "Thrift Program", and for the third straight year we went over the \$7,000.00 mark. Our totals this year showed \$7,119.70 of stamps being purchased; 299 stamp books being converted to bonds; an average pupil saving of \$8.53 and; 35.7% of our students purchasing a bond.

The last three years we have received Government recognition as being the leading school in the State of Wisconsin for our "Thrift Program." With the results of this year's program now completed, I anticipate a fourth straight honor year.

#### VIII. University Education 31 and 41 Programs

Prior to joining the city, Glendale always participated in the 41 program. Because of the distance (7 miles) from the University to Glendale we felt this program was best for Glendale.

After working this year with fourteen University students enrolled in the Education 31 program, and one student in 41 program we are sure that for all concerned, it would be better if Glendale participate in the 41 program rather than the 31 program.

Our teachers feel we cannot meet the needs of the 31's as well as the 41's because of the time limitations involved with the students having to attend "on campus" classes.

I have recommend to the University, as I now recommend to the Board of Education, that Glendale be allowed to participate in the 41 program rather than the 31 program.

#### IX. Library

Our total inventory now shows 5,177 books. The circulation for this school year was 39,144 which is an increase of about 7,000.

The central library again operated out of a sub standard room, capable of holding 1/2 a classroom at a time. This seriously cut into the amount of time an individual student could spend in the library during regular school hours.

We are looking forward to the completion of our building addition that will include a proper size library area; separate reading room, library office and, library workroom.

#### X. Specials (Art - Music)

The art program has played an active role in each child's daily class schedule at Glendale School. Students from first thru eighth grade have participated. It is hoped that each child has within himself developed an awareness to art thru the environment provided by nature and man. This appreciation is very necessary to one's own self-discipline and thought in the creative arts. The core idea stated above has been correlated with many units of social studies, science history, reading and music. Thru a developmental approach to art and its activities, each child can express himself by two and three dimensional projects; thereby gaining a greater understanding of art skills. The skill that a child can develop is easily noted at the Annual Art Salon which readily shows the variety and variation found in the public schools.

#### Music

One hundred 5th and 6th graders participated in the elementary choir this year. They presented two concerts - one at Christmas and one in May. Fifty-four of these children took part in the all-city choir festival which is held every other year.

All of the fifth grade students presented the operetta "Hansel and Gretel" this winter in the cafetorium for their parents. Each third grade class put on a song story of Cinderella which they gave for first and second grade classes.

Fourth grade students climaxed their musical experiences this year with a song fest. Group songs were sung and each class then contributed musical talents of their own.

As a part of the annual sixth grade Christmas program, the class contributed musical selections from ten countries to fit in with their theme, "Christmas Around the World."

#### Instrument Music

Enrollment: Twenty-two string players and forty-eight band students participated in the Glendale instrumental music program. Of these seventy pupils, 46 were beginners on their instruments.

Schedule: The schedule was based on the Junior High Department's time schedule. Students were excused from academic classes, but a revolving schedule was developed so that each group came at a different time, each day. With this type of schedule, no student missed the same class more than once a week. Students did an excellent job of keeping the schedule in mind and fine cooperation was received from the classroom teachers.

Programs: Instrumental students participated in five programs during the year.

- 1) Advanced Band played in the Christmas Concert.
- 2) Advanced Orchestra group played for the February P.T.A. meeting.
- 3) Advanced string players combined with the Allis Orchestra for the lyceum concert here at Glendale in March.
- 4) Beginning Band and Beginning Strings took part in a Spring Concert, May 21st.
- 5) Advanced band students performed together with the Allis Band at a Junior High Concert, May 28th.

#### XI. Organization for 1963-64

The plans for the educational program at Glendale for next year in its make up appears sound and also exciting: 1) continue nongraded primary with the addition of a Junior Primary room. 2) use more departmentalization in the intermediate grades to compensate for individual differences in students, and to take advantage of teacher strengths; 3) continued Parent-Teacher Conferences and expansion of the use of multi-texts.

#### XII. Problems of the Future and Recommendations

Most of our problems are presently being taken care of through extensive landscaping and the present building addition that includes a gymnasium, locker rooms, offices, library facilities and vocal music quarters.

I have no recommendations as it has been another good year at Glendale.

Respectfully submitted,

Jerry Johnson, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

LAKEWOOD SCHOOL

Presented to the Superintendent

and

Board of Education

by

Principal Jack R. Stickels

June, 1963

Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-'63  
LAKEWOOD SCHOOL

Historical Note

On September 28, 1917, Joint School District 1 of the Towns of Madison and Burke was formed. The next year a school building was erected and subsequently called Lakewood School. In 1930 a part of the Town of Madison was incorporated as the village of Lakewood Bluff. In 1931 the name of the village was changed to Maple Bluff. This new village automatically became a part of Joint District 1, having been formed from within its boundaries.

On July 1, 1963, as the result of state statute 48S passed by the Wisconsin Legislature, Joint School District 1 of the Towns of Madison and Burke and the Village of Maple Bluff was dissolved and Lakewood School became a part of the City of Madison Public School System.

Enrollment and Faculty Data

Lakewood School entered the City of Madison School System with an enrollment of 285 pupils in grades kindergarten through 8th grade. Enrollment had fluctuated little from this figure over the past five years. For the 1962-'63 school year, students living outside the 1961-'62 District 1 boundaries were admitted by permit. Lakewood's 1962-'63 enrollment at the end of registration week was 291 students. The educational program of these students was in the hands of a school faculty and staff whose responsibilities were divided as follows:

- 13 regular classroom teachers in grades kindergarten through 8
- 1 librarian
- 1 art teacher
- 1 physical education instructor
- 1 vocal music teacher (4/5 time)
- 1 instrumental music teacher (1/5 time)
- 1 home economics teacher (1/2 time)
- 1 industrial arts teacher (1/2 time)
- 2 secretaries (1/2 time each)
- 1 nurse (1/3 time)
- 1 speech therapist (1/10 time)
- 2 custodians
- 1 matron (3/4 time)
- 1 psychologist (on limited call)



All personnel contracts entered into by the Lakewood School Board were honored by the City of Madison School Board.

Beginning September, 1963, Lakewood School will serve through additional attendance areas, the Superior Street area, just east of the school, the Sherman Terrace Apartments, located southwest of the school, and the Truax Trailer and Barracks areas. Kindergarten children from Truax Field who have brothers and sisters at Lakewood School will attend Lakewood; other kindergarten children from that area will attend Lapham School.

### Curriculum

Basic subjects such as reading, arithmetic, language, science and social studies, are taught by the regular classroom teacher. Subjects commonly referred to as specials, such as art, music, physical education, etc., are taught by specialists in these fields. Students move out of their regular classrooms to receive this instruction.

Course content and the basic skills subjects are to a large extent determined by the textbooks used and accompanying teachers' manuals. Previous to reorganization some City of Madison course outlines were used as an aid in determining course content. The transition to City of Madison course outlines and textbooks continues. A number of the same textbooks in the basic subjects, such as reading and arithmetic, were already being used.

Elements of Lakewood School's past testing program were continued along with those tests administered through the City of Madison program. This made for quite a heavy testing program. Additional elements of Lakewood's past testing program will continue to be dropped.

Yearly gains, expressed in school year months, registered on the Iowa Basic Skills Tests are shown in the table below. These tests have been given in grades three through eight over the past four years.

A ten month gain per school year is the normal expectancy.

				Present Grade Equivalent Scores (May 1963)
<u>Present</u> <u>Grade</u>	<u>1959-60 to</u> <u>60-61 gain</u>	<u>1960-61 to</u> <u>61-62 gain</u>	<u>1961-62 to</u> <u>62-63 gain</u>	
4	(no test for 1st grade)	(no test for 2nd grade)	(3 to 4) 10.2 months	6.06



<u>Present Grade</u>	<u>1959-60 to 60-61 gain</u>	<u>1960-61 to 61-62 gain</u>	<u>1961-62 to 62-63 gain</u>	<u>Present Grade Equivalent Scores (May 1963)</u>
5	(no test for 2nd grade)	(3 to 4) 12 months	(4 to 5) 15.5 months	7.75
6	(3 to 4) 11.8 months	(4 to 5) 13.3 months	(5 to 6) 14.8 months	9.00
7	(4 to 5) 14.1 months	(5 to 6) 12.1 months	(6 to 7) 8.2 months	9.51
8	(5 to 6) 10.5 months	(6 to 7) 8.0 months	(7 to 8) 10.5 months	10.68

No foreign language is being taught at Lakewood School. Some of the newer approaches and terms used in teaching arithmetic were introduced to one section of fourth graders this year. Scott Forseman's text Seeing Through Arithmetic was used with this group of about 15 students. Coronet Films programmed learning unit covering number bases and binary arithmetic was used with eighth grade students. A number of Coronet's other programmed learning units were also used experimentally in grades 4 through 8. For the most part, after their use both students and teachers were receptive to the use of these materials. No formal evaluation of the effectiveness of these units was made. Opinion and post tests (incorporated within the units) were favorable indicators.

The two W.H.A. Radio School of the Air programs "Book Trails" and "Let's Write" were used quite regularly by a number of intermediate and upper grade teachers. Lakewood kindergartners viewed almost the entire TV kindergarten series broadcast by WHA-TV. One of the 5th grades was impressed with the radio program on conservation introduced this year.

We have found Science Research Associates Reading Laboratories an excellent supplement to our regular reading program. We also introduced their new Penskill handwriting kit at the 6th grade level this year. It had good student and parent acceptance.

A junior high grades science fair was held in early June. It appeared that the students gained from the requirement that they should verbally explain their exhibit to those viewing it.

There seemed to be a reasonable and effective use made of films, filmstrips and field trips by the faculty.

### Physical Education and Recreation

Interscholastic competition in football and basketball was dropped from the school program this year. An after-school intramural program was substituted for it.

The Village of Maple Bluff assumed the full cost of a winter recreation program. Formally the school district had paid wages for supervision. Policy and supervision responsibilities remained in the hands of the City of Madison School District.

### P.T.A.

The P.T.A. at Lakewood is active and has excellent leadership. Its programs seem to be in line with the objectives of the organization and are well planned. The P.T.A. has demonstrated a genuine interest in helping the school and has not interfered with the administration of it.

Like most organizations, they look forward to increased participation and larger attendance at their meetings.

### Faculty

The entire 1961-'62 Lakewood faculty and staff returned to start the new school year in September 1963. One new faculty member was added to teach a 3rd grade classroom. In November Mrs. Wanda Haas, the junior high English and Social Studies teacher, was killed in an auto accident. A second grade teacher resigned at the end of the first semester in order to have her first child.

The following summary shows the length of time present faculty members have served at Lakewood School.

8 years or more -----	4
7 years -----	1
6 years -----	0
5 years -----	3
4 years -----	5
3 years -----	3
2 years -----	2
1 year -----	1

Prospects are that there will be new teachers at the 2nd, 3rd, 4th, and 6th grade levels this coming school year. Present plans are for a departmentalized 5th and 6th grades.

### School Plant

Since the major addition and remodeling was completed at Lakewood in 1958 there have been no major building projects. The room serving as the audio-visual and teaching materials center was remodeled during the summer of 1962 to become a third grade classroom.

Routine maintenance was continued during the 1962-'63 school year. The plant in general is in a good state of upkeep and repair. Repainting of outside surfaces is presently needed with some inside surfaces needing attention.

A sprinkler system was installed in the center section of the building during the summer of 1962. Consideration is being given to a proposal to connect this system to a central point where an alarm would sound should the system ever be energized.

### Special Problems

- (1) The fees we are allowed to charge students for workbooks are not enough to meet the cost of workbooks our teachers wish to use in their teaching.
- (2) We need help in improving the spelling of our students and their science concepts.
- (3) How can our testing program become more diagnostic in nature and more helpful to individual teachers?

### Recommendations

- (1) Work toward increased time allowance for students under the direction of specialists.
- (2) Consider sending a team into a school to aid the school in improving its program.
- (3) Continue the effort to give personal recognition and consideration to individuals in spite of the difficulty of the task in such a large school system.

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
Marquette School

Presented to the Board of Education  
by  
A. Kermit Frater, Principal  
June 1963

# ANNUAL REPORT

For the School Year 1962-63

## Marquette School

### I. STATISTICS

<u>School Year</u>	<u>Opening Enrollment</u>	<u>Transfers In</u>	<u>New Pupils</u>	<u>Transfers Out</u>	<u>Withdrawals</u>	<u>Closing Enrollment</u>
1959-60	669	62	49	44	68	668
1960-61	682	57	43	55	48	679
1961-62	678	30	36	67	40	637
1962-63*	629	28	47	43	40	622
	238	2	13	8	8	237
1963-64**	653) 338)	Estimate				

\*Elementary-1st figure      Grades 7 and 8-2nd figure

\*\*Elementary-1st figure      Grades 7,8 and 9-2nd figure

### II. ACHIEVEMENTS

The major achievement of the year was organization and opening of a Junior High School with grades 7 and 8, and the preparation for grade 9 for the 1963-64 school year. In many respects the first year went very smoothly. The new staff was a hard working group and very cooperative. The more or less usual problems inherent in the opening of a new Junior High school were not lacking, and are related at a later time by the Junior High assistant principal.

The fine elementary organization and staff that had been built up over the years continued to function at a high level. It is very gratifying to have a part in it.

Marquette has long been known for its strong PTA. It quickly adopted the new Junior High parents, teachers and problems. At an early meeting so much interest and concern was expressed over trends in the area that a special committee was formed. Known as the Marquette Neighborhood Betterment Committee, this group spent long hours in trying to analyze problems of the area and to see what might be done about it. One obvious problem seemed to be space for recreation. For example, from Williamson Street to the Northwestern tracks there is no place for children to play--except in the streets or on the tracks! We can expect to hear more from this committee.

The Mothers' Club, Cub Scouts, Brownies and Girl Scouts had a good year. A survey was made to determine if there were any boys of Boy Scout age who were not in a troop. Several were located, and were all placed in existing troops.

Several professional improvement committees were at work during the year.

#### The Arithmetic Committee

The arithmetic committee continued to function in the 1962-63 school year to secure arithmetic devices for improved teaching and more meaningful learning.

We began by re-evaluating the materials on hand and surveying needs. A list of desired devices was drawn up for ordering, collecting and making. These included devices for demonstrating, measuring, counting, drill and reference.

An area of the book room was secured as a central storage place, named the Arithmetic Materials Center. Newly purchased devices were added to this Center and a listing of materials available was given to each teacher for reference.

When the Center had been in operation for a few months, another survey was taken to include new ideas which might be prompted by teachers use of the Center. More devices were ordered by the committee.

The success of the project is still on trial! Already we find that the Center is a more effective method of sharing devices which a teacher would normally use only a few weeks of the year. It has also given each teacher a larger selection close at hand.

The committee hopes the replenishing of the Center will continue whenever the need arises in future years.

Carolyn Renard, Chairman

#### The Conservation Curriculum Committee

During the 1962-63 school year, the Conservation Committee developed a resource guide for the faculty at Marquette School.

Membership on the committee spanned the grade levels from kindergarten through the sixth grade. This range of representation enabled the committee to obtain the various viewpoints of the teachers as the guide was constructed.

Concepts listed in the guide are of a very general type, requiring each teacher to adapt the ideas to the specific situation within the classroom.

A variety of topics are listed for reports, discussions, displays and collections by the children. From the suggested activities and topics, the classroom teacher will elaborate upon or adapt the ideas to serve individual needs and objectives.

It is hoped that this guide might aid the classroom teacher in developing within the children the desire to use our natural resources wisely.

Ardelle Graef, Chairman



Early in the school year it became obvious that a number of the sixth graders could not take the "pace" of the televised math program. A re-grouping for the math period was decided on. All the sixth graders were divided into three groups according to ability and achievement. A common arithmetic schedule was worked out whereby the special class schedule could be maintained and the television program could be used. It was agreed that the program was much too advanced for the eleven children in the below grade level group, so they were given a traditional program. The other two groups, numbering thirty-six in the average and thirty-one in the above average, watched "Patterns in Arithmetic" supplemented with review or enrichment as needed.

The advantages and disadvantages of our arithmetic program are as follows:

ADVANTAGES

1. More time could be allowed for introducing new material to the entire class.
2. It was easier to pace or enrich the work.
3. Students who were far below grade level could concentrate on basic work without being interrupted by the television program.
4. The children's resentment toward arithmetic via television seemed to diminish. (Not all children watched the enrichment programs, perhaps less time was spent by the advanced on all programs.)

DISADVANTAGES

1. Scheduling around all special classes was difficult.
2. It did not seem feasible to have flexible groups.
3. Less time seemed available for individual help.
4. Those students with poor study habits were at the greatest disadvantage. Because of conflicts, it was extremely difficult to provide extra help after school or retain children to complete assignments.
5. The inconsistency in classroom standards made it necessary to spend more time with discipline problems.
6. Less home cooperation was evident when the child was in a different group than usual.

The children related their feelings about the grouping for arithmetic on a multiple choice questionnaire.

Favored arithmetic grouping: 93%      Disliked arithmetic grouping: 7%

It is difficult to fully evaluate the successes and failures of such an experiment. We would hope that test scores would show an appreciative gain over what might have been achieved had each teacher taught three groups in her own classroom; they do not. The children's attitudes toward the subject may have shown some improvement but it is not easy to determine that the special groupings are responsible to any degree.

It is my personal opinion that the classroom teacher can be more successful in helping the child develop good study habits, build or maintain a healthy attitude toward the subject matter, and achieve a good understanding of the subject in relationship to his ability if the teacher works with the child in many subject areas and for more than one hour a day.

Lue Sturdevant, Grade 6

### Marquette and Modern Mathematics

Four of the five sections of seventh graders from Marquette were introduced to the modern approach to mathematics. These students, regardless of level, showed great enthusiasm for the discovery method. Their comments on the course include such adjectives as "fun" "interesting", and challenging." They were highly motivated by the content and maintained this interest throughout the entire year. A sense of pride in one's achievements is important, and students at all levels of ability and achievement felt they had learned many new and important things. The number of students expressing a desire to continue their work in the field of mathematics is outstanding. They felt that the drudgery had been taken out of the subject.

Scott Foresman's Seeing Through Mathematics was chosen as the basic text for the course. The choice was made as a pilot study for the mathematics textbook committee for the city. During the past year the text was adopted by the Madison Public Schools. The enthusiasm of the teachers who used the text seemed to be one of the chief reasons for its adoption.

Three teachers from Marquette used the new text, and all gave many favorable comments. All felt that the students gained a good understanding of our number system and its many uses. Knowing "why" as well as "how" seemed to be the important factor in the new method of learning.

Barbara Norene, Junior High Math

### Guidance

Because Marquette Junior High was new this year, the year has been one of determining policies, setting precedents, and trying to direct attitudes in favorable directions in every department of the total school program. The guidance program is no exception.

The chief goals aimed at this year by the guidance department, although inter-related, could be listed as follows:

- A) encourage positive attitudes towards the program and its function in the total program by "proving its usefulness" to students, parents, and staff members.
- B) organize the guidance program into services so its role, that of being sort of catalyst to the educative process, is as clearly discernable as possible from the other varying roles, such as

administration, and instruction, and yet seen as an integral part of the school program.

- C) orient students, teachers, and parents to a "guidance point of view:" i.e. each student is a unique, worthwhile individual growing up in a dynamic society in which he needs to be informed and constantly adjusting to change and during which time he may need and get help from the school personnel.

The attaining of the mentioned goals is naturally not complete and would be very difficult to evaluate effectively, but we will try to present briefly how we attempted to reach these goals and the progress we feel has been made.

- A) Of fourteen teachers, all but one or two have either made referrals to the counselor or have taken part in conferences of various sorts aimed at helping individual students. All of the academic teachers have participated at least several times in "case conferences." Generally speaking, most of the teachers appear happy to use the guidance services with which they are familiar, i.e. counseling, placement, information, inventory.

Phone calls are received almost daily from parents desiring to talk concerning a problem their child may be having, requesting a report, or asking various questions about the school program in general. This is particularly true concerning programming for next year.

In a student questionnaire administered on May 16, students indicated about 40% of the interviews were voluntary. This indicates to some extent that many students value the guidance services enough to initiate contacts.

- B) Naturally, each student perceives the role and function of the guidance program, and counselor differently. We have tried to avoid the appearance that guidance is disciplinary, especially as to administering discipline. We feel the student questionnaire sheds some light here also. The voluntary contacts seem to indicate the role is seen not as a negative, disciplinary one. 83% of the students indicated they enjoyed the conferences, 81% stated they felt free to express themselves to the counselor, 88% did not feel the counselor was "running the whole show" during the conferences, and 82% of the students who used materials from the guidance office felt they were helpful (51% of the total used materials).

From conversations with various teachers and the administration, I feel the view of the role of guidance on their part is becoming more clear. In addition, only one student indicated a feeling that going to the guidance office meant something wrong had been done. Teachers have also felt quite free to allow students to come to the office when they request a conference. The rapport with the staff has been quite good, I think.

- C) The attitudes of most of the staff appears to be one of wanting to "help" the student in the educative process. Most seem to indicate feelings of concern for their students. An objective evaluation of this point is impossible.

The guidance program appears to be off to a reasonably good start. Students, faculty members, and parents give indications of understanding what guidance is and why it is important. We will in conclusion attempt to summarize the areas in which work has been done this year.

Counseling Service -- The students seem to feel free to seek help from the counselor as indicated from observation and the questionnaire.

Placement Service - Most of the section changes this year have proved wise from teacher comments. Placement for next year meets the approval of past and present teachers.

Information Service -- Over one-half of the students used materials from the guidance office this year. With more "publicity" perhaps more extensive use will be made next year. Work needs to be done toward getting teachers to use the available materials.

Inventory Service -- Many students enjoyed talking about themselves, their abilities and disabilities, likes and dislikes, and plans and problems. Those with whom a more complete job was done seemed to benefit the most. Teachers have expressed pleasure in the sharing of non-confidential information which helped them work better with a student and were very cooperative in having conferences with parents and students.

Research Service -- The follow-up process in placement appears adequate but must be increased. A form indicating to teachers progress with specific pupils may be desirable. Since we are a small school, word of mouth communication has served well but is somewhat deficient, I feel.

Evaluation of the program was attempted through the use of a student questionnaire. A teacher questionnaire might also be useful.

Merlin Ager, Guidance

#### Library Service

The Marquette School library is organized on a three level plan; indeed it could at times have been described as a three ring circus. However, as the year progressed and teachers, children, and librarian got the feel of the routines and organization, it began to operate rather smoothly.

In order to avoid serving the junior high and primary grades from the same room, a "little library" for grades one, two, and three was set up. It is run by the teachers under the supervision of the librarian.

A section of third graders from each room comes to the "big" library every other week. These children are able to read above grade level and can get additional books for their free reading. They also get books on classroom



units from the main collection. Some of these classes are taught to use the card catalogue.

Service to the junior high level took up much of the librarians' time since it was a new addition this year. The junior high program was scheduled by the administration in such a way that the Social Studies or English classes came to the library for forty-five minutes each week. They were accompanied by their teacher. The teacher and librarian usually conferred beforehand on the type of work to be carried on during this period. As far as possible, teaching of library tools was integrated with the unit underway in the classroom. In some instances this was highly successful. (For example, in one case, nice correlation resulted from assignments on historical novels such as Civil War. The librarian made bibliographies which were used to help the boys and girls choose their books. Later these books were discussed in the library. Teacher and librarian both participated in the discussion along with the children, thus helping to enrich the children's understanding of books read.) Some teachers assigned a series of long reports. In this case many library tools were reviewed and used. Other teachers assigned short reference topics which could be covered in one or two periods keeping books used on reserve in the library. On the whole, however, less reference work was done than might be expected from the type of organization set up. This was especially true of the low ability groups. Getting these folks to do a minimum amount of free reading was something of an achievement and received main emphasis. It was also true, however, of the top level in the eighth grade. These people definitely enjoyed free reading, and read at rather a high level, but their research work was minimal. More complete teacher-librarian planning should be the aim of the future.

The third level of service was, of course, the regular elementary. This was organized much as usual except the classes came in half sections rather than full as in the past. This necessitated some repetition in teaching and less use of creative group pressures in getting wide reading and good group behavior, but, on the other hand more individual work could be done.

Another device set up about five years ago was a bulletin board record of all class units or problems being taught in grades four through six. This not only gave a visible picture of the whole school, but served as the motivation for most of the teaching of library tools. It has also proven invaluable in helping to get the proper unit materials to the teacher since the chairman of the group was always kept informed of unit changes in the classroom.

The library club organization was the same this year as in the past except that another segment was added - the junior high group. They were quite active and gave a party for the elementary group at the end of the year.

To conclude on a personal note, I wish to say that the problems and rewards at Marquette School have been about equal. It has on the whole been an enriching experience. The first years under Miss Simonson were a very real inspiration, and the last year under Mr. Frater was a gratifying experience during which I became re-oriented to working with junior high students - an age I very much enjoy.

I have aimed to leave a reasonably well-organized, workable library situation - one which will, I am sure, go to great heights under the direction of the new librarian.

Helen Stahlman, Librarian

### Industrial Arts

The Industrial Arts program got under way this year for the first time at Marquette. All seventh grade and eighth grade students that choose to take Industrial Arts took part in the program.

The first draft of our shop organization left something to be desired. With new equipment not all set-up and machinery arriving daily, shop layout was a real problem. Changes were made as I saw how the students reacted in the different areas to be taught.

After the first week of orientation, which the general objectives of Industrial Arts, shop attitudes, humility, craftsmanship, discipline, fees, safety, projects, etc. were discussed, a thorough study of hand tools was made. Upon completion of this study all groups went to work with one day a week set aside for related material.

Interest grew fast as the boys began to see their projects develop. Woodworking seemed to be the highlight of the Industrial Arts year for most boys.

As a culmination of the year's activities, the Industrial Arts department, in cooperation with the school PTA Science Fair, prepared a display of the student's work, done by both seventh and eighth grade students. A fine turn out of parents attended the display and many fine comments were heard about the work.

In summing up the year I believe the boys were challenged with many learning situations and had a enjoyable time conquering them.

John Foerst, Industrial Arts.

### My Year At Marquette

My year at Marquette as a first grade teacher has been both interesting and challenging. Every year teaching proves to be an experience different from any previous year. This class has been one of varied abilities, interests, and personalities.

It is very rewarding to me to teach first grade. Children enter this grade with open unbiased minds towards learning, and the "3 Rs" hold special fascination to all but a very few at this age. Except for these few hard to reach children the first grade situation provides its own motivation and stimulation to learning.

I regret that I have not become better acquainted with the staff at Marquette. I realize that this in part has been my own fault. The few teachers with whom I have become well acquainted have been most helpful in many ways. I have a close friendship with them which developed from



this common interest: teaching. The "comparing of notes" over the lunch table has been an excellent way to receive and offer help with problems that confronted all of us. I say in all sincerity that the staff members with whom I have come in contact are excellent teachers and most cooperative co-workers. I am wondering as I reflect on my year at Marquette if the teaching staff could not have become better acquainted if the social committee had provided more opportunities for "get togethers". With a staff so large perhaps more "socializing" would help bring a feeling of everyone striving for the same goal at Marquette, namely the best possible development of every child.

The PTA at Marquette is one that any citizen would like to see in action in every school in our state. It has purpose and goals. Its excellent leadership is of course one clue to its tremendous success. The attendance and interest in the PTA in a diversified neighborhood such as Marquette district is a testimony to what that PTA has to offer. One always expects the stable average parent to show an active interest in this organization but when the parents of problem children, retarded children, neglected children, bright children, dirty children, clean children and various others come to PTA then the school is reaching its parents. The percentage of attendance is never as high as we would like but the PTA of Marquette will always stand out in my mind as a very vital part of the educational program. I'm sure that I grumbled as much as anyone about attending so many meetings but in looking back over the year I will be the first to admit the tremendous importance of the school-home contacts these meetings provided.

My class provided opportunities to teach units that I had never attempted before. This class generated enthusiasm over projects more than previous classes that I have taught.

One of the best methods of teaching in the Madison system in the primary grades is the three level reading program. Providing each group with its own basic reader with no competition among the reading groups has more merits than I can enumerate at this time. It is the best means for developing the best reading potential in each individual child.

Nelda F. Liebig, Grade 1

### III. SPECIAL PROBLEMS

The new Junior High addition proved to have some very fine features. The classrooms are splendid, the lighting is good and the windows provide more ventilation than the windows of many of the more recent schools.

Some features were not so good. Heating was erratic last winter and the "blind stairway" is an unnecessary architectural whim. No provision was made for ninth grade athletics, and the library (the original elementary library) is so far from the Junior High area as to greatly limit its value.

A serious educational problem was pointed up in a subjective survey of kindergarten children who entered school with less than desirable school readiness. This proved to be quite a large group and when pin-pointed on the school district map it was found that they all came from a very limited and easily defined neighborhood. About half of these children indicated to their teachers that no one had ever read to them! It is

felt by the Marquette staff that many of these children get off to a poor start in school, become under achievers, get discouraged and/or dislike school, and eventually contribute to the drop-out statistics.

Staff turn-over is proving to be a major problem. It appears that there will be twenty or more new teachers at Marquette in September, five of them being new positions.

Opening a new Junior High poses some problems:

During the current school year I taught English, Math, and Social Studies to eighth graders. Teaching these three classes in addition to my administrative duties more than occupied the available time.

In my administrative duties, I was primarily responsible for attendance (tardiness and truancy), records, both pupil records and office records, school discipline, and conducting staff meetings when the occasions arose.

Some of the problems of administration in a Junior High school are as follows:

Coordination of Staff -- this is difficult for various reasons. One is the number of part-time teachers. It is difficult to assign supervisory duties fairly when all personnel are not available for these duties. It is difficult to communicate with the staff because many cannot attend meetings for various reasons. Also, when a staff is young and relatively inexperienced, they often are so busy with their classwork they do not do their supervisory duties outside the classroom very effectively.

Supervision -- the schedule this year made proper student supervision difficult because of limited personnel available at the times when students were being released for lunch and returning. The reasons mentioned above also apply in this area. With a complete junior high school and adequate numbers of full time teachers and a less diversified lunch period this problem should be improved.

Discipline -- the responsibility for proper school behavior in junior high school must fall on the classroom teacher. No one, two, or three persons can do this adequately. All teachers must cooperate in this area, thereby strengthening each other.

Ability grouping -- in a small school this is difficult because less classes of the same subject can be offered and this restricts selection or possibly limits which group a student can be assigned to. The very nature of a student's program often tells which group he is to be placed in and not necessarily his ability to be in those groups.

Space -- in our particular circumstance, this refers to many areas. Locker space is limited with two students to a small locker. This leads to many other problems. Waiting areas for students are limited and often located where they pose a noise or traffic problem. There is limited space for parking bicycles and this is located in an area where it causes concern. Limited parking facilities may also cause a problem in the future, plus the fact that the location of the present lot interferes with student traffic to the athletic field.

Location -- the location of the school near busy streets, the Yahara River and the close proximity to stores cause many areas of concern. A traffic problem persists because of careless safety habits of both students who ride their bikes to school and those who walk. The Yahara River is a distraction in the fall and spring. The closeness of stores and laxity of parental concern are causes for dietary problems of students at noon.

Authority -- I personally feel a person should be aware of both his responsibility and limits of authority in all of the areas mentioned above.

In conclusion I would like to say the school has many positive factors, but the purpose of this report was to bring to light areas where possible improvements could be made. I realize it is not complete in many respects, but to cover all areas would mean a report of much greater volume.

John Kellesvig, Junior High Assistant Principal

#### IV. RECOMMENDATIONS

Immediate improvement of the playground to make it safe to field a football team.

As soon as feasible to provide locker, storage and shower facilities for a Junior High physical education and athletic program.

Provide more time for a Psychologist to work at Marquette.

Provide more time for the Junior High secretary. (She currently works only half time.)

Continue to provide sufficient staff to keep class sections relatively small so that instruction can be individualized as much as possible.

I consider it a privilege to have been assigned to another of Madison's fine schools with a splendid staff and good educational facilities.

Respectfully submitted

A. Kermit Frater, Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

HERBERT SCHENK SCHOOL

Presented to the Board of Education  
by the Principal

Ansgar Svaneoe

June 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1962-63

HERBERT SCHENK SCHOOL

ENROLLMENT DATA

This report is the tenth annual report, consequently Herbert Schenk School, the elementary section, completes ten years, and the junior high section five years, of service to the Madison community.

With the completion of the LaFollette School, the boundary lines for the junior high have again been changed, so that the school services only the Wedgewood, Kingston and Rolling Meadows area, east of the East Beltline, in addition to the very compact area adjacent to the school. This should make for continued assignment of six sections per grade in the junior high, and five sections per grade at the elementary level, unless the St. Dennis parish continues to add to their educational unit, in which case our enrollment may decrease slightly.

The average elementary enrollment for the 1962-63 school year has been 1100, and for the junior high it has been 523.

Following is the record of total net enrollments for each of the ten years:

	<u>53-54</u>	<u>54-55</u>	<u>55-56</u>	<u>56-57</u>	<u>57-58</u>	<u>58-59</u>	<u>59-60</u>	<u>60-61</u>	<u>61-62</u>	<u>62-63</u>
Sept.	399	512	694	922	1068	1309	1548	1720	1743	1651
June	404	558	760	932	1074	1308	1527	1690	1670	1605

A total of 1719 children have attended during the year. There have been 28 transfers in, 54 new enrollees, 36 transfers out, and 78 withdrawals.

END-OF-YEAR ENROLLMENT DATA - 1962-63

Kdg -- 194	4th -- 134	7th -- 191
1st -- 145	5th -- 174	8th -- 173
2nd -- 138	6th -- 158	9th -- 151
3rd -- 147		

Organization plans for the school year 1963-64 are as follows:

<u>Grade</u>	<u>Sections</u>	<u>Approximate Enrollment</u>
Kdg	7	200
1st	5	150
2nd	5	150
3rd	5	140
4th	5	155
5th	5	135
6th	5	175
Subtotals	37	1105
7th	6	185
8th	6	185
9th	6	155
Subtotals	18	525
TOTALS	55	1630

#### SPECIAL ACHIEVEMENT

ELEMENTARY -- Mrs. Avis Calabresa

#### Classroom Activities

We experience a feeling of satisfaction as we evaluate our year's work with the children although, of course, some unsolved problems are still with us. As it is impossible to discuss all areas of progress, we have selected two grade levels as typical of the elementary program. Below is a brief presentation of representative activities which were carried on as extensions of classroom work and interests in grades six and two:

##### Grade Six:

An evening performance of A MUSICAL REVIEW was both planned and given by the children.

Puppet shows were given by two of the sixth grade rooms. The children were the playwrights as well as the puppet designers and stage hands.

The Madison School Forest was used to advantage by a number of groups. Observation and field techniques were emphasized.

One sixth grade group visited the capitol while the supreme court was in session. The children conversed with the Lieutenant Governor and toured the senatorial chambers and caucus rooms. They were allowed to "vote" on an issue which was shown on the voting board in the assembly.



On the trip it was pointed out that roots of our form of government existed in laws and governments of ancient peoples, and concepts developed during the study of western civilization were made meaningful.

Trips to the Poynette Game Farm were utilized in conservation studies.

Sixth grade experimental grouping in reading class only on the basis of reading ability has net interesting results. Most of the evaluation has been done by the teachers and children involved rather than by formal testing as we were not able to find tests suited to measuring the qualities we felt were being stressed. The reported results indicated increases in creativity, initiative, knowledge of research skills, appreciation of good literature, ability in self-expression, sharing of ideas, and stimulation of interests as well as the traditionally expected increases in comprehension, vocabulary skills, etc. actually measured by the regular testing program. Below are reactions of some of the children:

"I don't think I have ever really enjoyed reading class until this year."

"You've made me push my hardest."

"I think that it isn't the grade that counts. It is mainly what you have learned that counts."

"Doing the research project helped me learn things I never knew."

"I liked it because I'm one of the top people. But some of the people in the lower classes may not like it as well because they feel so much under the rest. This may be true, but I'm not quite sure."

"It wasn't fair in the regular reading class to the kids who didn't have the ability and were embarrassed of their grades."

#### Grade Two:

One second grade carried on a unit theme about books and library throughout the year. They studied such things as the purpose and value of reading, the physical make-up of books, and the proper care of books. Dramatization and recreational reading were stressed. A play, THE LITTLE BOOK PEOPLE, was produced. Several children read as many as one hundred seventy books during the year.

Individualized reading was carried on for a ten-week period in a second grade room. In general, the children involved showed equal and slightly better gains than those in basic texts. However, while individually some children did very well in this type of situation, others did not.

A second grade, in connection with a unit on space and the solar system, constructed a space ship and "went into orbit."

All second grades took trips to the fire station, post office, and bakery as extensions of social studies units.

### Teacher Activities

Teacher groups worked on various problems during the school year. Extra services were rendered by teachers upon many occasions. Below are brief descriptions of some of the activities engaged in by the teachers:

One group of teachers arranged a series of evening meetings for the purpose of attempting to develop consistency in teacher grading procedures. The outcome was a set of expectancies for "above," "at," and "below grade level" accomplishment in each subject area. The lists of expectancies have assisted all teachers in judging children's work, but have been especially helpful to beginning teachers.

Interested teachers from all grade levels met after school approximately once a month with Dr. Chicks, a psychiatrist, to discuss special problems faced currently in the classroom. It was often possible to generalize from a particular child's problem to other and/or similar situations so that all participating in the discussions could benefit.

Many teachers from all grade levels participated in the University of Wisconsin teacher training program by working with junior students. Nineteen student teachers were assigned to us the first semester, and seventeen the second.

The sixth grade teachers did much of the organization work with safety patrol children this year. As fifty-four children served on patrol, much time and effort were involved in setting up and maintaining a successful program.

### Special Subject Activities

#### Elementary Music:

The important musical event of the year was the Christmas program presented on December 19, 1962 for the P.T.A. The fifth and sixth grade glee club, a selective group of ninety-eight singers, opened the program with Christmas music. The theme for the program was "Christmas Kaleidoscope." Each of the grades, one through six, wore costumes to represent an idea with Christmas colors such as the bright red Christmas stockings and colorful packages which decorated the first graders as they sang their songs.

On May 15, 1963 the fifth and sixth grade glee club presented a Spring Sing for the P.T.A. They sang several selections and closed the program in full voice with the selection "With a Voice of Singing."

### Speech Therapy:

Seventy-five children with speech difficulties have been enrolled in corrective classes at Herbert Schenk School this year. The grade range was from first through ninth. Two of these children were from a nearby parochial school and came once a week for therapy. Those children who have mastered their specific problems have been dismissed, and the remainder, although improved, will receive continued help next year.

### Special Help:

During the school year a total of eighty-two children from grades four through nine received special help in reading or arithmetic. The grouping was determined according to teacher recommendation. Many children continued to attend classes during the entire year. Others were dismissed when their teachers felt that they were achieving in their respective grades.

Further work in the fundamentals was stressed in the elementary grades. In junior high grades, an effort was made to promote interest and develop greater accuracy and speed in reading. To develop skills, the SRA and Readers' Digest Skill Builder materials were used in grades seven and nine. In the eighth grade class a comprehensive review of word recognition skills was presented.

All classes met from two to five times each week depending upon the individual needs. The number of children in the classes ranged from two to seven.

### Elementary Art:

The upper elementary grades participated in a workshop type of program. It was felt that such program gave the children an opportunity to assume responsibility, to become more independent, and to work cooperatively with others. Children were allowed to plan, select, and work with a variety of materials. Creativity was emphasized.

The lower elementary program was so structured as to give the children an opportunity to handle and work with a variety of art materials. An attempt was made to discover each child's individuality in art ability and to encourage use of it in creative endeavors.

### Elementary Physical Education

This year's physical education program differed somewhat from previous ones in the emphasis placed on physical fitness. On various tests our children at Schenk showed better than "city average" results and they were well above the national average.

## SPECIAL ACHIEVEMENT

## THE JUNIOR HIGH

Through the generosity of one of the seventh-grade parents who provided a daily newspaper for a classroom, one of the teachers based the units on areas currently in the news, and found this extremely successful, especially with the unit on Africa which was then studied during the Katanga crisis. After reading many newspaper accounts, the students selected special topics on which they spent considerable time in research. Next, booklets were prepared, oral presentations were made. Meanwhile class discussions were held, movies were seen, and special emphasis on the problems of the new governments and the racial problems were made. Foreign students, as well as other speakers, were brought in as resource persons.

One of our eighth-grade teachers embarked on an intensive reading program for the 'very' basic group. Through the use of SRA materials during the first semester, and the Controlled Reader film stories the second semester, and at-home reading assignments with charts being signed by parents, and checked every Monday morning, the students' interests, enjoyment and skills were greatly improved.

One of our ninth-grade teachers and the students in the Civics class enjoyed a unit on the capitalist type of economy. The banking system, the mechanics of, as well as loaning, borrowing and creation of deposit currency was studied, and also the effects of inflation and recession.

In the study of corporations and the stock market, each student maintained a two-week record of the fluctuations in price of a "blue chip stock" and a risky stock. The class was also divided into three groups, and each set up a corporation structure complete with charter, board of directors, sale of stock, advertising, expense records and the manufacturing of a product. Each corporation presented its "case" to the class.

This is the third year of working with the BSCS biology program. The primary emphasis of inductive scientific investigation has been characterized by a large number of laboratory experiments performed by the students. In the fall of 1963 textbooks will be available as a result of students and teachers having a role in the development of the new biology curriculum.

In eighth grade, the Science Fair continues its large popular approval. This demonstration is the result of a year's work in investigation, exploration, achievements, failures, adjustments, changes and finally presentation. The year's work for the students and the teachers is culminated in the entire group going to Chicago to visit the Museum of Science and Industry, the Shedd Aquarium, the Adler Planetarium, and other points as time permits.

A highlight of the foreign language instructional program was the "French Revue" given for parents and interested sixth graders. One of our students took second place in the AAFT contest, Wisconsin division.

The ninth-grade Industrial Arts classes planned a production line to help coordinate our program with certain phases of industry. The boys planned the production line from beginning to end, the instructor acting as consultant. Some of the problems involved were in organization of time, materials and personnel. The boys encountered and worked with problems of the assembly line, labor, management, inspection, tooling, jigs, plant layout, time study, and profit margins.

Besides the usual Christmas and spring concerts, and performing for P.T.A., the mixed chorus presented "CURTAIN GOING UP," a musical revue type of entertainment. Scenes from WEST SIDE STORY and SOUTH PACIFIC were acted out using scenery and costumes.

The concert band gave three Sunday afternoon concerts and participated with distinction in the Memorial Day parade. An exchange concert with Van Hise Junior High was also held. The seventh-grade beginning band gave concerts both for sixth-grade pupils and for parents of junior high students.

Boys and girls have participated most enthusiastically in the after-school sports program. Faculty-student games were held at the end of the season. The ninth-grade track team won its first meet in the history of the school.

#### SPECIAL PROJECTS

##### Student Council

This group sponsored several dress-up days during the year, as well as presenting a code of dress as a guide for students. At the end of the year the American Legion award winners in ninth grade were also selected by the council.

##### Student Teachers

About a dozen student teachers were privileged to work in our junior high school during both semesters. Together with the thirty-six working in the elementary program, nearly half a hundred were accommodated.

##### Parent-Teacher Organizations

The junior high P.T.A. supported generously the Honor Roll system, the Science Fair, various scholarship funds for student teachers, and art and music scholarships for the junior high students. Contributions were also made towards equipment for use in the instructional program.

The parting event for our ninth grade class was a dinner-dance on Saturday, June 8. Arrangements were extremely well handled by the officers of the ninth grade and by a group of homeroom mothers under the leadership of Mrs. Ellis and Mrs. Reuter. Special guests at our dinner were the Reverend Niglis, Mr. and Mrs. Clarence Walker, Mr. and Mrs. August VanderMeulen, and Mr. and Mrs. A. J. Barrett.

The P.T.A. set up a committee to investigate the possibility of the availability of additional library services for the junior high students. A proposal was presented to the superintendent, and it is hoped Board of Education approval will be forthcoming during the summer, so that a pilot program can be commenced in the fall.

The P.T.A. conducted a survey with a view to increasing the offerings of the Vocational and Adult School. If budget permits, it appears that several more classes can be started.

## ADMINISTRATION

### The Staff

Of the seventy-four teachers on the staff during the year, eleven had perfect attendance. Fourteen missed one day or less, twenty-nine missed one and one-half to five days, fifteen were absent five and one-half to ten days and five had 12, 12½, 14, 16½ and 18 days of absence, respectively.

The opening session in September will find twelve replacements or transfers in the elementary division, and nine in the junior high. Two of our 1962-63 staff will be in England and Kenya and three will be working at the LaFollette and Marquette schools.

### Special Problems

We continue to lack storage facilities. Especially is this true for the extra chairs and desks that must be kept to take care of anticipated increases in enrollment. Consequently, budget requests are made for platforms to be erected in a couple of locations.

A work-project area between rooms 80 and 82, accessible to either, would greatly increase the efficiency of teaching. This has been proposed in former years, and could be erected under Title III, N.D.E.A.

The football field and track facilities need a major overhaul. We ought not wait with the improvement for a serious accident could happen, and the criticism would be intense.

Seating facilities for our athletic contests and assembly programs are woefully inadequate and cumbersome. A few sections of portable four-tier bleachers would make a fine contribution to our morale, as well as reduce custodial time spent in hauling chairs from storage and classrooms, setting up the same, and returning them after the assembly is concluded.

The use of kindergarten room 28 to library, which it formerly was, has been presented in a proposal to the superintendent. As soon as the kindergarten enrollment decreases to about 180, it is hoped that a library for part of the elementary can be established there.



In less detail, other problems needing solution are:

1. Improvement of water drainage at north junior high exit. A veritable lake forms there when heavy rains occur and ice and snow melts. An additional drain ought to be constructed.
2. Boys' locker-room ventilation needs to be corrected. Doors are becoming warped, lockers and pipes are rusting.
3. Fence along west playground boundary and Tulane Street ought to be erected.
4. Forced ventilation for the biology room is a must, it ought not be delayed any longer.
5. A window for the inner guidance room is also needed.

We are happy to notice that work has started on the replacing of the defective terrazzo tile. We will anxiously await the "new look," and hope that leakage problems--water damage--will also be remedied.

We have had a good instructional year at Schenk. Appreciation is expressed to the assistant principal, to members of the faculty, to office and custodial staff.

Respectfully submitted,

Ansgar Svano, Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

ANNUAL REPORT

SHERMAN SCHOOL

Presented to the Board of Education  
by the Principal

Anthony A. Farina.

June 1963

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

ANNUAL REPORT

For the School Year 1962-63

SHERMAN SCHOOL

THE COMMUNITY

Sherman's elementary district remains a tight, well-defined area with slow growth on the north edge, Elka Lane. Only two children attend our school from this street, altho 10 or 12 recently completed houses are now for sale.

New apartment buildings have made themselves felt only slightly in our school enrollment, mostly those on Brentwood Parkway, which is "Apartment Boulevard". About twenty children from these apartments attend Sherman, as well as eight from the older apartments on Trails Way. There is not too much concern with a great influx of children into these apartments. The comparatively high rent seems to preclude this possibility.

Another part of our school community, however, is expanding quite considerably, that of our junior high school. In 1963-64, pupils from Maple Bluff will attend our junior high school for the first time, giving us a total of five feeder schools: Campers, Lake View, Lakewood, Mandota and Sherman Schools, as well as a few children in an optional area from Emerson.

As seems typical, the elementary school district is the heart of the school, with PTA functions and projects undertaken mostly under the leadership of parents of elementary school youngsters. More and more, however, we are recruiting leadership among parents who got their start in other elementary schools, and can give us the benefit of their experiences.

ENROLLMENT

As in other years, our school enrollment was almost constant during the year, with new pupils replacing withdrawals at almost exactly the same pace. Our fifth day enrollment was 1167, while the total number of pupils at the end of the year was 1160.

In our elementary school, 47 pupils were new or transfers in, and 51 were transfers out or withdrawals. In the junior high school 46 enrolled during the year, while 38 left for other schools.

ENROLLMENT (Continued)

Enrollment figures for the year follow:

<u>September, 1962</u>			<u>June, 1963</u>		
<u>Grade</u>	<u>Sections</u>	<u>No. of Pupils</u>	<u>Grade</u>	<u>Sections</u>	<u>No. of Pupils</u>
Kindergarten	4	102	Kindergarten	4	95
First	3	85	First	3	82
Second	4	101	Second	4	103
Third	3	78	Third	3	80
Fourth	3	90	Fourth	3	89
Fifth	3	86	Fifth	3	87
Sixth	3	71	Sixth	3	73
Seventh	7	193	Seventh	7	194
Eighth	7	178	Eighth	7	177
Ninth	7	183	Ninth	7	180
Total	44	1167	Total	44	1160

Anticipated enrollment in our school next year is as follows:

<u>September, 1963</u>		
<u>Grade</u>	<u>Sections</u>	<u>No. of Pupils</u>
Kindergarten	4	110
First	3	82
Second	3	82
Third	4	103
Fourth	3	80
Fifth	3	89
Sixth	3	87
Seventh	9	250
Eighth	8	220
Ninth	7	190
Total	47	1293

As can be seen from the above figures, our junior high enrollment will take a sharp jump next fall (from 551 to 660). About half of this increase will be due to Lakewood School's sixth and seventh graders coming to Sherman; the rest because of normal growth. Another sharp jump is anticipated by September of 1964, because of the fact that this year's 5th grades in our feeder schools are appreciably larger than the 6th grades. This increased enrollment will pose some special problems, as explained in a later section of this report.

## STAFF

55 teachers comprised the Sherman School staff this past year. Of this number 17 were men, one in our elementary grades, the rest in our junior high. Three teachers had to resign during the year because of pregnancy.

Next year we will have twelve teachers new to Sherman School. Seven of these teachers will be completely inexperienced. In addition, four of our teachers will move to new positions within the school: Miss Gay Ann Gardipoe from 1st to kindergarten; Mrs. Marilyn McCleary from second to third; Mr. Larry Collins from fifth to eighth; and Mrs. Gladys Rudolph from full time to part time music. One of our new first grade teachers, Mrs. Judy Martin, comes to our school as a result of the closing of Lincoln School.

The teachers who will not be back next year are leaving for these reasons:

New job - - - - -	1
Pregnancy - - - - -	3
Follow husband - - - - -	3
To further education - - - - -	1
Other - - - - -	1

We had our share of illness and misfortune this year. Days of absence totaled 262. Eight teachers had no absences during the year, as compared to twelve a year ago.

## THE JUNIOR HIGH

### French

Thirty-three 7th graders completed the first phase of French I and will be ready as 8th graders for the second part of French I. Twenty 8th graders completed French I which they had begun as 7th graders. Twenty-four 9th graders completed French I and 13 became our first group to finish French II and will be looking forward to the third year of French at East.

### Latin

Latin was offered for the first time to 9th graders. Of the 28 who elected it, 25 finished out the year. Two dropped after a few weeks and one student moved from the city. The Latin instructor, Miss Shirley Kaub, was here the first period of the day and then traveled to East for the remainder of the day.

### Mathematics

Of the thirty-six 7th graders who were chosen to participate in the accelerated math program, 28 successfully completed the course and will be ready for the next phase which is algebra in grade 8. Five of the 8 who did not finish moved from the city, the other 3 dropped from the



## THE JUNIOR HIGH (Continued)

course. The fact that only 3 of the 36 dropped because the subject matter was too difficult tends to strengthen the criteria used in determining what students should be placed in accelerated math. These criteria are: achievement test scores, IQ scores, classroom performance, and teacher recommendations.

Twenty-three 9th graders completed geometry and will be looking for continued math challenges in senior high school.

### Special Programming

The special program which we arranged for one of our eighth grade boys was continued when he went into 9th grade. His math program was steered into his strong liking and excellent ability for industrial arts. Miss Ruth Saeman continued working with him and she was extremely pleased with his progress during the year. His skill and ability in shop was used to the fullest extent by having him serve as an assistant to the 7th grade shop instructor. He answered many questions and solved some minor problems that 7th grade boys always encounter in industrial arts.

This two year special program has been highly successful in providing a course of study that could be adequately handled by a student of low ability. We also feel that because we were able to provide such a program for this boy, we prevented a serious discipline problem from getting started. We certainly hope that, if at all possible, a similar program can be worked out for him in senior high.

### Recommendations

Since we have our 9th grade boys compete in sports, I feel that some form of academic competition should be undertaken. One excellent way in which this could be done is in the form of a language arts fair or junior high speech festival. I have mentioned this to many of the teachers upon whose shoulders such an event would fall and they are very enthusiastic about a program of this type. It could be divided into various types of declamations: humorous, serious, cuttings made by the students from stories they have read. Possibly one act plays could be presented. Certificates of some sort could be presented to all participants. This is a type of program that would be of extreme value to all concerned.

### GUIDANCE

The Guidance Program at Sherman School has the main aim of helping students to achieve to their ability. With this in mind, a new program of reporting to parents was initiated. A weekly report from each teacher of those students who were doing unsatisfactory work, according to the level of ability of the student, plus a list of those students who were doing outstanding work, was turned over to the counselor. He in turn made a personal contact, where possible, with the parent and informed him of the situation, good or bad.



## GUIDANCE (Continued)

When a student appeared for the third time for the same subject, a student-parent-counselor-teacher conference was arranged.

A study was made by the guidance department on the effect of this reporting and the results are as follows: On a percentage basis the range of the number of students getting F's during the first 18 weeks of school in 60-61 was 27%. In 61-62 when we started grouping, this percentage dropped to 17%. In 62-63 with the new reporting method, there was an additional 2 to 4% drop. This was based on a total of grades 7, 8 and 9.

One drawback to this plan is the fact that we have a fairly high percentage of families in which both parents work. They had to be contacted in the evening.

The parents contacted registered many favorable comments about this program. However, next year because of increased enrollment, this type of parent reporting does not, at the present time, seem practical. We will probably return to the progress card, plus phone calls or conferences in certain special cases which seem to demand more positive action.

Due to size, group guidance in 7th and 8th grade was handled by the multiple period teacher with the help of the counselor. Units covered were: Orientation to the Junior High; Study Skills; Self Appraisal and Evaluation.

In 9th grade Guidance is on a more individual basis. The first individual meeting for all students was a reporting of the results and the significance of the results of the California Mental Maturity test.

The largest guidance unit in the 9th grade is the High School Planning unit. Each parent is invited to come to school for a 30 minute conference with the counselor and his child. Time is made available during the day and 3 hours nightly for 4 nights of the week. This program lasted 5 weeks. Parent cooperation was excellent as 166 of 178, or 93% of the parents, made appointments. The main purpose of these conferences is to plan a tentative high school program and explain any test results of the student.

The remainder of the counselor's time is taken with student referrals at all grade levels from the teachers, individual conferences at a student's request, and parent conferences at the school's or parent's request. A total of 230 parent-student conferences was held this year.

## SPECIAL PROBLEMS

Combination of a junior high wing with the existing elementary school will pose some serious problems in the next couple of years.

SPECIAL PROBLEMS (Continued)

The most serious problem is, that with an increasing junior high enrollment, an increasing use of our gyms and art rooms for junior high classes is dictated. This means a correlative decrease of time for elementary classes. In the 1963-64 school year, elementary physical education time is being cut by exactly one-third for grades 4-6. Because we must use our elementary art room for one seventh grade art class daily, our first and second grade art time is being cut by one-fourth. The problem is going to be increasingly serious as our junior high enrollment increases. And present indications are that it will go up to 776 by 1964, and 867 by 1965!

We have already started a double lunch period, and next year gyms and art rooms will probably be going full blast eight periods a day.

The second problem is that of locker space in our junior high. Twenty-two rooms have banks of lockers which pupils use two to a locker. The other eight rooms have no locker facilities. Thus far the latter eight rooms (special purpose rooms) have not had homeroom groups assigned to them. During 1963-64, however, there will be about 70 pupils for whom we will not have adequate locker facilities. This means three to a locker in many cases, a most undesirable arrangement.

THE HOT LUNCH PROGRAM

Our lunch program for junior high pupils did a profitable business during the year. We served a total of 40,966 lunches. Our net asets are \$52.14.

<u>Number of Lunches Served</u>	<u>Labor Costs</u>	<u>Food Costs</u>	<u>September Inventory</u>	<u>June Inventory</u>
40,966	\$5079.20	\$9052.98	\$955.41	\$1607.55

PHYSICAL PLANT

Sherman's elementary wing is looking forward to a long-awaited new coat of paint during the summer of 1963. When this painting is completed, we'll look brand new. Furniture is in excellent condition, and the physical plant generally is also in excellent shape.

Our elementary wing is in need of some outside work. I have included in the 1964 budget the removal of the old chimney, and repair of brick-work. We are also looking forward to the installation during the summer of 1963 of a new condensate system for our oil burners, so that we can use all three burners simultaneously.

Generally, maintenance of our school is being kept up in excellent fashion.

Respectfully submitted,

Anthony A. Farina  
Principal

**THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin**

**ANNUAL REPORT**

**Shorewood Hills School**

**Presented to the Board of Education  
by the Principal**

**Geneva McDonald  
June, 1963**

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63

SHOREWOOD HILLS SCHOOL

ENROLLMENT

The Shorewood Hills School population includes the village of Shorewood Hills, the University Houses, and Eagle Heights.

The school population in Eagle Heights and University Houses is concentrated in kindergarten, grades 1 and 2 as indicated on the chart.

The enrollment from Eagle Heights is affected primarily by the construction of additional units. After units are established the population remains rather constant until there is another building project.

Eagle Heights

	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Kdgn.	1	31	39	35	43
Gr. 1	4	17	19	27	16
Gr. 2	2	10	11	17	14
Gr. 3	0	9	9	10	8
Gr. 4	1	3	2	7	4
Gr. 5	0	3	3	1	3
Gr. 6	1	3	3	4	1
Gr. 7	1	0	-	2	2
Gr. 8	0	0	2	1	1
	10	76	88	104	92

Enrollment - continued

We have no established pattern for the changes that occur at University Houses. It is a matter of more faculty with families who come here usually on a year to year basis.

University Houses

	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Kdgn.	16	19	25	20	20
Gr. 1	10	14	20	21	15
Gr. 2	13	4	13	14	13
Gr. 3	7	6	7	9	13
Gr. 4	4	2	6	6	5
Gr. 5	2	2	2	5	4
Gr. 6	3	3	1	0	4
Gr. 7	1	1	1	1	0
Gr. 8	1	0	0	1	1
<hr/>					
	57	51	75	77	75

The enrollment in the village of Shorewood Hills varies according to normal fluctuations.

Up to the present time there was a considerable differential in the number of students in the 7th grade and those who completed the work in the 6th grade. The Junior High enrollment shows a marked decrease from the 6th grade -- due to a number of Junior High age students who transferred to Wisconsin High. Since this is no longer a possibility the enrollment at this level will follow a more normal pattern.

Shorewood

	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Kdgn.	33	39	40	35	37
Gr. 1	39	34	39	39	39
Gr. 2	50	32	36	39	47
Gr. 3	36	43	34	34	41
Gr. 4	40	32	46	31	35
Gr. 5	49	42	36	46	31
Gr. 6	58	46	44	36	48
Gr. 7	40	42	32	26	37
Gr. 8	30	34	43	33	22
<hr/>					
	375	344	350	319	337

Enrollment - continued

Anticipated 1963-64 (Figures show the results of survey plus kindergarten registrations)

Eagle Hts. Univ. Houses Shorewood Total Sections Teachers

Kdgn.	45	18	35	98	4	2
Gr. 1	30	16	30	76	3	3
Gr. 2	14	12	36	62	3	3
Gr. 3	7	10	41	58	2	2
Gr. 4	6	6	37	49	2	2
Gr. 5	3	5	34	42	1+)	
Gr. 6	2	2	30	34	1+)	3
Gr. 7	1	1	45	47	2)	
Gr. 8	3	0	37	40	2)	3 + Intern

111\*

70

325

506

\* With the addition of 114 new units by September 1963 it is anticipated that the Eagle Heights enrollment will be nearer 120 than the above 111. In September 1964 another 100 units will be ready.

BUILDING

At the time the Shorewood Hills School became a part of the Madison System a building program was in progress. It had been decided to replace two old buildings on our campus with an additional wing on the south of the main building, planned primarily to house the Junior High Department. There are five classrooms, a multi-purpose room, conference rooms, workroom and lavatories. The student body moved into this wing on January 7, 1963.

For this past year the present facilities have been adequate, but the Junior High enrollment will be increased in September, 1963; this increase will necessitate the use of another room. Since our staff will not be increased, an intern teacher will be at that station. Because of a decrease in the enrollment in the intermediate grades a room is available for this added Junior High enrollment.

Space has not been available, however, for a speech room, but a small room off the multi-purpose room has been furnished and is used now for the speech therapy classes.



Building - continued

This new addition meets our present needs and serves us very well. It is especially good to have the Junior High so completely separated from the elementary grades, and yet sufficiently near to utilize the facilities in art, library, etc. without too much loss of time in movement between classes.

When planning was done for the new addition, an enlarged parking lot was included. This was completed June 3, 1963.

It was hoped the landscaping would be completed by this spring, but because of the delay in the completion of the building the entire project south of the building will be landscaped when it seems advisable - according to the season.

ACHIEVEMENTS

In general, our students scored above the National norms, and the achievement of the children in the elementary grades was well in accord with their ability. The test results compared favorably with the local norms. The area of writing--content wise, mechanically, etc. is an area in which improvement should be made. We hope to place our emphasis here for another year, and utilize the curriculum guides which are available.

Health

Children in grades 1, 4 and 7 and all children new to our school and other children recommended by teachers were given vision and audiometric screening in October 1962.

T B testing was done in grades 1 and 7 in December 1962, and follow-ups of positive tests were made.

Health examinations are required annually in kindergarten, grades 4 and 7.

Speech

A survey of the school was done in the fall, and all children in grades 2 through 8 were given articulation tests to determine the need for speech therapy. A total of 50 children were included in the speech classes during the year, including 9 with foreign language problems. With the exception of 2, all children improved in articulation.

## ACHIEVEMENTS - continued

Library

Instruction in the handling of books was given to all primary children. A special project was done here also with a group of advanced readers. Children chose a famous Renaissance painter and read about him as well as other authors. A special project in grades 4-5-6 was the study of authors. This work was correlated with art in the making of posters and displays, and in language when letters were written to authors and foreign children's writers.

The Junior High students devoted much time to book discussion.

The total circulation for this year was 28,494. Another year more work should be done with children on book selection.

French

General principles: The Audio-oral method was the main approach of teaching French. In grade four the children were not acquainted with writing, reading, and grammar, but from grade five on they learned gradually the use of the written text, although the emphasis still was on the spoken language.

Math

T V Math has been used since it was begun three years ago in the elementary grades. This year grades 4 and 5 used it again as in the past. Grade 6 worked with it this year also. Much supplementary instruction was used at all levels. Algebra was taught to a special group in grade 8, and in grade 7 students interested in various phases of math came to discuss topics of interest two days a week during the latter part of the noon hour.

P.T.A.

In planning the P.T.A. program the committee felt that the program should be geared to both parents and teachers for children. To develop this plan the year's program included a talk by Superintendent Philip Falk entitled "Our New Partnership", A Go-To-School Night, A panel "Children in Russia Today" and a panel "Making the Most of Summer".

Clothing sales are conducted each spring and fall, originating primarily as a service to persons living temporarily in this area.

Kindergarten registration is another worthwhile service of the P.T.A. which is much appreciated.

ACHIEVEMENTS - continuedForeign Students

The Shorewood Hills School is very much a melting pot. Enrolled in our school this year were 44 foreign born children, 11 of whom could not speak English when they entered school. This is always a delightful experience for our students as well as for the foreign children. Teachers devote considerable time helping these children learn our language.

Kindergarten on Television

During the 1963 spring semester for the Wisconsin School of the Air Television, Ruth Mork became the television "Kindergarten" teacher for hundreds of Madison-area children. The series is described as adding "something special" to the day-by-day activities of the Kindergarten classroom. The lively programs deal imaginatively with broad areas of general education.

RECOMMENDATIONS

The shift in plans which requires children in the intermediate grades to take showers necessitates a review of our Physical Education facilities. I have recommended that a study be made of our building in terms of additional shower rooms.

To establish a satisfactory speech program it will be necessary to expand the time allotted to the speech therapist to two half days per week.

With consideration given to the above recommendations I feel our school will continue to provide for children the quality of education desired.

This year, which has been a transition period for us, has gone very well. Much of this credit is due to the efforts of the teaching staff, who cooperated wholeheartedly, and of the office staff, who worked diligently to effect the shift smoothly. The custodial staff, too, accepted the new role and fit into the situation very satisfactorily. With this excellent cooperation of the entire staff, I feel we have made the transition into the Madison System with a minimum of difficulty.

This shift was made easier not only by the help of our own staff, but by our neighboring school staff members who had much patience with our many inquiries and were most helpful and generous of

their time. We are indebted also to the splendid response given to us by the Superintendent and all Madison School Board departments.

For us this has been a year of learning more than contributing, but another year we hope to do both.

# SILVER SPRING SCHOOL

June, 1963

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## HISTORICAL SKETCH

The first Silver Spring School was built in 1857 at an approximate cost of \$125.00. This building was replaced by a one-room structure in 1871. A two-room building was constructed in 1914. The student population remained fairly static until the late 1940's. Temporary buildings were moved in to accommodate some students. The present building was completed in 1954.

The original area was settled by German immigrant farmers. Today the area still has a large dairy, several truck farms, and two nurseries. About 25% of the people engage in special services, 22% in highly skilled crafts, and 18% are in professions. The remainder are employed in government, businesses, armed forces and as laborers.

The people are very active in community affairs. A survey conducted during 1962 found almost one-fourth of the adults active in from four to six organizations. It was also interesting to note that the recreation of these same families was home centered or directly related to their children's activities.

## Net enrollment at the close of school years -

Grade	1956	1957	1958	1959	1960	1961	1962	1963
K	16	27	39	38	43	45	44	57
1	17	24	23	32	33	39	43	39
2	26	19	29	25	32	37	37	39
3	21	18	19	30	21	28	36	38
4	19	21	20	21	29	23	33	32
5	18	17	21	22	25	33	29	36
6	19	16	16	25	21	27	29	26
7	11	16	18	15	25	20	32	25
8	14	10	20	13	16	23	22	26

## CURRICULUM

## Reading Program

For the past four years we have been using the Joplin Plan of organization. For one hour during the morning every room from grades 3 - 8 is teaching reading. The children move to the room where a group is reading at his level. We have found this a great help to conserve teacher-time and challenge all children to do the best they are capable of doing. In rare instances where a child is several years older than the group he should read with, he is kept in his home room and taught individually. We feel this plan offers many advantages to the smaller school where it is difficult to set up a large enough group in the classroom to warrant teacher time.



## CURRICULUM Con't.

### Spanish Program

The students in grades three through six receive instruction in conversational Spanish for 15 minutes each day. The major emphasis of the program is placed on hearing and reproducing the Spanish language. The youngsters in this age group learn the language very rapidly and are able to reproduce the sounds correctly with very little practice. The students in grades seven and eight have Spanish daily. Here the emphasis is placed on reading, writing and grammatical construction.

The program has been in operation for three years. We feel it is too soon to make any definite evaluation, but we know that more of our students are taking languages after leaving Silver Spring. While these students may not select Spanish, they no longer fear foreign languages and many express a desire to take more than one language.

### Room Activities

All teachers were grateful for the wealth of materials supplied by the curriculum office. This was a unique experience and a real reward for being "new". While all teachers accept the necessity of completing the basic requirements for each grade, we at Silver Spring believe it is the extra projects and activities that make school an interesting and enjoyable place. The interest motivated by these activities tend to carry over to all facets of learning. With this in mind we have selected a few of the high lights.

### Eight

The class became interested in the "Let Freedom Ring" movement. They wrote proclamations to be signed by the governor and mayor. They subsequently met with Governor Reynolds and Mayor Reynolds for the signing. As a result of their efforts bells will ring throughout the state on July 4th, at 1:00 p.m., proclaiming our national freedom. They also made video tapes and helped to prepare much of the publicity to be released in connection with the celebration.

### Seventh

As guests of their senator and assemblyman, the class spent a day at the capitol. They met several state officials and visited the legislature.

Not to be outdone by the 50 mile-hikers, they formed a ten mile club, and spent several Saturdays with their teacher exploring areas some distance from Madison.

#### Sixth

The class "adopted" Mr. John Wellington, head master of a school in India. Mr. Wellington was at the University doing post-doctoral work. While in India Mr. Wellington heads a private boy's school for wealthy families. Many exchanges were made between these friends. The students learned about Indian music, religion and culture,---first hand, and Mr. Wellington got to really know America through the eyes of typical sixth grade students.

#### Fifth

The fifth grade was divided into groups of science interests. Each group was permitted to pursue their interest as deep and as long as they were interested. Each group was required to present their findings to the class. As the class was very large and field trips expensive, they relied on inviting resource people to talk to them. While most of the speakers usually presented their lectures to adults and often times to highly trained specialists, they all expressed genuine pleasure in speaking to a group of youngsters, and were amazed by their knowledge and interest. Among their visitors were, a bell telephone research scientist who spoke on Telstar, Madison Gas and Electric technician on Conversion of Energy, Dr. Philip Piper in pathology, Mr. Tibbits brought several specimens of small plants and taught them how to examine each with microscopes and hand lenses, Mr. Zeigler spoke on the metamorphosis of insects. He brought several insect eggs so they could watch the development. Can you imagine anyone getting excited over grasshoppers hatching in the dead of winter!!

#### Fourth

The class started out with a simple unit on "Arithmetic by Estimations". The interest far surpassed the teacher's expectations and was expanded to work on "Geometry by Estimation".

#### Third

One of the third grade rooms enjoyed having Mrs. Walker of the Junior Audubon Society plan a study on birds. She showed some very fine slides of Wisconsin Birds.

#### Second

Children of this age love to act and perform. The high point of one room was the writing, directing and presentation of two plays for a Mother's Day treat. The other group made a movie about the milkman, complete with tape recorded sound track.

## Curriculum con't.

### First

Among the many interesting activities were: trips to the University Farms, baking hot rolls, building a model zoo, watching cocoons hatch, and observing many plants growing.

### Kindergarten

Due to the short attention span and the many and varied needs of our kindergartners, school is a series of projects. The largest, at least in size, was a pirate boat large enough for all--complete with pirates!!!!

### Physical Education

Considerable effort was put into initiating a physical fitness testing program and working for improvement in weak areas. Spring testing was rewarding as considerable improvement was noted in leg strength, agility and speed. Weaknesses still exist in shoulder-arm and abdominal strength. A program demonstrating the activities used to develop physical fitness was presented for the P.T.A.

### Art

In addition to regular class work every student in grades 5-8 was taken on a field trip to see at least one Art Show of graduate or professional artists. They climaxed the year with an art show of their own for parents and friends.

### Music

This was our first year with a "real" music teacher. Previously we had carried on a program with student teachers from the school of music. A complete and well organized program was carried out. A Christmas Concert was performed by the lower grades and chorus. A spring operetta, "Cinderella's Slipper", was given for parents by the upper grades. We also had a junior high chorus and a chorus made up of students from grades five and six.

### Speech Correction

The entire 8 grades were surveyed at the beginning of the school year and 25 children were enrolled for speech correction. Twenty two children had articulation defects, one with a stuttering problem, one with a cleft palate, and one had articulation defects due to foreign dialect.

At the end of the year 13 children were corrected, one had transferred and 11 were improved but will need continued therapy next year.

## SPECIAL PROGRAMS

### Hot Lunch

Over forty-thousand lunches were served to students and the staff. We feel that this program is a part of our instructional program, and the teachers make good use of it to teach nutrition and table manners. While we do not think of the program as just feeding children, we do recognize the fact that for some children this is their only "good" meal of the day.

### Student Council

The Student Council is responsible for student government and all service projects of the school. It also selects and makes all arrangements for assembly programs. These programs are made up of local people describing trips, presenting talks and music, and a few "paid" programs through the Wisconsin Bureau of Concerts and Lectures.

### Parent-Reports

We feel privileged to be permitted to continue our program of parent reporting. Each fall, school is closed for two afternoons. Each parent is scheduled for a twenty minute conference with each of their children's teachers. The scheduling is done in the office and is organized so the parent's conferences are consecutive.

In early spring more conferences are scheduled by teachers, and parents are invited to schedule conferences with teachers. Fewer, but longer conferences are held at this time.

Report cards are also issued in keeping with the Madison program. Only one parent, (involving five children), did not appear for the fall conference. A large percentage of conferences are attended by both parents.

### P.T.A.

Silver Spring has a very active P.T.A. About 80% of the parents are members and over 50% participate actively by attending meetings. In addition to many parent education projects, the P.T.A. sponsors Boy Scouts, Cub Scouts, Girl Scouts and Brownies. They sent the Safety Patrol to the Dells and supplied awards for our Honors' Day Program for Scholastic, Music, Sports and Citizenship awards.

#### PROBLEMS

Our major problem is one of space. The student population is at an awkward stage where there are not enough students for two rooms, but too many for one. The music, art, visual aids, storage room and dining room have been converted to classrooms, and a large entry hall has become a library. There is no space for small groups to work, and no place the special teachers can call "home". The converting of part of the dining room has necessitated many students eating in classrooms. All art and music classes must meet in the classrooms.

#### RECOMMENDATIONS

While additional building at this site may not be feasible, I feel sufficient additions and remodeling should be done to make the present building functional.

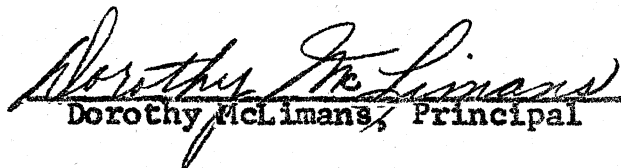
Due to the nature of the area, some gravel walks, children remaining during the noon hours, art in classrooms, eating in classrooms and the large enrollments in some classrooms, we need more custodial help than schools of this size ordinarily would.

Proposals for remodeling and for additional custodial help has been discussed with Mr. Hull and Mr. Powers.

#### ACKNOWLEDGEMENTS

On behalf of the Staff of Silver Spring School and for myself I wish to say THANKS. The transition from a big toad in a little pond to a little toad in an ocean has not been easy. Last fall many of us had our misgivings, but with the splendid help from every department we survived and are very happy to be accepted. I believe I can speak also for the many parents who now see the many advantages of a large well run system. We are indeed proud to say "We belong to the Madison School System".

Respectfully Submitted

  
Dorothy McLimans, Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

VAN HISE SCHOOL

Presented to the Board of Education  
by the Principal

Walter H. Argraves

July 1963



THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63

VAN HISE ELEMENTARY AND JUNIOR HIGH SCHOOL

ENROLLMENT

Elementary

Grade	<u>1960-61</u>		<u>1961-62</u>		<u>1962-63</u>		<u>1963-64 (Est.)</u>	
	No. of Sections	Enrollment	No. of Sections	Enrollment	No. of Sections	Enrollment	No. of Sections	Enrollment
Kgn.	4	120	4	138	4	121	4	108
1	4	125	4	106	4	123	3	96
2	4	112	4	129	4	117	4	108
3	4	120	4	112	4	119	4	106
4	4	116	4	110	4	119	4	112
5	3	99	3	111	4	118	4	112
6	3	95	3	99	4	125	4	120
Totals	26	787	26	805	28	841	27	762

\*Junior High

7	9	226	8	203	7	222	12	330
8	9	251	8	221	7	212	8	220
9	6	155	8	234	8	223	8	225
Totals	24	632	24	658	22	657	28	775

The drop in the elementary enrollment anticipated for the fall of 1963 is because of the removal of the area east of Midvale Boulevard from the Van Hise district. This enrollment should be constant for a few years, or until the lower birth rate, as reflected in the number of children in the current one, two and three year old groups, reach school.

\*The junior high enrollment for the past two years has been constant. All optional areas have been removed from the Van Hise Junior High attendance area which will increase our enrollment by at least one hundred fifty students per year for the next three years. The enrollment estimate for the 1965-66 school year is at least one thousand pupils.

### \*Jr. High Lunch Program

The school lunch program was very successful. The menu planning and food preparation by our cooks was excellent. We were able to accommodate all junior high pupils who wished to participate. The continued increase in enrollment will present problems relative to facilities within the next three years.

45,669 lunches were served to pupils and 2,278 lunches were served adults during the past year.

### Elementary Milk and Lunch Program

During the last school year, an average of about 745 elementary students (out of 840 pupils) took mid-session milk. Our year's total of 102,420 half pints of milk indicate that our school is indeed in the dairy business in this dairy state.

From November 18 to April 1, a sack lunch program was provided for those children living a mile or more from school. About 40 children were eligible; however, during the -10° to -20° weather there were a few days when we had as many as 100 staying. Parents were very conscientious about sending children only when the weather was extreme.

### W.I.A.A. Insurance Coverage

This year we had a total of sixty-five accidents sufficiently serious to warrant medical attention. These were therefore reported to W.I.A.A. Fifty-five were during the regular school day, and ten were as a result of interscholastic practice or competition. Of the sixty-five cases, forty-three cases have been completed with payments received of \$493.25. This leaves twenty-two cases not completed.

While the necessity of school insurance is apparent, due to the many steps in handling each claim the Board of Education is subsidizing this program by a minimum of three full days of secretary time each month here at Van Hise.

### P.T.A. Activities

The Van Hise P.T.A. had a successful year involving a pot luck supper, Go-To-School Night, Christmas program, guest speakers, and ending the season with an elementary arts program in May. Parent interest and participation has been consistent and gratifying.

### P.T.A. Activities (continued)

Through two resales, P.T.A. raised money to provide luncheons for both the elementary safety patrol and the junior high bicycle patrol. One-half of the cost of the ninth grade yearbook and dinner dance was paid by the student and one-half by the P.T.A. In addition, P.T.A. purchased a jungle gym and an overhead projector for the school.

### Special Meetings and Programs

Last February (in spite of a severe snowstorm) a large representation of parents attended a special orientation program. Those from the feeder schools who will have students in seventh grade next year were given an introduction to junior high by Mr. Fox. Those who will have students entering ninth grade were told of electives and course sequences for the four years of high school by Mr. Haugen.

The music department put on a junior high choral and orchestral program and a band concert for parents in the evenings. The elementary children put on several "sings" during the school day - many parents attended.

### Instructional Program

Grade meetings were again held during the year to plan units of work in social studies, science and health. New book purchases were decided upon at these meetings. Articulation of library work and materials necessitated the librarian being a part of this planning.

All four sections of the sixth grade participated in the Van Engen T.V. arithmetic program this year. Much was learned by the teachers. The children were not as highly motivated this year as when the same group had the T.V. arithmetic in fourth and fifth grades. The novelty seems to be gone. However, the "new arithmetic" as taught by the sixth grade teachers aroused much genuine curiosity.

### Elementary Library

This year a completely separate library for the junior high was developed in their section of the building, leaving the original library room for the elementary classes. A sixth grade class had to use the library as a classroom from one to two hours every afternoon, but this worked out as well as could be hoped, due to splendid cooperation from the sixth grade teachers and students in the room. The library was not wasted as a library during this time, as the sixth grade became thoroughly acquainted with the research and reading materials at their fingertips. It was also tremendously helpful to have this time to do the routine work always involved in a library, as well as an opportunity to contact teachers, visit classrooms and obtain materials wanted by teachers.

### Elementary Library (continued)

The advisability of separating the junior high and elementary libraries is demonstrated by the following figures. The total elementary (K-6) circulation this year was 42,342 books compared to 43,408 volumes last year with the K-9 library. Obviously the elementary section was not using the library to capacity when the junior high was having to use it also. While access to the library was restricted this year when the sixth grade was using it as a classroom, it is clear that students and teachers felt much freer to use the facilities the rest of the time.

The library ventilation problem was not improved appreciably by the installation of a transom over the desk, and the room remains unbearably hot and stuffy on mild days.

### Visitors

Fellow teachers visited from six city schools, the cities of Middleton, Verona, Milton, Brookfield, and Oregon and from the countries of Germany, India and Israel.

### \*Junior High Curriculum and Its Evaluation

The basic curriculum offering followed the recommendations from the curriculum director.

Five biology classes continued with the courses sponsored by the National Science Foundation. We are planning to offer this course to all biology pupils when qualified teachers are available.

Much time and effort was spent in correlating the guidance units with the core subjects. Mr. William Haugan planned the units, and with the cooperation of the core teachers used a team-teaching approach. Once again it proved very successful and continues to improve each year.

Constant evaluation of teaching techniques was made throughout the year. Teachers with similar assignments met periodically with the principal for this purpose. In addition to evaluation, group planning for future units were discussed. These conferences enabled the administration to keep in touch and promote a common philosophy through the school.

The junior high had the advantage of having a library for its own use this year. There was a definite increase in the use of the library by entire classes. Teachers felt the library was available and incorporated

\*Junior High Curriculum and Its Evaluation (continued)

its use in their plans. Pupil circulation increased by at least thirty per cent. There is a definite advantage in having separate libraries for elementary and junior high pupils.

General staff meetings were devoted to discussions on developmental reading, behavior problems, evaluation of pupil growth and reporting to parents. Grouping pupils to insure a motivating and stimulating experience was continued. Teachers were cautioned that grouping does not do away with individual differences - it only reduces the range. Careful screening and constant studies were kept on all pupils and adjustments made during the year as necessary.

\*Enrichment

Each junior high pupil has one period per day during which he may enrich his program of studies. During this period, he may study or participate in music (band, chorus, orchestra), newspaper, yearbook, dramatics, debate, reading improvement, or elect to take French as an extra subject in the seventh and eighth grades. (Approval by the principal is required to elect French.)

- a. Newspaper - A limited number of issues were published. Quality rather than quantity was the primary objective.
- b. Yearbook - Emphasis on a simple memory-type book rather than a miniature senior high yearbook.
- c. Student Council - Emphasis on teaching the function of student government and providing experience in governmental procedures.
- d. Dramatics - The group was conducted as a workshop in theater. Considerable group work was done. The pupils attempted to put into practice the material discussed in class. It was felt that a general survey on many aspects of the theater was more appropriate at this level than a study of only one area.
- e. Debate - The goals of debate club were few in number. Thinking and speaking before a critical audience was probably the most important objective. Topics and debates having to do with such varied subjects as disarmament, a Madison civic center and others were debated within the group.
- f. Reading Improvement - This program was to improve the reading ability of average and above-average pupils in the junior high school.
- g. Music - Choral and instrumental groups presented various programs during the year.

### PROBLEMS AND RECOMMENDATIONS

\*1. Building facilities for the 1963-64 year will be crowded, especially in the special areas of art, physical education and music. An adequate program for physical education, grades 1 through 9, will not be possible during the coming year. This will become a very serious problem in 1964-65, especially in the facilities for physical education.

In 1965-66, facilities for art, industrial arts, home economics and music will not be adequate in light of present enrollment predictions. This problem needs immediate attention and study.

\*2. The junior high office is inadequate. The present office area must serve as textbook storage, audio-visual storage, secretary office, principal's office and conference room in a space less than the average classroom. It is recommended that the classroom adjacent to the office be remodeled to provide adequate administrative office facilities for the junior high.

3. During the 1963-64 school year, the fifth and sixth grades will have gym once a week because of lack of gym facilities. The first through fourth grades will have gym in the auditorium. In addition, the auditorium has been and will be used for: 1) eighth grade health and first aid classes, 2) guest speakers for specific science or social studies classes, 3) seventh, eighth and ninth grade guidance meetings. There are several of these meetings for each grade each month. This recitation of auditorium and gym use is merely to point out the definite squeeze that we will be in as four additional eighth grades are added in 1964-65, and four additional ninth grades in 1965-66. The elementary division will probably shrink not more than three sections in this time.

With an increase of seven classes this fall, and a net increase of five more by the fall of 1965, it would seem that the present eight-room addition will not fill the long-term needs of the area. If additional space is provided, careful consideration should be given to the needs of physical education, industrial arts, home economics, art, and science classes.

\*Starred sections of this report were written by Mr. Ron Fox, Vice Principal.

Sincere appreciation is expressed to the entire Van Hise Staff for their professional efforts this past year.

Respectfully submitted,

Walter H. Argraves, Principal



THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report for the School Year 1962-63

CRESTWOOD SCHOOL

Presented to the Board of Education  
by the Principal

George A. Blackman

June, 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report for the School Year 1962-63

CRESTWOOD SCHOOL

I. ENROLLEMENT DATA: (As of September of each year)

Year	:	<u>1944</u>	<u>1948</u>	<u>1949</u>	<u>1950</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954</u>
Enrollment:		165	218	241	274	301	336	389	430
		<u>1955</u>	<u>1956</u>	<u>1957</u>	<u>1958*</u>	<u>1959*</u>	<u>1960*</u>	<u>1961*</u>	<u>1962*</u>
		476	547	555	517	438	466	453	439

\* Annexation and boundary change adjustments.

Perhaps the need for the juggling of boundaries has subsided to the point where our enrollment will now be able to stabilize itself for the next few years.

II. NOTEWORTHY ACTIVITIES OF SCHOOL AND HOME:

Six new staff members joined the staff this year -- some of them inexperienced and others with a minimum of experience. All of them have exhibited some rather outstanding abilities along with some very fine professional attitudes. It has been a genuine pleasure to have them with us.

Some members of the staff have continued to work with the Education 31 and 41 programs of the University. Some very fine young teachers are "discovered" in this program.

Since it seemed inevitable that the "new math" was here to stay we have continued to work with TV arithmetic.

Happy experiences have resulted from substituting a commercial insurance company's all-pupil insurance program for a similar program which is sponsored by W.I.A.A. Even though the per pupil premium is slightly higher so also are the benefits higher and claims are paid faster and with far less red tape. No participation percentage guarantee is necessary. In this day of more and better insurance programs we can simply offer it as a supplementary program to parents who feel the need for such additional protection. We have yet to receive a complaint about the program.

Mrs. Sara Pollak, our speech therapist, reports a slightly lesser number in her case load than was true a year ago. This, no doubt, is as it should be. Of the 29 youngsters who were treated during the year the larger number was afflicted with the normal problems of articulation with a smattering of voice, cleft palate, hearing and stuttering problems. By the end of the year all cases had been corrected and dismissed except for nine youngsters who have been retained for continued therapy next year. The one child with the hearing loss has been enrolled in the Summer Speech Clinic for six weeks of intensive work on lip reading and speech.

The PTA has continued to service the school community in many ways. One of its most important service functions is its willingness to handle all of the mechanics of a rather complex but very satisfying parent teacher conference schedule. This specific function has been exercised for some fifteen years. Since 1958 the organization has been totally sponsoring the Principal's attendance at the national elementary principal's annual convention.

The school lunch program has again functioned satisfactorily. This is the first year, however, that the program may terminate with a deficit. The only explanation that can be given is that one of the employees had an extended illness during the year. The payment of a "double salary" for any length of time has a tendency to eat up whatever profits that might exist.

Since 1958 our parents have been informed that when our 1955 school bus had served its time, transportation for children in the area would cease. The time is now approaching for the community to take whatever steps might be necessary to make certain traffic areas are safer for walking. A Bus Committee has been appointed by the PTA to study our general transportation patterns and problems and to suggest ways of gradually, but deliberately, eliminating the need for a school bus in our area.

### III. PROBLEMS:

The current building program at Crestwood will tend to eliminate all or almost all of our potential problems. It will be most satisfying to have a long-awaited gymnasium and an art room built as such. We look forward to next year with a great deal of anticipation.

Even though it has been an enriching experience to serve a dual role as an administrator it will be comforting again to work with a staff and a group of youngsters who are all housed under one roof.

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

ANNUAL REPORT

Dudgeon School

Presented to the Board of Education  
by the Principal  
A. L. Anderson  
June 1963

The Madison Public Schools  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1962-63

STAFF

The school year began with six new teachers: one first-grade teacher, two third-grade teachers, one girls' physical education teacher, one speech correctionist, and a librarian.

At the date of this writing we have eight staff members leaving Dudgeon at the close of the school year. Their replacements have been selected and assigned for the coming school year as follows: one kindergarten teacher, two first-grade teachers, one second-grade teacher, one fourth-grade teacher, an art teacher and a librarian. One staff member is moving from first to third grade and one sixth-grade teacher is moving to fourth grade. The assistance of the personnel office in filling staff needs is appreciated.

SIGNIFICANT DATA

Dudgeon and Nakoma continue to serve the Marlborough Heights area by bus. Following is a breakdown of our enrollment by areas as of June 14, 1963.

GRADE	DUDGEON WALK AREA	MARLBOROUGH HEIGHTS	TOTALS
Kdgn.	43	20	63
First	38	26	64
Second	36	11	47
Third	30	21	51
Fourth	30	17	47
Fifth	30	16	46
Sixth	37	21	58
TOTALS	244	132	376

Gross enrollment for the year was 411. Net enrollment at the close of the school year was 376. During the year our attendance records revealed the following statistics:

Transfers in - 18  
Transfers out - 16

New Enrollees - 16  
Withdrawals - 19

### BUS

Badger Bus again made double runs, morning, noon, and afternoon to the Marlborough Heights area. Thanks to the cooperation of Nakoma School and Badger Bus we again had the Nakoma Bus pick up our primary pupils who stayed for remedial work. We were again well satisfied with our bus service.

### W. I. A. A.

\$234.65 was paid to the W.I.A.A. to insure the student body for the school year. To date, \$77.00 has been paid in claims. Six claims are still outstanding.

### LIBRARY

Circulation for the year was 21,181 which included 11,606 fiction and 9,575 non-fiction including periodicals. 239 new books were added making a total of 6,290 books. Our first magazine rack has been enjoyed and appreciated by all.

### SPEECH

42 children were enrolled in speech classes in Grades 1 through 6. All but nine were seen twice a week. The problems consisted primarily of articulation and voice defects. Of the 42 children, 9 were dismissed, 30 improved, and 3 showed no change.

### P.T.A.

This organization continued its fine service to the children of our school community in many worth-while ways. The fine spirit that prevailed helped make our work with them pleasurable and satisfying.

### CURRICULUM

Our Kindergarten teacher was pleased with the many fine enrichment experiences which were provided the second semester by the new TV Kindergarten program.

One first-grade room found the organization of a Room Library and Reading Club successful in meeting individual differences as the books were grouped according to the reading abilities of the children. It also encouraged more outside reading and provided practice reading in audience situations.

Second graders profited from the excellent introductory phonics lessons found in our spelling books. We were pleased with the use of a new reader which was written to complement our spelling text.



The fourth and sixth-grade teachers involved in the TV program "PATTERNS IN ARITHMETIC" had these comments. "I feel that even those children who were not able to understand many of the concepts have at least had the advantage of a more thorough introduction to those concepts than I could have provided."

"The new math was a real challenge. It took an abnormal amount of time; but I sincerely believe the children understand math concepts better than with the old conventional method of teaching math."

"Presentations were so excellent that we generally were able to follow through, not with excellent results, but with a degree of understanding that I found satisfying."

The cooperation and help of a variety of resource persons at different grade levels gave the children first-hand opportunity to hear illustrated talks on Greece, photography, and rock collecting.

The services of the Child Study Department were again appreciated by the staff. The teachers new to the Madison system found our curriculum guides to be a very functionally-designed tool which enabled them to locate quickly the information they were seeking.

University of Wisconsin juniors and seniors from the University and from Edgewood College participated at various grade levels as student teachers during the course of the school year.

#### SUMMARY

In assessing this school year the staff felt that we have completed another successful year although admittedly not without its frustrations. Academic achievements were pursued as well as efforts directed toward creativity, citizenship, service, character building and lasting enrichment of life through good literature.

#### BUILDING

The additional height which was added to the chimney this past year has helped resolve our heating problems and has also alleviated the smoke and soot problem on the school grounds and in the immediate neighborhood.

We appreciate the support of the Board of Education and the Superintendent of Schools in helping us to fulfill our endeavor to bring quality education to the children of Madison.

Respectfully submitted,

A. L. Andersen, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

Conrad A. Elvehjem School

Presented to the Board of Education  
by  
Lillian Simonson, Principal

June 1963

# ANNUAL REPORT

For the School Year 1962-63

Conrad A. Elvehjem School

## I. STATISTICS

<u>Grade</u>	<u>Opening Enrolment</u>		<u>Closing Enrolment</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Kindergarten	38	45	39	47
First	31	32	37	31
Second	24	26	25	28
Third	24	26	25	27
Fourth	19	25	20	27
Fifth	22	21	24	22
Sixth	<u>18</u>	<u>15</u>	<u>14</u>	<u>17</u>
Totals	176	190	184	199

This shows a net gain of 17 pupils during the year.

There were four transfers within the city. Two children went to Washington School and two went to Mendota School. Eighteen children withdrew; eleven withdrawals were from Air Force families.

The gross enrolment was 402.

For 1963-64 we have provided for a net enrolment of 450-460, as shown by the following organizational plan:

<u>Grade</u>	<u>No. of Sections</u>	<u>Estimated 1963-64 Enrolment by Sections</u>
Kindergarten	3 or 4	95-110 total
First	2½	71
Second	2½	71
Third	2	58
Fourth	2	58
Fifth	1½	45
Sixth	1½	46

This distribution of pupils is in accordance with the pupil census of May 1963. In a new development, one cannot predict the grade levels of children moving in during the summer.

## II. ACHIEVEMENTS

Opening and organizing a new school has been a great experience. Excerpts from newsletters to parents reveal something of our progress:

September 10 - "We are about to share the throes and satisfactions of opening Madison's thirty-third elementary school. The Conrad A. Elvehjem School is named after a native son - an illustrious scientist and educator who attained world recognition. His name is a symbol of personal integrity, humility, and profound scholarship directed toward social goals. Let us hope this name will be a source of inspiration and a guide in developing a school of which we can be proud. For optimum education we need willing learners, and usually the pupils who learn willingly have parents who respect education and understand what Robert Havighurst means when he says, 'The purpose of a nation depends primarily upon the way its children are brought up a generation earlier. The way to improve the nation for tomorrow is to improve the lives of its children today.' We hope that the Elvehjem school will be a friendly place for significant work and learning. You are always a welcome visitor."

October 1 - "On building progress I can report: the lights are installed in the corridors; alternating banks of yellow and cream lockers provide pupils with elegant closet space; the offices are receiving concentrated attention; and gym lockers and showers off the activity room are being completed. The playground has not been blacktopped as soon as we would have liked. However, the grading is being done. Our cement street area for the promotion of skinned knees can be abandoned before long! I have heard that you are eager to organize a P.T.A. This is fine. Let us plan to have a small group meeting to be held around the middle of October to set up the organizational meeting to be held as soon as the activity room is completed. Please think about the role of the Elvehjem P.T.A. and what you, personally, would like to do. Our school has lacked the presence of parents. You have been most considerate in letting us "organize our confusion" without parent visitation or telephone conferences. But we look forward to meeting you all very soon."

January 7 - "Our dedication program seemed to be appreciated by all who attended. One person commented, 'The weather was cold, but the program was warm.' We were impressed by the parents, the people from the University, and the prerepresentatives from the public schools and the school board who came to extend their wishes for a fine school. The portrait of Conrad Elvehjem has been well received by everyone who has seen it. We are indebted to Mr. Walter Frautschi and the alumni organizations for making it possible for us to have this fine picture in our corridor. Mrs. Elvehjem's speech touched everyone. Her message was significant. Incidentally, she will be out after Christmas to meet the children. We shall try to have a short ceremony for them. Our superintendent, Philip H. Falk, gave his last official dedication address. It illustrated the kindness and wisdom with which he has so ably administered the Madison schools. We shall miss him, but the educational policies and programs he inaugurated will continue effectively, I'm sure."

The newsletter of May 22, 1963 reveals growing pains in a new school. "We expect to have two interns assisting teachers at the primary and intermediate levels next year. Interns are usually U.W. graduates who are in their fifth year of college training. To prepare for this new program, the teachers who are involved and I expect to spend two weeks at the U.W. working with professors and interns in planning for '63-'64. We hope to provide a "cushion" for the growing pains in a new area. Another cushion will be a combination 1-2 and 5-6. Only children who are working at or above grade level will be eligible for placement in these rooms. One advantage for children is the relatively small class size of a combination room. Some schools are organized completely and permanently on this basis, as you know. Our first real growing pain is due to the loss of our library for 1963-64. It will be used as a classroom and the teachers will abandon the teachers' lounge to the books. The librarian will work with half classes and individuals."

Elvehjem school opened with a new staff. Fifteen teachers had no teaching experience in our public schools. Five teachers had varying degrees of experience in teaching in Madison at some time or another. The school secretary was new to her position. The custodians had not worked in schools for any extensive period.

Children came from the Frank Allis, Estes, Glendale, and Lowell schools, with about five per cent from out of the city.

The school was opened on schedule although we all knew "it couldn't be done". For five weeks we had a full crew of workmen working in and around the class rooms. There was no playground; an area in the street was blocked off for recess and gym activities. Not until the end of October were the principal and secretary moved from the temporary office in a kindergarten room to the regular office.

The children were exceedingly happy to have their "own" school; they reflected the attitudes of their parents. Each day was a new adventure; progress was measured and building materials and equipment were duly noted. The increasing beauty of the school became apparent in late October when the landscaping was completed.

School Activities Involving Parents were initiated by the Civil Defense Committee which conceived and supervised a school evacuation. Children transported by bus walked along trails through fields and woods to take the shortest way home. Maps of the area were sent to every home so parents and children could become familiar with the designated routes. A survey was made of the time needed to get home (including the time consumed in putting on outer garments). 37% of the children reached home in less than 10 minutes, 50% needed less than 20 minutes, 10% required 30 minutes and 3% were home in 50 minutes. There is no adequate shelter area in school; therefore parents and teachers decided that evacuation is major in our Civil Defense plan.



Open House on November 15 during American Education Week drew approximately 300 parents. About 200 parents attended the fine dedication program on the night of December 11, which will be long remembered for its low temperature. The Christmas program was given to a full house. Class and school singing was featured. The sixth grade presented its version of the "Christmas Carol" for which it had made the costumes and stage sets. The P.T.A. was organized formally in January according to recommendations of our preplanning group and city P.T.A. officers. Following P.T.A. meetings centered on report cards, the testing program, and the T.V. math program. Two meetings centered on organization and planning for 1962-63 and 1963-64. A dedication program for children was held on the morning of April 9. Mrs. Conrad A. Elvehjem gave an inspirational talk and presented a star-terrestrial globe to the school. Paul Donnhauser, the artist who painted a picture hung in our hall, was a second speaker. A meeting of preschool parents was held on June 3. A panel discussion by the teachers, principal, and nurse was conducted. On June 5 "The Miracle of Reproduction" and "Human Growth" were shown to fathers and sons. The sixth grade class was honored at a musical assembly program for children and parents on June 14. Merit awards and patrol certificates were presented.

The educational status of Elvehjem children is described by scores revealed in our testing program. In general, the scores rank slightly below the city median, and considerably above the national median; there are few below grade scores in the primary grades, and each class has some high scoring students. These test results help define the strengths and weaknesses of our pupils, and are significant in the determination of teaching emphases.

#### Gates Tests

	<u>Lowest Score</u>	<u>Median</u>	<u>Highest Score</u>
Grade 2	1.8	2.9	3.9
Grade 3	2.8	4.9	5.7

#### STEP Tests

<u>Grade</u>	<u>Math</u>	<u>Science</u>	<u>Listening</u>	<u>Reading</u>
4	45.6	41.1	33.9	41.3
Range:	11-93	5-98		
5	36.9	42.4		
Range:	11-90	18-92		
6	38.7	36.3		
Range:	17-98	23-98		

#### Iowa Basic Skills Tests - November 1962

	<u>Reading Skills</u>		<u>Language</u>	<u>Work</u>	<u>Arith.</u>	<u>Composite</u>
	<u>Vocab.</u>	<u>Reading</u>	<u>Skills</u>	<u>Study</u>	<u>Skills</u>	
Elvehjem	7.3	7.3	7.3	7.1	6.8	7.1
City	7.7	7.5	7.5	7.2	6.9	7.5



The Iowa Test of Basic Skills was given again in May. There was marked gain in terms of almost every individual. The composite score was 8.3 as compared to 7.19 in September.

STEP Tests given in Math in grades four, five and six failed to reveal expected gains. We need to examine teaching procedures as well as the test as an instrument of evaluation.

The potential of Elvehjem children seems not to have been reached. With their attitudes they appear to be the type of children who should be over achievers instead of under achievers. They need experiences to enrich their backgrounds. They also need an educational program geared to the individual. They seem to have good personal motivation.

Field trips are a valuable part of an enrichment program. The following were taken this year: airport, first grades; bakery, third and fourth grades; dairy, second grades; Cave of the Mounds, sixth grade; farm, kindergarten and first grade; fire station, second grades; Historical Museum, third grades; Little Norway, sixth grade; police station, second grade, School Forest, third and fourth grades; and the zoo, kindergarten and second grade.

The philosophy of education which we are evolving for the school will demand an evaluation of the points developed in Bruner's "Process of Education". Included are the following: 1. Any subject can be taught usefully to any child at any age. 2. All development depends on learning rather than unfolding (this upsets the readiness theory). 3. Thinking can be taught. It is an individual and creative thing. The method should be one of inquiry - not just problem solving. 4. Attitudes toward learning are of great importance. 5. The aim of education should be to increase the aptitude for further learning. The "storehouse of knowledge" concept gives way to a "machine for thinking" objective. 6. The crucial operations of the mind must be developed before high school.

The faculty considered David H. Russell's statements about the gradual development of ability to think. Two postulates are: 1, the ability to think critically begins early in childhood and develops slowly; and 2, the school curriculum offers many opportunities for clear thinking.

Critical thinking seems to involve at least the following conditions:

- (a) A knowledge of the field or fields in which the thinking is being done
- (b) A general attitude of questioning and suspended judgment; a habit of examining before accepting
- (c) Some application of the methods of logical analysis or scientific inquiry
- (d) Taking action in light of this analysis or reasoning.

These four conditions are general guides to teachers who want to emphasize critical thinking in their programs.

Critical thinking is defined as the habit of examining statements and attacking problems in the light of related objective evidence.

- (a) the awareness of a problem, (b) the collection and classification of data related to the problem, (c) the formulation of a tentative hypothesis, (d) the judging of the worth of the hypothesis by mental try-out, accepting or rejecting, (e) actual test of the hypothesis,

(f) possibly some conclusion or solution to the problem.

After consideration of this, the faculty looked for opportunities to develop the attitude of inquiry, the quality of creativity and the capacity for integration and application of knowledge. They submitted reports from which these excerpts were taken.

Mary Hurley - Kindergarten

Critical thinking as an approach to learning should be initiated on the kindergarten level. I don't propose that the formal scientific method be introduced, but I do feel that it is possible for the kindergarten child to develop informal methods of investigation. It is important that the child be equipped with a body of factual material. It is perhaps more important that he develop an analytical approach which will make understanding of factual accumulation possible. Indirect motivation from the teacher can help provide a more intense, significant learning experience.

Sydney Kean - First Grade

In our first grade class this year I believe we have built a foundation for critical thinking in a variety of ways: discussions, written exercises, experiments, pictures, stories.

In discussing Weekly Reader material and topics in other areas we have made use of thought questions such as: How does this help us? Why is this better than that?

In our science work the children have manipulated the equipment themselves whenever possible both during class discussions and during their free time - such things as magnets, simple machines, magnifying glasses, stones. This develops powers of observation and can lead to an understanding of cause and effect relationships.

In both science and social studies the planning of bulletin boards has involved thinking critically about what would best convey the idea of a season, farm, jungle, or Hawaii, or best show kinds of simple machines or types of transportation. Also, in both areas, we have done a great deal of writing during the course of our units, beginning with mostly group stories early in the year followed by many individual stories toward the end of the school year.

Lucy Bautz - Second Grade

There is considerable evidence in second grade that children think critically. The area of science gives a child much opportunity to solve problems through experimentation. Many problems defined by the teacher or pupil lead the children to think critically. Such problems as: 1. Does air take up space; 2. Which pan of water will evaporate first - the one in the refrigerator or the one by the heat?; 3. What do terms like evaporate, condense, dew, and frost mean? Some children give much thought to the problems and contribute to the discussion.

Connie Wagner - Third Grade

We think critically to predict outcomes of our stories, to reason why a character acted thus and so, and to relate our stories to our own situation.

In arithmetic we discover several ways to solve a problem and then choose the best method. We use it to determine whether our answer is feasible or foolish.

In social studies we relate the material to our own community. Examples of questions are: "Why are most of our houses built of wood?" "Why do oranges cost more after a freeze?" or "How does an astronaut's flight affect us?"

In language we often give plays in which the children must organize - "How shall we stage this play?" "How shall we write the dialogue so the complete story is told?" etc.

Dena Drasin - Fourth Grade

The T.V. mathematics program in the Madison schools stimulates critical thinking. No longer can children learn rote rules which will enable them to work at grade level. For example, in the fourth grade children are introduced to identities. Is a number pattern such as  $2 \times a = a + 2$  true for all numbers, true for some numbers or false for all numbers? The children must examine the number patterns and ask themselves, "Do I know something about mathematics that can tell me whether this number pattern is true or false?" If not, they must resort to the trial and error method, which in itself means they are thinking critically. They begin to discover patterns about odd and even numbers; they can see for themselves that addition and multiplication are related as are subtraction and division. This type of critical thinking will serve them well during their many future years of training in mathematics. They are learning not only the computational skills, but also the whys behind them.

Doris Helmke - Fifth Grade

In all subject areas we are continually trying to develop critical thinking through various ways - among them problem solving, analyzing situations, comparing relationships, interpreting ideas and evaluating them, and experimenting and using facts we have learned to apply to other situations. Following are some examples:

Social studies: What problems did the pioneers have in making a new life on the frontier? What qualities did they possess to withstand hardships and solve their problems? Which of these qualities are favorable for solving present-day problems? Here we are analyzing a situation and applying what we have learned to another situation.

Current events: Election for Mayor in November - What was the attitude of the candidates to their opponents before and after the election? What words and expressions were used by candidates and newspapers to make situations fit their purposes and give people certain impressions? This brought out the difference between fact and opinion, and the use of interpreting ideas and evaluating them.

Social studies and science - conservation: Why is water "King of the West"? How is water both a friend and foe to man? Here we compared the necessity of water and its great use to mankind, the harm it can do if uncontrolled, and how man must use it wisely - comparing the relationship of water's usefulness and harmfulness.

Science: We experimented to find how pitch was produced. Then we applied what we had learned in one experiment to another problem - how do musical instruments get tonal quality and perfect pitch?

T.V. Arithmetic: In finding common factors to find the basic fraction - by observing and working with the factors children could see that there are many factors they can use to get the correct results - but by using the greatest common factor we can get the results quicker with less work.

Barbara Hospel - Sixth Grade

Teaching children to think critically can be done by discussing the connotative and denotative meaning of words. This leads into an analysis of advertisements, keeping in mind, (1) what does the company want you to believe this ad means? (2) what else could this mean? An advertisement brought in by a child stated that a particular brand of rug "will cushion your children's children's feet". The first impression, with the help of a picture, was that a rug from this company would last so long that one's grandchildren would walk on it. Digging deeper, it was seen that this was not stated, but implied. The company hoped to sell rugs to the grandchildren of present customers. Analyzing campaign slogans and slanted writing also helps the child to think critically. Editorials from the two local papers challenge the reader in their opposing views.

The field of consumer education is another area where critical thinking can be developed by the children. They are asked to check prices at a store on a particular brand to see if there is a difference in price depending on the size of the can. Next they are to see if the "larger" can always is cheaper. Last they are to find an item that is the same in chemical content but different only in brand name and see what they find out about price variances. (Good example: household bleach.)

Misleading labels such as "orange drink" and misleading containers that try to make it look as if one were getting more, etc., motivate children to critically think about what they buy.

In science, assignments that require children to look at data and determine conclusions as to the why this or that could have occurred, as the real scientist had to do and must do, again make them think critically.

In arithmetic the analysis of the misuse of figures helps children to be careful of what they read. For example, percentage gains mean nothing unless we understand the basis for comparison. What is the source of authority?

Simple syllogisms emphasize that what is true in math is not necessarily true in the social sciences.

In social studies, requiring the children to evaluate various answers to a particular question by setting up an evaluation scale requires that they "sift and winnow" facts and think about that which is relevant to the question.

The educational program of a new school in an outlying area has intrigued me for some time. The experience of opening a new school is stimulating even to contemplate. How the new school compares with an established school has strong social implications.

On the basis of my experience, I think that the educational program of an established school is usually superior because it has: a continuing core of teachers; an extensive library; excellent equipment for special areas; more room for small group activity, for distributing centers of visual education, math, and science equipment and rotating sets of books used in common; as well as for general storage. Sociologically, I feel that it is imperative for children in low socio-economic levels to have excellent school facilities. This is conducive to the optimum in teaching and learning. School is the major positive influence in the lives of these children.

The new school has all the obvious earmarks of a fine plant, including modern architecture and light furniture. This has a remarkable psychological effect on children and parents, particularly. A constructive and enthusiastic attitude prevails which compensates for many deficiencies not apparent to most. Without the obvious and difficult problems to be faced, it may be easy to slip into a pedestrian mediocrity - basking in the glow of general approval and satisfaction. The problem which must not be overlooked is how to help the pupils reach their potentials.

There are great sociological differences in schools. The old school often runs the gamut from the very low to the highly accelerated pupils, with numerous emotional problems throughout. This makes excellent teachers and administrators mandatory. Elvehjem school does not have as great a range - it tends to settle slightly below the city average. The children are well adjusted and interested in school. Few come from broken homes. They are a part of the most significant stratum of society - the middle class which determines our patterns of social action. The intellectually elite have limited influence if the middle class is uninformed. Fine teachers and good materials and equipment should earn high dividends in a situation such as this.

### III. PROBLEMS

A major problem is predicting enrolments by grades in a growing community. Organizing the school so that teachers have similar loads is another one. We plan to solve this by establishing certain common periods for skill subjects and cutting through grade lines according to the needs of pupils. We plan, also, to have an intern at the primary (1-2) and at the intermediate (5-6) levels who will help handle large classes.

Building a continuing core of able teachers is a basic consideration. Careful selection of teachers with a brief tenure is exceedingly important.

A problem of professional improvement is paramount. We plan to have in-service committees as well as joint planning to provide opportunities for inter-communication and brain storming. This is something desired by the staff.

We have a physical problem of space. Next year we give up the library to a 1-2 combination room. The teachers give up their room to the library. Meetings will have to be held in the art room. We will have no music room. It appears that we will need an addition to the school for 1964-65.

I should like to express again, for the record, my appreciation of the manner in which Cliff Hawley, Bob Hull, Larry Johnson and administrators in the special areas worked to open Elvehjem School. Philip Falk, Robert Gilberts, Wilbur McDaniels and the Board of Education deserve special thanks. The Elvehjem staff - teaching, secretarial, and custodial, are to be commended for their effective and united efforts to create a smooth-running school.

Elvehjem School represents a judicious use of the taxpayer's money. It is beautiful as well as functional. It has been my privilege to be a part of its beginning.

Respectfully submitted,

Lillian Simonson, Principal



**THE MADISON PUBLIC SCHOOLS**

**Madison, Wisconsin**

**ANNUAL REPORT**

**EMERSON SCHOOL**

**Presented to the Board of Education  
by the principal - Charles F. Quinn**

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report  
For the School Year 1962-63  
EMERSON SCHOOL

Gross enrollment figures at Emerson show a continuation of stability in enrollments.

<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	
904	789	785	782	787	
	New Enrollees	Transfers In	Transfers Out	With- drawals	Net Gain or Loss
1958-59	56	37	66	53	= 26
1959-60	28	28	29	36	= 9
1960-61	38	31	33	56	= 20
1961-62	31	50	61	33	= 13
1962-63	31	29	35	46	= 21

JUNE NET ENROLLMENTS FOR THE LAST FIVE YEARS

<u>Grade</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>Net Gain or Loss over 1962</u>
Kgn.	143	126	129	131	142	+ 11
First	112	131	101	121	116	= 5
Second	102	94	106	90	95	+ 5
Third	106	92	100	96	94	= 2
Fourth	95	91	89	88	94	+ 6
Fifth	113	90	87	79	87	+ 8
Sixth	<u>111</u>	<u>100</u>	<u>84</u>	<u>83</u>	<u>78</u>	<u>= 5</u>
TOTALS	782	724	696	688	706	+ 30
						<u>= 12</u>
						+ 18

## NEWSLETTER

We have continued to send home a bi-monthly newsletter in an effort to help our parent group become informed as to special dates and events taking place in school.

## REPORTING ACHIEVEMENT TEST RESULTS

Teachers in grades four, five, and six scheduled conferences with all interested parents. Again a high percentage of parents came, and those who were unable to make an appointment were notified by phone or letter.

We feel that this type of reporting has an important function in helping parents to understand the progress and general ability level of their child.

## REPORTING TO PARENTS

This past year we have continued the practice of sending home check lists to help parents note the progress, or lack of progress, during two and three week periods.

At present all fourth and fifth grade teachers have used the check list.

Two advantages are apparent in using this approach:

1. Work is taken home which might not reach home.
2. Parents are better able to understand the difficulties their child is experiencing.

## AN APPROACH TO READING

With only a few exceptions, there has been an increased interest in reading. At the beginning of the year when we would return to our room following library period, over half the class would have no interest in reading their new books. Now at the end of the year, we are able to have a period of 30-45 minutes following library period with almost everyone reading during that time. Some children are so interested in their books they try reading on the way back to the room from the library. Several parents have commented on the fact that their children are reading more at home.

There also has been an improvement in the type of book being read. One boy (above grade level in reading) would always bring a Dr. Seuss book - and only a Dr. Seuss - from the library. He still likes Dr. Seuss, but he is also bringing back and reading books that are more of a challenge to him. This same kind of thing is true of several others of the very good readers in the class.

Some of the things that have contributed to this increased interest in reading are:

1. My class goes to the library as a unit and I have been able to spend 20-30 minutes each week helping them find books which fit their interest and ability.

2. The "free" reading period following the library period gets children started in their books. They are more apt to continue reading on their "own time" if they become interested in the book before they leave school.
3. Each time we go to the library we have a 15 minute period before we go in which children have an opportunity to "sell" their books to their classmates. These are not formal book reports. Just about everyone in the class has taken part, and many times a book becomes so popular it makes the rounds of the class for several weeks.
4. Every day except library day I read to the class. I am careful to read only really good books that I am sure most of the class will enjoy. I read only things which I thoroughly enjoy myself. Usually I read a whole book (in installments), but sometimes I read short stories and poems. Among the things I have read this year are:

Charlotte's Web, E. B. White  
Call it Courage, Armstrong Sperry  
Otter's Story, Emil Liers  
Loretta Mason Potts, Mary Chase  
Island of the Blue Dolphin, Scott Odell  
Pied Piper, Robert Browning  
21 Balloons, William Pene DuBois

Bits of:

The World of Christopher Robin, A. A. Milne  
Ol' Paul, Glen Rounds  
Just-So Stories, Rudyard Kipling

plus various folk tales, fairy stories, poems, and Greek and Roman myths.

5. Several of the best readers have been reading in an individualized program. This gives me an opportunity to discuss their books with them and to suggest other books which I feel would interest them.

Mrs. Nettie Sy, Fourth Grade

## ART

This year the third, fourth, and fifth grades had their first experience with creative stitchery. Colored burlap and yarns were used. A committee of mothers aided in preparation of the burlap.

The classes responded enthusiastically to the yarns and cloth. A history of the development of stitchery and tapestry was presented.

Vera P. Guild, needlework and stitchery editor for "Good Housekeeping" magazine, is writing a book on creative stitchery for children. Examples of work done by Emerson children were sent at her request, and may be included in this.

Another project which was highly successful was the making of large papier-mache masks. This was featured in the "Capital Times."

In March the P.T.A. meeting was devoted to art. Mrs. Murley, the art teacher, spoke on the "Meaning of Art" and exhibited over 200 pieces of art work made in all grades.

**LIBRARY**

The Emerson library was closed for circulation a week earlier than usual because the library shelves were due for varnishing. Nevertheless, circulation this year was increased by 403 books over 1961-62. We circulated 13,872 non-fiction and 20,290 fiction books, to make a total of 34,162 books.

This year concern was directed to the expenditure of the funds allotted to the library. The librarian and the principal developed a tentative budget, which considered the following areas:

**Magazines**

First grade beginning readers

Other primary books

Picture books (or useful in kindergarten)

Intermediate

Biography fiction

Fairy tales

Unit material

Books for advanced sixth

Non-fiction not covered by teaching units--poetry, art, music, games, handicraft, etc.

Reference

At this time proposed expenditures and actual expenditures are very close. It is felt that with guide lines such as this, there is less opportunity for voids to develop.

**SPEECH**

Total number of children receiving speech therapy was 77.

Number taught once a week - 18

Number taught twice a week - 59

Type of speech problems:

Stutterers - 1

Delayed speech - 2

Voice problems - 2

Articulation - 76

Dismissed as corrected - 28

Improved - 47

Unimproved - 2

All first graders were checked in the fall. All speech students from 1961-62 were checked. Teacher referrals were checked. New pupils were checked as they enrolled.

Parent Conferences:

Conferences at school with parents - 29

Conferences by telephone - 22

## HEALTH

The public health nurse visited Emerson School for two hours every day. Her time was spent in planning and counseling with the teachers and children. The yearly surveys were conducted with the help of volunteers.

The Snellen chart was used to test the vision of grades one through six. There were 578 children tested. Of this number, 77 were referred for further evaluation.

The audio-metric examination was given to grades one, three, and six. Seven children, out of the 282 tested, were referred for further evaluation.

Tuberculin skin tests were given to 111 of the 114 children in the first grade. No positive reaction was found.

Those children not under regular dental care in the first, third, and sixth grades were included in the dental survey. Eighty children were found to have defects and were referred for follow-up.

The scalp survey included kindergarten through sixth grades, and no ringworm of the scalp was found in the 727 children.

## BOYS' PHYSICAL EDUCATION

During the 1962-63 school year, Mr. Slater followed the elementary school physical education curriculum guide.

Boys in fifth and sixth grades were tested in six physical fitness tests recommended on the physical fitness cards. They were tested in the fall and spring. In all instances we equaled or bettered the U.S. averages, and in a few instances were equal to, or better than, the British.

Special emphasis was made on the importance of doing these activities every day of the year.

I wish to express my sincere thanks to the Board of Education, Superintendents Falk and Gilberts, and directors of the departments for their help during the past year.

Respectfully submitted,

Charles F. Quinn, Principal



**THE MADISON PUBLIC SCHOOLS**  
**Madison, Wisconsin**

**Annual Report**  
**SAMUEL GOMPERS SCHOOL**

**Presented to the Board of Education**  
**by the Principal**

**Ann K. Ness**  
**June, 1963**

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1962-63

SAMUEL GOMPERS SCHOOL

Gompers continues to be a growing, mobile area. The majority of parents are young, enthusiastic, and ambitious. The average family of 3.8 children is above that of the national. Consequently, many fathers hold a second position and more than 25% are working mothers.

There are no vacant houses. Thirty homes are in various stages of completion. Wheeler Heights, the area behind Lake View Sanitarium, and the area between Gompers School and Sherman Avenue are being graded with new paved streets and curbing.

STATISTICS

	1960-61		1961-62		1962-63	
	Gross	Net	* Gross	Net	Gross	Net
Kindergarten	143	133	56	45	107	89
1	95	86	78	61	64	51
2	83	75	39	29	80	66
2-3			29	24		
3	68	63	34	25	53	42
4	55	50	46	38	55	46
5	66	59	31	26	56	48
6	51	45	30	24	40	34
	<u>561</u>	<u>508</u>	<u>343</u>	<u>272</u>	<u>455</u>	<u>376</u>
Total	561	508	343	272	455	376

\* Lakeview was built and 69.3% of the children were transferred.

	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Transfers In	28	22	33
Transfers Out	15	17	11
New Enrollees	53	52	76
Withdrawals	38	54	68

With the completion of the Capehart Housing in Sun Prairie, November was a month of 24 entries and 20 withdrawals!

### OCCUPATIONS

	<u>1961-62</u>	<u>1962-63</u>
Professional	9%	11%
Semi-professional and business ownership	15%	25%
Skilled labor	35%	30%
Unskilled labor	16%	12%
Armed forces	25%	22%

### STAFF

Six sections and teachers were added this year and two teachers were replaced. Six were beginning teachers and two had 2-3 years experience.

This became a terrific load for a teacher-principal but a very interesting and challenging experience.

The faculty has demonstrated the ability, cooperation and willingness to learn and accept the responsibility of giving a good education to our children. Providing for individual differences was especially effective.

The experienced members became a core for the continuation in the teaching of critical thinking. This made a natural transition to creativity and creative thinking. It was a very satisfying job of in-service training.

### ACCIDENTS

Gompers had a rather safe year with only nine accidents. Six were reported to W. I. A. A. Four claims totaling \$45.00 were completed and two are pending.

The school patrol has been very effective and their work, plus the intensive classroom programs, have greatly minimized our accidents.

### PARENT-TEACHER ASSOCIATION

This new organization has been very active. Programs were built around art, the new mathematics, safety, city-planning and a better understanding of the peoples of the world. The Open House, Pot-Luck Dinner and Fun Night were very successful.

The P. T. A. contributed to the enrichment of the arts with books to our library, prints of the masters to our art department and are providing a library of records to our music department.

Before the holidays, they sponsored a special art class for its members stressing Christmas gifts and decorative ideas.

With their sponsorship, membership and participation in the Scout movement is making good progress.

### CURRICULUM

Enrichment was procured by:

1. Trips on the train, to farms, supermarkets, school forest, game farm, airport, weather station, bakery, post office and telephone company.
2. Visits from members of the police department and travel talks by parents.
3. Project: Why We Were Named the Samuel Gompers School. This entailed a talk by Mr. Marvin Brickson, Secretary of the Madison Federation of Labor. Research was done at the school, city and university libraries, and the Historical Museum. Class discussions and an assembly period were held, and a large display made.
4. Participation in the T. V. Mathematics, French and Kindergarten Programs.
5. Class projects involving bread and cookie baking, making ice cream, the hatching of ducks and chickens, tadpoles, igloos, trains, construction of blue prints and houses, plays and programs.

Science, inspired by our space achievement, had special and greater emphasis this year. Weather, the solar system, health, and animal life created the greatest interest. The bioscope opened new areas of research.

Physical fitness dominated the physical education classes, especially in the upper level. As a result, satisfactory improvement was shown by the girls. In all instances the boys were equal or better than the U. S. averages and a few were equal to or better than the British. This indicates that our program has been worthwhile and every effort should be made to maintain or improve it. Plans are being made for a remedial class for the very low in physical fitness and the handicapped.

Creativity in games, dances and play was the goal for the lower grades.

The main objective of music was to develop in each child, regardless of his voice capability, a love and desire to sing, and an appreciation of at least, the semi-classical and simple classical music.

With special emphasis on ear training and good listening habits, we hope that there will be a good carry-over into other subjects and classes.

Creative development was emphasized through:

1. Free rhythmic response to music.
2. Making up original tunes and rhythmic patterns or simple dances.
3. Verse making and rhyming.
4. Working out simple instrumental or percussion accompaniment to songs.
5. Dramatizing songs, stories and musical playlets.

Creativity and art seem synonymous. Practically every media was used giving the children many satisfying facets of accomplishment.

In one fifth grade library class, students created story books for younger children. It involved the necessary vocabulary, younger children's interests and suitable illustrations. The second grades seemed to confiscate and thoroughly enjoy these gayly, decorated covered "books" with their attractive illustrations.

The other fifth grade won a set of The World Book.

We have aimed to teach the boys and girls of Gompers that our library is a good place to go for the answers to many of our questions and also for a good story when we just want to read for fun. I believe we are succeeding.

#### THE SPEECH CORRECTION PROGRAM

A total of 26 children received speech therapy. Of these, 20 were boys and 6 were girls.

Speech problems were:

- |                   |    |
|-------------------|----|
| 1. Articulation   | 23 |
| 2. Delayed speech | 2  |
| 3. Hearing        | 1  |

Disposition of the children at the end of the year was as follows:

- |  |    |
|--|----|
| 1. Corrected - dismissal               | 6  |
| 2. Improved - retained                 | 14 |
| 3. Moved                               | 5  |
| 4. Dropped for other<br>speech reasons | 1  |

### PROBLEMS

Professional:

We need to continue intensive work in developing listening and work-study skills. We feel that there is a definite relationship between these skills and our test scores in the middle grades.

Physical:

This year, it has been necessary to eliminate the music room. 1963 will find us without a teachers' room and the library moved to this small area. This will not accomodate library classes and some of the splendid teaching in this area will be greatly curtailed. It will create an almost impossible situation for the summer library program.

If the enrollment increases in such large numbers as in the past 2 years, and the concentration falls into the middle grades, the art room will also have to be eliminated. We do not anticipate as many withdrawals unless there is an exodus from Capehart Housing providing room for some of our Air Force families. We will certainly need more room for 1964.

We hope plans can soon be made regarding the total lunch program. We feel this is a dissenting factor in our public relations.

Other problems will be alleviated, I'm sure, with future building plans.

### CONCLUSION

The successful year at Gompers could only have been accomplished by the splendid cooperation of the teaching, secretary, and custodial staff. The child and his surroundings are their chief concern.



My sincere thanks extends to Superintendent Gilberts, Ex-Superintendent Falk, Board of Education, assistants and department personnel for their cooperation and understanding.

Respectfully submitted,

Ann K. Ness  
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HAWTHORNE SCHOOL

Presented to the Board of Education  
by  
Eugene Sturdevant, Principal  
June - 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1962-63

HAWTHORNE SCHOOL

I. SIGNIFICANT DATA

Enrollment figures at Hawthorne School during the school year 1962-63 were as follows:

<u>Grade</u>	<u>September</u>	<u>June</u>	<u>Gross Enrollment</u>	<u>New Enrollees</u>	<u>Transfers In</u>	<u>Transfers Out</u>	<u>Withdrawals</u>
K	121	115	142	7	13	9	19
1	101	94	115	7	6	6	15
2	96	81	107	5	8	6	20
3	85	78	95	5	5	9	8
4	91	88	103	5	7	5	11
5	69	55	72	3	0	4	11
6	<u>53</u>	<u>55</u>	<u>63</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>3</u>
	616	566	697	37	44	44	87

The task of contending with estimates relating to the Hawthorne School population continues to be a difficult one. Each of our four years of operation has found an actual enrollment in the spring which is smaller than our enrollment in the fall. This is a strange occurrence in light of a number of new housing units being built each year. We have experienced our greatest school-year decrease this year, but this can be partially accounted for through transfers of families to the Capehart housing in Sun Prairie.

We lost a fine group of 24 children to Sun Prairie via the Capehart housing. I know it's standard procedure to feel that the ones that leave are always strong members of the school population. In this case it is true. Most of the 24 children were good students and fine school citizens.

Total class groups shall remain much the same next year with an increase at fifth grade level to three sections and a decrease at second grade level from four sections to three.

Enrollment figures over our first four years of operation:

<u>Grade</u>	<u>September 1959</u>	<u>June 1960</u>	<u>September 1960</u>	<u>June 1961</u>	<u>September 1961</u>	<u>June 1962</u>	<u>September 1962</u>	<u>June 1963</u>
K	96	90	89	77	110	105	121	115
1	84	84	82	76	100	99	101	94
2	54	55	74	72	97	91	96	81
3	44	40	50	49	96	94	85	78
4	50	50	39	37	65	73	91	88
5	39	39	52	47	53	54	69	55
6	<u>32</u>	<u>31</u>	<u>38</u>	<u>39</u>	<u>66</u>	<u>67</u>	<u>53</u>	<u>55</u>
	399	389	424	397	587	583	616	566

#### A Fourth Year of Operation

Every room in use and comfortable in every room has been the story of our fourth year in operation here at Hawthorne. We have been most fortunate in class size with the average being 25. This very desirable class-load has been greatly appreciated in the primary grades. We have again enjoyed the many advantages of a central library, an art room and a music room.

As we look forward to next year, our main change in pupil population results from a boundary adjustment which will direct between 35 and 40 children to Lowell School. This reassignment of the Darbo Drive and Worthington Avenue children to Lowell School should help us in our school organization both next year and the following.

Predicted enrollments for next September:

<u>Grade</u>	<u>Number of Pupils</u>	<u>Number of Sections</u>	<u>Estimated Enrollment by Sections</u>
K	120	4	30
1	110	4	27
2	90	3	30
3	84	3	28
4	75	3	25
5	85	3	28
6	58	2	29

On the basis of our large number of transfers, enrollments and withdrawals, it would seem that a very mobile population exists in the Hawthorne area. The amount of movement was unusually high this year as a result of families moving to the Capehart housing in Sun Prairie; however, the great amount of constant movement in and out of the Truax apartments will likely remain with us. Two years ago the Madison Housing Authority served eviction notices on certain families in the Truax apartments. These were families with incomes too high to suit the authority; however, they were also families that added a degree of stability to the apartment area. The moral standards, social activities and educational interests of this group were all fine examples for the total population of the apartments. They are sorely missed.

### Pupil Population

In each of the four years of Hawthorne School's existence, I have been constantly impressed by the fine group of children that pass through the doorways of our attractive building. The excellent social and scholastic development of the children indicates a good working relationship between parents and teachers. The children as a group tend to be friendly, neat, courteous and enthusiastic. This is the type of child that is so enjoyable to have in the classroom.

### Parent Population

I'm continuously impressed by the interest and enthusiasm displayed by the majority of the parents in the Hawthorne community. They are easy to work with and ever anxious to assist in various phases of the health, social and educational program of the school.

The Hawthorne P.T.A. continues to serve the school and community in many worthy situations. The program committee followed a very flexible theme of "Variety in Educational Issues and Interests". Many fine programs were included, with those in which children participated being received with the most enthusiasm. The Christmas program, the science night and the music and art festival brought many exclamations of interest and appreciation from the parents. The members of the P.T.A. were very helpful as they performed various services to help our health and educational program. Vision survey assistance, auditory screening tests, kindergarten roundup and general room mother services were all of help to the school during the year. Community services in the area of a clothing resale in the fall and a "Fun Night" in the spring helped bring parents, children and teachers together and promote a wholesome neighborliness.

While the P.T.A. Civil Defense committee promoted civil defense classes for thirty-four adults of the area, the Hawthorne Mother's Club directed its efforts to the continuation of vocational school classes and the introduction of adult recreation activity. The Mother's Club effectively pursued its purposes of service to the school and community through social and educational undertakings.

District Scout officials are always pleased with the interest displayed by the parents in all Scouting movements. The parent-child partnership which prevails in the activities of these groups is so desirable to see.

An interest in physical activity has continued on the part of the children as they eagerly partake in the Saturday recreation program. This same interest is evident among the parents as 45 joined golf and bridge classes in the adult recreation classes which were offered at Hawthorne for the first time.

### Professional Staff

As the active turn-over of staff members continues, the remaining teachers do a fine job of introducing new teachers to our school operation. The individual differences of our children are a constant concern of the Hawthorne Staff and efforts are continuously directed toward motivating and challenging children to perform at the level of their mental abilities. The staff has successfully risen to the challenge of providing desirable educational activity for a fine group of children.

## II. SPECIAL ACHIEVEMENTS

The self-contained classroom continues to remain the organizational center of our instructional program. Within the classroom exists a concern for the maintenance and extension of a stimulating climate in which the children acquire the desire to learn. Many enriching activities were used in the classrooms as the individual educational programs developed.

Field trips, auditorium-type activities and resource persons were all used extensively by the classroom teachers to add vitality to their units of work. Field trips were used on the average of slightly more than 2 per classroom and resource persons were brought in at a rate of more than one per class section. Auditorium programs in our all-purpose room totaled eleven. A great many more presentations were caused to be arranged in the classrooms due to the gym being unavailable.

In general, the children of Hawthorne School had the opportunity to enjoy a great variety of experiences which add purpose and understanding to the formal instructional program. The following statements by some of the classroom teachers relate the types of experiences which were provided the children:

### Miss Mary Jean Trotalli - Kindergarten

Mr. Edward O. Hugdahl, associate professor of music at the University of Wisconsin, visited our school to lead the kindergarten children in traditional Christmas Carols. In order to provide interest and variety, rhythms and rhythmic clapping and jingling of bells were used on the liveliest Carols.

### Miss Lois Cuff - First Grade

In order to make our unit on the grocery store more realistic, a field trip to the Red Owl store was undertaken. There were several motives for this trip. The children had an opportunity to see a community grocery store with foods being unpacked, prepared, displayed and sold. They also learned acceptable group behavior in a commercial establishment of the community. Through this field trip the attempt was made to inter-relate the units on the community and grocery store into a live, vital and practical learning situation.



Mrs. Sheila Shearer - Second Grade

During our unit on sound, Mr. Donald Ungurait, a graduate student in speech at the University of Wisconsin, was invited to our classroom where he gave an excellent talk and demonstration on sound and how it is transmitted. Of primary emphasis was the transmission and reception of sound by organs of the human body. The use of this resource person, an expert in the field, created an extremely high degree of interest in our total study.

Miss Marion Helmenstein - Third Grade

Perhaps the greatest feeling of satisfaction in my entire year of teaching was during the unit on food. We had many good discussions and study periods, but we set aside one day in which we took the time to make our own food and consumed it. Every child in the room had a job to do and did the job well. We made applesauce, applebutter, butter and bread. We did our jobs in committees, with the more responsible children serving as chairmen. Each child took some part in the actual measuring and preparing of the bread. The children were busy as beavers peeling apples, slicing apples, shaking cream to make butter and kneading bread.

This was one of the many times this year that I felt everyone had a job, knew what to do, did it, kept busy and all with little or no confusion. The children seemed at all times to be completely absorbed in what they were doing and they asked appropriate questions, both as they worked and during later discussions. I found that this type of actual participation and observation raised the unit test results significantly. If it were possible and time allowed the extra activity, I'm sure students would enjoy school and learning much more when active participation by the entire group is planned and carried through.

Miss Elizabeth Williams - Fourth Grade

In connection with the study of Switzerland and Norway, I took my class to New Glarus, Wisconsin. Before the trip we exchanged letters with the Chamber of Commerce of Glarus, Switzerland obtaining information about the early migration to Wisconsin and many other interesting points of interest. The arrangements for the trip were made through Mr. Henry Schmid, New Glarus, and the Central Cheese Factory.

Our first trip was the Central Cheese Factory where we were shown the Swiss Cheese making process. The rest of the day was spent at the Chalet of the Golden Fleece, the Historical Village and the Swiss Miss, an embroidery factory. At each place we had excellent guides who explained their points of interest and answered children's questions thoroughly. The entire trip was a fine experience and an excellent culminating activity.

Mrs. Priscilla Keene - Fifth Grade

Perhaps one of the most interesting activities for me this year was in combining a science unit on machines with a social studies unit on the westward movement. We constructed a three-dimensional bulletin board with the title "Machines Move Us Westward". Each child had a part in deciding where simple machines were used and in constructing them. Examples included the wheel and axle - covered wagon, the wedge-axe, pulley - barn hook and inclined plane - rolling a barrel into a wagon.

As a culminating activity, we made ice-cream. This was excellent in the respect that it touched on math with the recipe, showed the construction and use of gears and helped explain removal of heat energy. This unit was felt to be a success because the children gathered, planned and built the necessary materials for the unit so well and seemed eager to learn more.

### Mrs. Olive McKinlay - Sixth Grade

One of the most satisfying and successful activities evolved from a correlated science, math, reading and social studies unit.

This grew out of a discussion concerning how to make our homes a more comfortable and satisfying place in which to live. The focal point was the building of a house and deciding to furnish this model home. This required much research into types of homes, furnishings, electrical, problems and other concerns.

In social studies, we discussed the kinds of homes built in different climatic areas throughout the world and also the economic reasons for such homes. This served as a basis for discussions concerning the varying social status of people throughout the world.

We studied the origin and source of the materials used in the construction and furnishing of the home. World geography was very evident here.

Science held a predominate spotlight in our unit particularly with respect to electricity, which presented problems of wiring in series, in parallel, use of different type switches, bulbs, and use of condensers.

Math received a good workout in such problems as drawing plans to scale, figuring prices of curtains and carpeting. This gave the children a fine opportunity to work with fractions, per cent, as well as natural numbers.

The pupils continued to attack the various problems that presented themselves throughout the entire project. They were as enthusiastic about this project as if they were furnishing their own homes. Many of the younger children in the school viewed the project and were well informed by enthusiastic young builders eager to show their wares.

### III. TEACHER IMPROVEMENT PROGRAM

Our teacher improvement program evolves around a steering committee selected by the principal which attempts to discover particular areas of classroom instruction or school operation which are in need of attention. Four areas which were given consideration last school year were continued with real benefit to the staff.

A committee consisting of seven teachers, one from each grade level, considered the various possibilities of developing arithmetic teaching aids. Many manipulative aids were discovered, constructed and demonstrated to the entire staff. Funds were made available through the Mother's Club to purchase plywood which was used to construct many fine, effective teaching aids. This is a committee which can continue in operation through the years to keep abreast of the changing math program and insure our having materials with which we can effectively instruct the children.

A committee concerned with teacher resources engaged in a project to inventory and catalog the resources which are available within our staff. It was found that a great amount and variety of materials and talents are available among the teachers of this building and information of this material and talent has now been made available in a card file for all to use.

An audio-visual aids committee operated with the intent to familiarize all the members of the staff with the many machines, charts, globes and pictures which we have available.

A science committee directed its activity to assisting the staff in preparation for our first science fair. Members of the committee demonstrated equipment and suggested appropriate activities which could be used to supplement those already suggested in the science guide.

The feeling was expressed by the chairman of each of the committees that another year of operation could bring real dividends as past experiences serve to guide them in the activities necessary to fully assist the staff.

Our plans for next year are to continue the four committees which functioned this year and add a committee on modern math where many teachers have expressed interest and concern.

#### IV. SPECIAL PROBLEMS

We are very fortunate in having no significant problems. Perhaps the most perplexing problem is that of dealing with the storage of our teaching equipment. It is very difficult to find places for projectors, screens, special charts, maps and other such large items that cannot be placed in classrooms because of their use by many rooms. I see no solution to the problem but too continue organizing and reorganizing as additional items are acquired.

#### V. RECOMMENDATIONS

I would like to recommend due consideration to my budget requests for additional shelving in various locations. This could begin to help us with our storage problems.

The cooperation of the Hawthorne Staff, the Board of Education, Superintendent of Schools, the supervisors of art, music, physical education and library; the curriculum department, the child study department and the health department are gratefully acknowledged.

Respectfully submitted,

Eugene Sturdevant  
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HOYT SCHOOL

Presented to the Board of Education  
by the Principal  
Dorothy F. Rule  
June 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63

HOYT SCHOOL

Hoyt School enrollments for the first, third, fifth, and seventh years that the school has been in operation:

	<u>56-57</u>	<u>58-59</u>	<u>60-61</u>	<u>62-63</u>
September	234	313	344	426
June	244	317	337	445

Our total gross enrollment for the year was 463. Changes in enrollment during the year were as follows:

<u>Withdrawals</u>	<u>Transfers Out</u>	<u>Transfers In</u>	<u>New Enrollees</u>
13	5	23	19

Nine special permits were issued by the Child Study and Service Department for children to attend Hoyt School from outside the school district.

Organization

Our predicted enrollments for September 1963 are as follows:

<u>Grade</u>	<u>Sections</u>	<u>Class Size</u>
Kindergarten	3	69
First	2	63
Second	3	82
Third	2	56
Fourth	2	48
Fifth	2	61
Sixth	2	55
Total		<u>434</u>

### Milk Program

Our milk program was begun on October 1 and terminated June 6. During this period the Hoyt School children consumed 54,357 half-pints of milk.

### Insurance Coverage

#### 1. W.I.A.A. Accident Benefit Coverage

This year 14 accident cases were reported to W.I.A.A. A total of \$18.00 was paid to cover four of these claims. One claim was not allowed because of the time limit. One case was closed as a dental examination was not necessary. Another case was closed because there was no doctor's charge. Seven claims are still pending, amounting to \$68.65.

#### 2. Continental Casualty Insurance

During the school year 198 children were enrolled under this coverage in addition to W.I.A.A.

### Use of Building

The gymnasium was used on Saturday mornings for a period of about seven weeks by Four Lakes basketball teams.

A group of Brownie Scouts, with mothers directing, used one room for a period of time during the fall and winter.

### School Staff

Our school staff this year consisted of fourteen full-time classroom teachers and one part-time kindergarten teacher. Of this number, four were under contract for the first time; two were returnees.

The art, music, and physical education teachers serving Hoyt School were itinerant teachers. One art teacher taught for two days, while another art teacher taught one-half day. The music teacher served the school for two and one-half days. Boys' and girls' physical education classes were held one and one-half days each week.

The untiring effort and friendliness of the school staff members has been a real inspiration to me. They have worked diligently to provide the best instruction possible for all children.



As this report is being written, two new classroom teachers and a new art teacher will join the Hoyt School staff in September 1963. The art teacher will transfer from another Madison school, while the two classroom teachers will come from outside the Madison system. One will be a first year teacher.

Contacts between the school and home helped immeasurably in our understanding of children and their problems. Some of these contacts were:

1. Conferences at school with parents to discuss progress of children.
2. Telephone conversations may have been to discuss scholastic progress, to inquire about ill children, or discuss behavior problems.
3. After school meetings for parents were held shortly after school opened in September. This presented an opportunity for teachers to discuss school policies and regulations. Also, our school philosophies were presented. Parents had the privilege of asking questions.
4. Class visitation by parents.

During the year ten Education 31 students worked with cooperating teachers at grades one, two, three, and four. Ten Education 21 students had visiting days arranged over a period of four weeks. These visitations were strictly observations.

#### Instruction Improvement Committee

Our Instruction Improvement Committee had four teacher members, two who were members of last year's committee and two who were new members. The principal also was a member of the committee. Before meetings were held, a questionnaire was given staff members suggesting items for consideration. As a result, several matters pertaining to teacher welfare were discussed and solutions reached.

At the suggestion of committee members a box was placed near the office into which might go problems or questions of any nature concerning curriculum or the welfare of the school. The principal would then sift through these problems and questions and decide which ones she would answer at a staff meeting and which would be referred to the committee.

The committee members worked on a Guide for Discipline at Hoyt School. This Guide has for its aim: To develop self-discipline in a child as well as respect for others. Teachers will receive the completed guide in September 1963. It was felt this would be especially helpful to new staff members.

### Field Trips

Several field trips were taken this year from kindergarten through fifth grade. These included the following:

1. University Farm
2. Vilas Park Zoo
3. Wisconsin Telephone Company
4. State Historical Society
5. WHA Radio and Television Stations
6. A super market
7. Little Norway
8. School Forest

### Audio-Visual Aids

Both radio and television programs supplemented the regular classroom teaching. Station WHA was the source for these. From kindergarten through sixth grade these programs were used.

The fourth and fifth grades took part in the TV French program, using both Levels I and II. We plan to continue it in sixth grade for the coming school year. Although the teachers involved were not entirely pleased with the presentations, they felt there were advantages for children; namely:

1. An understanding of other cultural groups was developed.
2. An appreciation for authentic French scenes.
3. Correlation with other subject areas.
4. Development of listening skills.
5. Mastery of applicable conversations.

### Use of Special Resources for Instruction

Staff members at Hoyt have made good use of available resources this year. Parents made valuable contributions.

Some examples:

Kindergarten - Mother brought in family pet and discussed the care necessary for pets.

Grade 2 - Graduate student in art spoke on sculpture as one of the fine arts, showed slides, and brought samples.

A philatelist.

A numismatist spoke on coin collecting and history of money.

Pet shop operator - talked about aquariums and aided in setting up the room aquarium.

Grade 3 - An architect - to supplement in study of shelter unit.

Telephone line repairman - as a supplement to Communication Unit.

Grade 4 - A parent showed slides of Washington, D. C. during month of February.

A parent showed slides on Greece.

Explorer of Antarctic showed slides and talked about explorations.

Grade 5 - Parent showed slides of family's trip to Europe with fifth grade son acting as moderator.

Grade 6 - A parent showed slides of the British Isles and another talked of atoms and atomic energy and showed slides.

### Safety Patrols

During this school year twenty-eight boys and girls served on the school patrol. The girls supervised four door posts and the boys four street posts. This was a fine responsible group of children.

In recognition of the services of the patrols, the Hoyt School Parent-Teacher Association entertained them at a luncheon in May. Also, at a School Sing, recognition pins were presented to each member.

### P.T.A.

The Hoyt School Parent-Teacher Association had 248 enrolled as members this year.

The following meetings and programs for parents were held:

October 10 - Pot luck supper and get-acquainted night.

November 14 - The annual Go-to-School Night was held during American Education Week.

With the help of the Hoyt P.T.A., letters were delivered to homes in our school area where there were no children attending school:

HOYT SCHOOLS' DOORS ARE  
OPEN TO ALL

November 11-17 Is American Education Week

All area residents are encouraged to stop and see our educational plant, which is helping to mold our future citizens. People are also urged to listen to educational programs that are planned. Check your newspapers for time and events.

The Welcome Mat is out --- we are hoping to see many of you at school.

School hours are:  
8:05 - 11:30 A.M.  
12:55 - 3:30 P.M.

Hoyt P.T.A.

December 13 and 17 - Annual programs of Christmas music.

February 13 - Dr. Lee Dreyfus, General Manager of WMA-TV, Professor of Speech and Radio - TV Education, University of Wisconsin, spoke on "TV Comics and Kids."

April 10 - Annual Meeting. Mr. Harold Metzen, Director of Health, Physical Education, Recreation and Safety for the Madison Public Schools, spoke on "Recreation for Youth and Adult."  
Election of officers took place.

May 9 - Registration for 1963-64 kindergarten classes.

- May 16 - Program of music given by children of grades 1, 2, and 3 for their parents.
- May 23 - Program of music given by children of grades 4, 5, and 6 for their parents.
- June 4 - Visiting day in the kindergartens. Children for next year's kindergarten classes were invited to come with their mothers to visit.
- June 7 - Sixth grade picnic at 6:15 P.M. in Hoyt Park for sixth graders and their parents.

## Special Services

### 1. Library

Good use has characterized another year at Hoyt School library. With a greater number of book holdings, service to the classrooms, teachers, and children has increased. The library served a student population of 321 to 347 on a three day a week schedule with the first through third grade classes coming in for a half-hour period and the fourth through sixth grades on a forty-five minute period each week regularly. In addition, much use was made of the library for reference use. Two days of the week the library was used as a music room.

Greater stress this year was placed on "good reading". An outstanding development during the year was the interest in myths. The fourth, fifth, and sixth grades read and discussed them avidly. McLean's "Adventures of the Greek Heroes" served as a very useful introduction to them because of low vocabulary and high interest value. Difficult names of the heroes were put on the blackboard to aid in pronunciation.

In addition to the usual instruction at the various grade levels on use of card catalog, reference materials, presentation of books, magazines, newspapers, and authors, there were several noteworthy projects done in direct conjunction with classrooms. A sixth grade class culminated its research on various countries with a bibliography. Both fourth grades used the library books for individualized reading programs. One fourth grade started with mystery stories and went on to the classics and double-starred books in the Children's Catalog. The third grades used various devices to stir greater interest in reading. One used a map with obstacles to surmount to reach a goal. Another used a clown with balloons as books, which had been approved of by the teacher and read by the pupils. Towards the end of the second semester one of the second grades used library books for individualized reading. Beginning with the second grade the teachers requested book reports from the children.

The demand for books does not meet the need. Classrooms vie for use of books on specific subjects. Children who have gone all through the grades at Hoyt feel they have "read everything". Although we fall about halfway short of A.L.A.'s standards for a minimum bookstock, we are encouraged by the fact that the tentative book budget for the next year has been increased.

Ethel McMillen, Librarian

## 2. Child Study and Services

Services by the school psychologist to Hoyt School were again conducted on a regular basis. During the current school year, five diagnostic evaluations were completed. As usual, these evaluations entailed administration of several tests and an interview with the involved children, and the evaluations were followed up by contact with the parents. Throughout each of these evaluations, periodic conferences were held with the teachers. In the case of one youngster, a conference was arranged between school personnel and representatives of one of the local treatment agencies.

Several youngsters were evaluated by the psychometrist and by the remedial reading consultant. In these cases, intelligence tests and reading tests were administered to the involved children and conferences were held with appropriate teachers.

In two situations, a series of extended conferences were held by the school psychologist with parents.

Finally, teachers consulted with the school psychologist relative to a variety of problems presented by children. In most of these situations, it was felt an intensive evaluation was not indicated.

Myron Seeman, Psychologist

A total of 28 children at Hoyt School received speech therapy during the 1962-63 school year. Of these thirteen were boys and fifteen were girls. The speech problems were as follows:

	<u>Boys</u>	<u>Girls</u>
Articulation	13	14
Stuttering	0	1

The children were seen individually or in groups ranging in size from 2 to 6 for a 15 or 20 minute period twice a week.



Disposition of the children at the end of the year was as follows:

Corrected - dismissed	13
Improved - but retain	12
No improvement	2
Moved	1

Pequetti Hatten, Speech Therapist

### 3. Health Summary

The following health programs were conducted at Hoyt School the past year with the cooperation of teachers and help of mothers:

1. Hearing Screening  
This was done on all students in first, third and sixth grades and on any other individual student at the teacher's request. Ten students were found to have some loss. However, only one had loss sufficient to require medical attention.
2. Vision Screening  
Vision screening was done on all students, some being rechecked more than once during the year at the teacher's request. As a result of this program and close observation by the teachers, fifteen students were found to have a vision defect. All have followed through with recommendation to see physicians. Those who needed to wear glasses are now wearing them.
3. Dental Survey  
This program is carried out for those students in first, third, and sixth grades who are not under regular care of family dentist. Eighteen students were found to need dental attention. Of these, three are using the services of the City Health Department Dental Clinic.
4. Tuberculin skin testing was done on all first graders. One was found to be a positive tuberculin reactor. However, on close medical evaluation and family case study this child was considered a positive reactor of several years.
5. Scalp Survey on all students -- no problems uncovered.

As usual a high percentage of the Hoyt School children followed through on the health department recommendations of a dental and physical examination prior to entering kindergarten or first, third, and sixth grades.

Conferences were held with the teachers in an effort to maintain optimum good health for all children in the school.

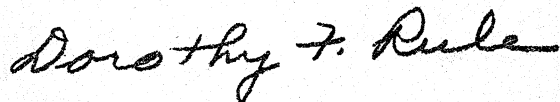
It is due to conscientious observation of the students by the individual teachers which has helped a great deal in the continued good health of the children in general at Hoyt School.

Gladys Kessenich - Nurse

Acknowledgements:

My appreciation extends to the fine teaching staff, secretary, school nurse, and custodians for their loyal and tireless work; to the Board of Education, Superintendents Falk and Gilberts, and directors of all departments.

Respectfully submitted,

A handwritten signature in cursive script that reads "Dorothy F. Rule". The signature is written in dark ink and is positioned above the printed name of the signatory.

Dorothy F. Rule, Principal

**THE MADISON PUBLIC SCHOOLS**  
**Madison, Wisconsin**

**Annual Report**  
**LAKE VIEW SCHOOL**

**Presented to the Board of Education**  
**by the Principal**

**Maurine Bredeson**  
**June, 1963**

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962 - 1963

LAKE VIEW SCHOOL

ENROLLMENT

Lake View School is completing its second year of operation, already at capacity. Enrollments have been as follows:

	<u>Sept.</u> <u>1961</u>	<u>June</u> <u>1962</u>	<u>Sept.</u> <u>1962</u>	<u>June</u> <u>1963</u>
K	99	93	103	103
1	74	69	78	80
2	60	59	73	72
3	57	57	63	62
4	44	45	58	60
5	38	40	49	51
6	39	40	42	41

By communities the distribution has been:

	<u>Trailers</u>		<u>Berkeley</u>		<u>Lakeview</u>	
	<u>May</u> <u>1962</u>	<u>May</u> <u>1963</u>	<u>May</u> <u>1962</u>	<u>May</u> <u>1963</u>	<u>May</u> <u>1962</u>	<u>May</u> <u>1963</u>
K	13	23	50	58	31	24
1	10	10	40	43	19	26
2	6	8	27	43	27	22
3	7	8	24	25	26	29
4	6	6	17	28	22	26
5	4	7	18	21	18	22
6	8	2	20	20	13	19
TOTAL	<u>54</u>	<u>64</u>	<u>196</u>	<u>238</u>	<u>156</u>	<u>168</u>

Once again there were a number of changes during the school year as these figures show:

Transfers In	-	24
Transfers Out	-	15
New Enrollees	-	35
Withdrawals	-	37

The school population is largest at the lower grade levels. This year it has been necessary to have three second grades instead of two. Next year we anticipate the need for three third grades instead of two, and two full sections each of fifth and sixth grades instead of the one and one-half each we have had for two years now. These facts have necessitated the building of an addition, which is presently well under way. We will use two extra classrooms, once again have a music room and a library, and have some space to expand in the event that the 140 apartments now under construction raise our population above expectations.

## ACHIEVEMENTS

Instructional Program

Tests given in late September showed these results:

		<u>Lake View Medians</u>	<u>Madison Medians</u>
Grade 2	Reading	2.79	2.84
Grade 3	Reading	4.2	4.3

These results again seem quite compatible with what is achieved city wide, since the ability of our groups is also very close to the city averages.

		<u>Lake View Medians</u>		<u>Madison Medians</u>
		<u>Fall</u>	<u>Spring</u>	<u>Fall</u>
Grade 4	STEP Reading	32.4		39
	STEP Listening	49.5		51
	STEP Mathematics	18.9	27	21
	STEP Science	31.8	43.5	32
	STEP Writing	54.2		58.3
	STEP Social Studies	58.2		57.9

Though we are somewhat below where we would like to be, a comparison with last year's test results shows that we have made gains over last year and are closer to achieving what we should in the light of the ability of our pupils.

		<u>Lake View Medians</u>		<u>Madison Medians</u>
		<u>Fall</u>	<u>Spring</u>	<u>Fall</u>
Grade 5	Science	41.6	49	42
	Mathematics	28.6	31.5	28
Grade 6	Science	47.25	53	45
	Mathematics	32.8	42	33

These results give us a good deal of satisfaction, especially in Grade 5 since these are the children who last year were working considerably below what seemed their potential.

Grade 5 had both Achievement and Mental tests with these results:

	<u>Lake View Medians</u>	<u>Madison Medians</u>
Reading	7.0	7.2
Arithmetic	6.3	6.2
Language	6.6	6.9
Total Test	6.6	6.9
I.Q.	112	115

The analysis made by the Curriculum Department indicates that this represents achievement which is good when results are adjusted for the ability level of the class.

Sixth graders took the Iowa tests with these grade placements:

	<u>Lake View Medians</u>	<u>Madison Medians</u>
Vocabulary	7.42	7.7
Reading	7.12	7.5
Language	7.45	7.5
Work Study Skills	7.29	7.2
Arithmetic	6.77	6.9
TOTAL	7.21	7.5

Again, this represents achievement commensurate with what is achieved city wide since the ability of this class is considerably farther below the other sixth grades than are some of our other classes.

Tests, however, are only one measure of the success of the instructional program. Some broad areas of work are not included in the testing program. One such is Social Studies, and it has assumed an important role at Lake View School. We have followed the Curriculum Guides at all levels, emphasizing in general the study with the younger children of institutions close at hand and proceeding to those more distant in time and place. Many trips have been used to make the study meaningful. Among them have been excursions to the fire station, post office, dairy, farm, historical museum, school forest, Cave of the Mounds, Circus World Museum, and construction at school and in the neighborhood. Liberal use has been made of visual aids. Many speakers have been brought in - parents whose work was in the fields being discussed, foreign students, and community workers. Children have also had a number of first hand experiences at school - making butter, clam chowder, jello, rennet pudding, canning pears, and the like.

Even more first hand experiences have been possible in Science where activities have included watching turtle and chicken eggs hatch, mounting insects, growing seeds, dissecting worms, a beef heart and tongue, a frog heart and a chicken. Many experiments have been performed in all areas of science -- simple machines, sound, light, matter, air pressure. Simple weather instruments have been made. Outer space exploits continue to stimulate interest in the universe, and even younger children have learned about stars and planets. The addition of a bioscope to our equipment has proved worthwhile, both with commercial slides and those the children have made to study human blood and skin and the nature of insect anatomy. Several grades have studied nutrition and some individual work has been done in that field with children and their parents.

Music is another field wherein success has not and perhaps cannot be measured by tests. Our children have had a great deal of enjoyment in the vocal music offered. Members of the choir participated in the elementary music festival this spring, which is always one of the highlights of the year. In addition, children presented a Christmas concert, a spring program, and music for the sixth grade dinner. Many classes enjoyed writing original songs, both words and melodies, and experienced the real thrill which comes with genuine authorship. Violin and cello were also taught to a limited number of fifth and sixth grade students.

All children have had some time weekly with the art teacher, who has used a great variety of materials and approaches to help children express ideas and



feelings. We have again participated in the Salon of School Art and are proud of our exhibits there. Even more significant is the fact that the general level of achievement in Art is so good it was difficult to make the selection of what should be chosen for the city show.

Lake View has had good balance in its Physical Education program. Younger children have been taught basic skills in bodily movement, ball handling, and the like. Physical fitness tests have again been given to upper grade children, and we see a good improvement in their skills over the two year period. Mrs. Kussow has worked with both boys and girls on square dancing, a project which all enjoyed. After-School Sports have been ably handled by our head custodian, Mr. Schmale, who also supervised our school's marble tournament. Another activity, sponsored jointly by Mrs. Kussow and our school nurse, Mrs. Clark, was the showing as an evening activity for sixth grade children and their parents of the film "Human Growth." About half the group attended and were very appreciative of the opportunity.

Our library is growing, having now 2,915 volumes, or an average of about 6 books per child. Circulation statistics indicate that book circulation was 15,214; periodical circulation, 1,245. Books have been housed and classes held in the Teacher's Room this year, which has been a bit difficult; but next year the library should move to its permanent spot in the building. In addition to regular class instruction, the library program this year has included the training of fifth and sixth grade library aides. Mrs. Neubauer also invited Mrs. Suad Ahmed of the Sudan to talk to the older children. This was a real contribution to their social studies.

The language program has gone beyond instruction in mechanics. Meaningful occasions have been found to use the skills taught -- class newspapers in several grades, letters to friends who have moved or people who have helped us in one way or another, dramatizations of stories, original plays, and programs culminating studies in academic areas. Our school was also represented in the city spelling bee.

Among the changes which have occurred recently in the curriculum, we are especially appreciative of the new spelling series. A second grade teacher writes, "Many spelling generalizations are skillfully taught. These generalizations carry over and help reinforce the structural word study work done in the reading program. Slow children are helped and all children like the book." The introduction of cursive writing at third grade was well received, also, as were other changes recommended by the Handwriting Committee.

Looking ahead to still further improvement in our instructional program, Lake View School has made a good deal of use of television. For the first time we have watched the mathematics program, this at sixth grade level without the background of what had been done in fourth and fifth grades. It meant a great deal of extra work for the teacher, but the success of her effort is attested both by the test results and by the quickened interest of the children in the subject of mathematics. Two fourth grade classes have watched "Parlons Francois," both with considerable enjoyment. The achievement of children in the class where the teacher knows some French is definitely better than in the class dependent on the television programs and accessory learning aids. The Kindergartners have watched and participated actively in the evaluation of the new telecast designed for them. Third and fourth graders have also watched Miss Miner's program on Language and Literature with some regularity. Several classes have watched the WHA Science Telecasts.

Another innovation for us, though the technique is not so new to the profession, has been the introduction of individualized reading for several groups of children in a few classrooms. Both children and teachers have felt it worthwhile.

A group of our staff feels quite strongly that we need to understand "What Makes Johnny Run" if we are to reach especially Johnnies who react somewhat differently from average. We have met bi-weekly with Dr. Chicks in an attempt to increase our competence in this field. We look forward to the day when the backgrounds of teachers and psychiatrists can have enough in common that communication between us will be easier. Dr. Chicks has much to offer and most of the discussions were very profitable and provocative. We learned a good deal from Dr. Zarling's presentations too.

### Community Relations

The Parent Teacher Association has had an active year. Officers were: Co-Presidents, Mr. & Mrs. Philip White; Vice-Presidents, Mr. & Mrs. Elmer Homburg; Secretary, Mrs. Raymond Fassbender; Treasurer, Mr. Eugene Freye. The regular monthly programs were:

September	--	PLANNING SESSION
October	--	OPEN HOUSE
November	--	WILLS and THE FAMILY, Atty. Don Stroud
January	--	CIVIL DEFENSE, Mello Stapleton
February	--	FUN NIGHT, Directed by Mr. Ambrosavage
March	--	EDUCATION TODAY, Dr. Robert Gilberts, Superintendent of Schools
April	--	MATHEMATICS at LAKE VIEW SCHOOL Panel of Staff - Mrs. Thora Gillette - Miss Florence Fowler - Mrs. Margaret Chapman - Mrs. Ethel Lake
May	--	SUMMER ACTIVITIES for CHILDREN Panel - Paul Olson, School Forest - Margaret Moss, Summer Reading - Shirley Anderson, Recreation - Frederick Zitzer, YMCA

Formal affiliation with city, state and national PTA was effected this year. Room mothers have assisted teachers with school activities as needed, as well as constituting the social committee for monthly meetings under the leadership of Mrs. Ray Stasieluk and Mrs. James Schmidt. The Health Chairman, Mrs. William Nelson, has been a real asset in securing mothers to assist in various school activities, vision screening, hearing testing, spring registration of kindergarten children. Mrs. Donne Harned chaired the committee which planned the sixth grade farewell party. The PTA bought a set of science encyclopedias for the library and financed a trip to the School Forest as a recognition to our school patrol boys and girls.

In addition to the organized parent program, many Lake View teachers had meetings of their own parent groups and all had many individual conferences and visitations. Mrs. Clark, our school nurse, and Mrs. Wagner, the school secretary, are important people in our work in the community. Dr. Seeman has also assisted as severe problems arose.

Many of our teachers have participated on curriculum and textbook committees. We have expanded our contact with the University this year, having had student teachers and observers both semesters.

#### PROBLEMS

Last year I felt that the opening of Capehart Housing which took some of our pupils might somewhat offset the building of a large apartment complex in our area. We did not lose as many children as I had expected. What the Northport Apartments and other new dwellings will bring by September is still problematical. However, with the new addition to our school we should be able to accommodate the increase, perhaps for several years.

Progress is being made in the other problem area, not unique to Lake View, of stimulating the desire for excellence in achievement. As the school becomes better established we will continue to strive toward that goal.

We feel that we have had a good year and are proud to be a part of a sound educational system with its emphasis on developing the full potential of every child.

Respectfully submitted,

Maurine Bredeson  
Principal

**THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin**

**Annual Report  
LAPHAM SCHOOL**

**Presented to the Board of Education  
by the Principal**

**Carl Liebig  
June 1962**

# THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

## LAPHAM SCHOOL ANNUAL REPORT

For the School Year 1962-1963

The 1962-1963 School year has been a year of change and challenge for Lapham School. Change has been most noticeable in an increasing turnover of pupils. Challenge has been most noticeable in a higher percentage of children who are handicapped in their learning by unfavorable socio-economic conditions. The trend of the past decade in our district--slightly decreasing enrollment and a noticeably increasing turnover of pupils--has continued throughout this year. For the first time in many years, we were forced to cut back to three Kindergarten sections due to a low initial enrollment. At the change of semesters, a combination 4th-5th grade class was discontinued due to decreasing enrollment and in the interests of economy.

Except for Kindergarten, the average class enrollment stabilized at 25 throughout the building. This was certainly a favorable pupil-teacher ratio, but raised some serious concern about years to come until it was learned late in the year that many pupils now attending Lincoln would be at Lapham next year.

The following enrollment statistics show in fairly vivid fashion, the transitional nature of a large segment of our pupils first for the past three years, and second throughout this present year:

	58-59		59-60		60-61		61-62		6-10-63		
Transfer In	48		30		37		56		23		
Transfers Out	59		34		46		39		51		
New Enrollees	57		34		41		33		38		
Withdrawals	61		51		36		52		57		
1962-63 Report Period	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	Total to June 10-63
Transfers In	0	0	2	4	6	4	1	1	5	0	23
New Enrollees	2	7	3	8	11	3	6	8	3	0	51
Transfers Out	0	3	2	5	4	4	10	1	9	0	38
Withdrawals	5	4	16	8	8	2	1	5	3	5	57

Total loss of pupils has not been serious for this past year--only 21--but this is typical of the erosion that has progressed in a slow but steady manner for almost a decade. In three years two and one-half class sections have had to be discontinued. In a building designed to serve about 690 pupils, 503 at the end of the year is not an encouraging number. Were it not for the discontinuance of Lincoln School in June, 1963, Lapham's most serious problem for the next school year would be effectively and efficiently utilizing space available.

With 95 pupil departures and 74 arrivals during the school year, not a single classroom escaped seeing several children leave and several come in the course of a year. Kindergarten experienced the greatest "change of faces" and growth, boosting each section from a tight beginning 32 to an un comfortable 35 by June 10th. It is estimated that 20% of our enrollment was this year transitional in nature--arriving during the school year; leaving before the year was out.

Bus riders (this year only from Truax Barracks and Truax Trailers) accounted for 21% of our enrollment. (In 1961, bus riders were 25%, in 1962; 24%). This year was a second year singularly free from bus problems of one kind or another.

A changing land-use pattern has gradually modified the character of segments of the Lapham District this year. Industry is stabilized in our area in its need for land, but commercial enterprises continue to expand slowly. Fully 50% of the combined Lincoln-Lapham land area is non-residential land. A substantial portion of the other 50% is given to apartment-house and rooming house development yielding an unusually low number of children. It is significant to note that fewer than 10% of Lapham's pupils come from west of Blair Street, and fewer than 20 children come from south of Washington Avenue.

Lapham does, however, have its stable and older neighborhoods, and this is reflected in the fact that from last year's graduating class of 58, 20 pupils had been at Lapham continuously from Kindergarten through Grade 6. In this year's graduating class of 45, 19 have been with us since Kindergarten.

Socio-economic problems continue to be great barriers to learning for a substantial percentage of our children. Teacher opinion and our records indicate that about two-thirds of our children are affected to some degree by unfavorable conditions of this nature. Fortunately the economic factor of the problem is more pronounced, and real social problems requiring an unusual expenditure of time and talent are confined to about 10% of our enrollment. There is no evidence of increase of social or economic problems in the Lapham district from last year.

### Special Achievements

The staff members of Lapham will express, in the next few pages, some of the highlights of their year. Our one big "special achievement" is, of course, the successful completion of another year of educating a very important segment of boys and girls of Madison.



### Kindergarten

In our kindergartens today, we try to provide a program for beginners which is suited to their nature, and meets their needs. The children must learn to live with other people and to share practically everything in the room; including the teacher's attention. Due to the large enrollment this year, it has been difficult for the teachers to give the individual attention they would like to give.

One of the prime objectives of kindergarten--is to make the first year a cooperative bridge spanning the distance between home and school. It is most important that the parents of the children and the teacher establish a mutual understanding of the child. At Lapham we have been handicapped, certainly, in this area--particularly this year--but it has been felt that some good has flourished through as many such contacts as have been possible.

We tried to cover the social studies and science units recommended for our level, as well as guide suggested language and number experiences, but without a doubt--with so many children in our classes and with so many of them lacking in experiences--these lacked the thoroughness accomplished in previous years. Kindergarteners learn by doing, and with groups as large as ours, the little ones had to concentrate on watching and listening as well, because their turns did not always come around on time.

Jo Richards and Erna Milne

### First Grade

Uppermost in the small minds is the fact that they are going to learn to READ! A large percentage of time was allotted to reading experiences. Reading was integrated whenever and wherever possible with Social Studies, Spelling, and Numbers.

We found the new Arithmetic books to be most difficult. Many of the concepts seemed too hard for these immature minds to grasp. There was an enormous quantity of material that should be covered in the revised arithmetic book we are using. It leaves little time for teacher-made activities and reviews.

In one classroom quite a bit of emphasis was put upon seasonal changes. Walks around the block gave opportunities for note changes, to see signs of the coming season, to hear sounds of the season and to collect items for the classroom which would help us to understand the differences between each season.

Field trips were utilized extensively this year, including a train trip from Stoughton to Madison, the farm, and the Historical Museum.

Carole Suits, Eleanor Fleming, Jeanette Danzinger

### Second Grade

The second grades had more time for individualized reading this year. School reading is especially important in this area due to lack of interest in reading at home.

Miss Dean had an especially good top reading group who have been able to use the Thorndike-Barnhardt Beginning Dictionaries extensively. During the second semester these children have enjoyed using the dictionary and their enthusiasm has been an impetus to the entire group.

Coletta Welter and Sue Dean

### Third Grade

How best to arrive at answers in all areas of work developed an awareness of many ways to find answers as well as an evaluation of best processes. This objective stemmed from the new concept of arithmetic teaching where meaningless drill and memorizations have little if any value. Combining amounts in adding and learning various methods of finding answers grew into awarenesses of varied ways to arrive at solutions to problems.

The content areas of social studies and science take on increased importance at the child's world widens. In the study of foods in social studies, which covered a large portion of the fall, parts of the map of the U.S. became more familiar as children located areas best known for dairy, wheat, fruit, citrus fruit, truck farms and cattle ranches. A beginning was made in understanding climate as it is related to food production.

Much creative writing was done on subjects close to the child. Other creative writing stemmed from Science and Social Studies. Word study and word-wareness were natural developments of this.

Children's understandings increase as they see relations between classroom lessons and places in and around their community. During a unit on housing, blueprints were brought into the classroom by carpenters. House plans were made and houses constructed in art. The children went through each step necessary to the construction of a house, then walked over to a lumber yard where they were shown each item studied.

Another highlight of the year was a trip to the Madison School Forest. After the trip the children did a bulletin board on the cycle of life found in the forest.

Jeanette Zabrocki, Elaine Jalonon, Sue Park

### Fourth Grade

Beginning with two and one half sections of Fourth, this number was consolidated to two classes of 31 children each with the start of the second semester. This mid-year change and a wide range of abilities presented several unusual problems to Fourth Grade this year.

The entire Fourth Grade participated in the T.V. French program during the year. Though there may be valid questions raised concerning the linguistic value of the French program for many, there was no question but what this was an aid to Social Studies and gave some insight into French culture. The Social Studies program proved a very interesting and challenging one with a theme, "Peoples throughout the world have different cultures."

To read with understanding, to think clearly, to be able to express ideas effectively and to relate knowledge and skills attained to the everyday environment were goals we were continually striving for in Grade Four all year.

During the first semester, Miss Erickson (who completed the last half of this school year at Lowell, due to the necessity of closing our combination class) and Mrs. Shenefelt did some "team teaching" and combining of classes. When there was a lesson on plants or insects, for example, each child had a flower or insect in his hands to examine and dissect. Each teacher acted as a resource guide with a particular phase or unit in science, and directed the combined classes while being assisted by the other staff member.

Twila Friker and Dardenella Shenefelt

### Fifth Grade

As in Fourth Grade, two and one half sections of Fifth were consolidated into two classrooms of 30 each at mid-year.

A new attraction to classroom studies was the "Parlons Francaise" series (French on T.V.). The cultural value to the children is unquestioned, and to many there seems to be a real interest in the French language as a method of communication.

Stressing leadership and sportsmanship as qualities to be practiced along side those qualities essential in making children active students, proved a success. The children recognized and admired these traits as exhibited by All-American Pat Richter and the Professional quarterback, Bart Starr. Their appearance in person made the possibility of this character development a reality.

### Fifth Grade (Continued)

In Science one class spent considerable time with a weather unit, making simple pieces of equipment such as a wet-dry bulb hygrometer, a barometer, hair-hygrometer, anemometer, wind vane and rain gauge. Charts were made explaining the use of this equipment and weather experiments were conducted. Four other classrooms in the building were invited to programs and demonstrations in the use of this equipment.

Field trips included the State Capitol, the Historical Museum the Madison Newspapers, and the Vilas Park Zoo. Resource speakers included persons from the Wisconsin Telephone Company, a parent with color slides of other nations, a Lapham teacher who spoke about her travels and a sports personality.

Ann Adams and Mary Joynt

### Sixth Grade

Many sixth graders were actively engaged in Junior Red Cross work. Fifty gift boxes were filled for overseas distribution. Activities of this sixth grade group were recognized by the receipt of an honor certificate from local hospitals.

Educational field trips included WHA radio station, Cave of the Mounds and Little Norway. One class developed its own radio station (WLS) during the first semester and through this made use of experiences from the field trip.

An individualized reading program was initiated during the second semester for the better readers. Reading speed and comprehension tests were given weekly. Marks were recorded on a chart in order that the students could have an opportunity to spot their weaknesses in the skill of reading.

One class presented three plays during the year to afford opportunities to develop basic language skills. Those who did not or could not participate were allowed to gain skills in areas such as prompting, stage directing, decorating, etc.

Outstanding social achievements of the year were visits from Wisconsin's All American, Pat Richter, and Green Bay's outstanding quarterback Bart Starr. Both gentlemen made the children aware that there was more to being a football star than just having the ability to play the game well. Hard work and great deal of sincere study were necessary for one to become a successful athlete.

Lila Schmid and Tom Eckstein

## Deaf Department

Three full-day classrooms and one half-day constitute the Deaf Department at Lapham School this year. The program is an expanding one and space for expansion is becoming more of a problem.

The pre-school class of eight children under the direction of Mrs. Dorothy Hayes, has as its objectives the initiation of communication skills, the development of the whole child, and parent education. Bi-monthly parent classes for about 7 months of the school year have been a most positive and rewarding phase of this program.

The pre-primary group of eight children, under the direction of Mrs. Twylla Schneider, involved themselves in many experiences during the year which aided in the growth of meaningful vocabulary and language. Unique and interesting use was made of the teacher's camera throughout the year in a series of sequence pictures of class experiences.

Mrs. Rose Mary Rapp's primary group of seven children gave much special attention to language--particularly written language--which is a shortcoming of deaf children. Daily news items and frequent social studies units provided many opportunities for written expression and spelling practice.

The Intermediate class, under the direction of Department Head David Delavan, had ten pupils this year, with a range of grades 2 through 5. Two children of this group were integrated with normal classes where feasible.

## Sight-Saving

Fifteen children were enrolled in the Lapham Sight Conservation class. Their ages ranged from 6 to 14 with grade distribution as follows: Ungraded, 2; Primary, 5; Grade 4, 1; Grade 5, 2; and Grade 6, 5. Nine of the children are local residents and the other six come from surrounding areas.

All children participated in Music, Gym, Library, and Art but were integrated in Graded classrooms in accordance with individual capability. Both 5th and 6th grade groups were able to participate for greater portions of the day.

The cooperation of the Lapham administration and staff is exceptionally fine. The children have always been accepted with warmth and understanding and every effort has been made to include them in all school activities.

Betty Mourning

### Braille

Nine children were enrolled in Lapham's Braille Department this year. All of these children integrate into the regular classrooms a part of each school day. They participate in art, music, and physical education as well as academic classes. All but one child uses braille as a tool of learning; and this one child is learning to use the residual vision she has.

The administrators, most of the classroom teachers, the librarian, art, physical education and music teachers have been cooperative. Without their help our program would not be possible.

We are looking forward to integrating our sixth grader into a seventh grade next year. This will be the first time in Madison for a totally blind student to participate in a Junior High Building.

Ruth Woodworth

### The Special Subjects

Art, Music, Physical Education and Speech Correction continued this year at Lapham in the same positive vein that has been characteristic here.

Art utilized the generous variety of materials, but put emphasis on drawing and sculpture to provide for the need of greater understanding of line and form in relation to each other.

Music was involved with a United Nation's Day program in October; the Christmas program in December, a Pop Concert, a Talent Day, the annual Spring Sing, and the Sixth Grade Banquet concert. Three part music was achieved with a reasonable amount of success in the Choir. Music reading and some original compositions were given attention. Dancing was introduced in the first and second grades with the Virginia Reel and the Waltz being the most popular.

### The Library

Every librarian's aim is to create an interest in the books in the library and to encourage more reading. Bringing this about is a more difficult task in some schools than in others. Lapham is an area where getting many of the children interested in doing a great deal of reading is a challenge. Because of many socio-economic problems, it makes it necessary for the teachers to assume most of the responsibility of creating this interest.

Lucille Kellman



### School-Neighborhood Relations

The Lapham P.T.A. organization has been the primary school-home communication medium other than the weekly school newspaper the "Laphamite." Programs were well planned and well received this year, but interest in and enthusiasm for P.T.A. has been confined to only about 25% of the parents. The P.T.A., together with a newly formed "Public Relations Committee of the School Staff" are formulating some rather sweeping changes for next year's programming that are felt will pick up interest in the P.T.A. and the school.

The large percentage of working mothers in the Lapham District is undoubtedly a major factor holding back expressed interest and involvement in school activities.

### Cooperation with the University

Again this year Lapham participated extensively in the teacher-education program of the University of Wisconsin. Practice teachers did training in our building on all grade levels except 6th and Kindergarten this year. Both the University and hospitals sent groups of students to observe special education in progress in our building.

### Staff

One retirement and two resignations create the only three vacancies on the Lapham Staff for the 1963-64 school year. These vacancies were filled before the close of the year (for next year) from Lincoln School and will add just that much more to the ease with which Lapham absorbs many Lincoln children.

The relative strength or weakness of any school is measured by the strength or weakness of its staff. A more dedicated and professional group of teachers could not be found. Sincerely interested in their pupils, their work, their district, and the fruits of cooperative effort, the Lapham staff without exception tackles some of the toughest learning problems of the city. This year in particular has been most fruitful in harmony and in the birth of ideas leading to the betterment of our building's program.

### Special Problems

Finding children to adequately fill the classrooms is no longer a problem with the anticipation of about 100 to 125 children from Lincoln.

Problems with no solution other than acceptance and adjustment to the fact are fortunately few, but do include (1) the transitional character of segments of our district, and (2) the rather widespread prevalence of economic problems.

Special Problems - (continued)

Problems which are recognized as having a solution or a partial solution (and for which something is being done) include:

- (1) A need to involve more parents in the activities and interests of school.
- (2) A need to educate more parents to the purposes of school.
- (3) Increasing attention to the small percentage (less than 5%) of serious social maladjustments so adversely affecting the progress and welfare of about 20 of our children.
- (4) To offer some guidance and help to our neighborhood in planning for the constructive use of the free time of many of our children.
- (5) To continue to teach proper care and treatment of our building and grounds.

Conclusion

The staff of Lapham School recognizes that it works under unusually favorable circumstances when viewing education in America as a whole. To have such well equipped buildings; to have such a well designed curriculum; to operate under such fair, equitable, and relaxed policies; to enjoy such freedom of expression and also popular support is truly a combination of circumstances that are enviable. For all this we express our appreciation to an unusually fine Board of Education, central office coordinating team, and Superintendent of Schools.

Respectfully submitted,

Carl Liebig  
Principal

**THE MADISON PUBLIC SCHOOLS**

**Madison, Wisconsin**

**Annual Report**

**LINCOLN SCHOOL**

**Presented to the Board of Education  
by the Principal  
Evelyn Simonson  
June, 1963**

MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the school year 1962-63  
LINCOLN SCHOOL

Enrollment figures at Lincoln during the school year 1962-63 were as follows:

Grades	Sept.	June	Gross	New Ent.	Trans. In	Trans. Out	With-drawals
Kdg.	58	53	64	3	3	5	6
1-M	16	14	16	-	-	1	1
1-M	18	16	20	1	1	1	3
2-C	30	29	33	2	1	1	3
3-E	31	27	33	2	-	4	2
4-H	28	28	30	-	2	1	1
5-S	27	22	30	2	1	3	5
6-W	24	24	28	1	3	1	3
	232	214	254	11	11	14	26

The 1962-63 enrollment figures as of June 1963 represent a total of 98 girls and 116 boys representing 139 families.

Again as in former years we had many children transported by school bus. At the close of the school year we had the following numbers:

Sherman-Superior Area	Truax Barracks & Trailers
47	45

W.I.A.A. ACCIDENT BENEFIT COVERAGE

This year ten accident cases were reported to W.I.A.A.. A total of \$169.40 has been paid on three cases. Four cases are still pending.

The elected officers for the Lincoln P.T.A. for 1962-63 were:

Co-Presidents	Mr. & Mrs. E. DeGroot
1st V. Pres.	Mrs. L. Barsness
2nd V. Pres.	Miss E. Hahn
Secretary	Mrs. R. Green
Treasurer	Mrs. G. Klusinske
C. Delegate	Mrs. J. White
Historian	Mrs. J. Mullins

The Lincoln School Staff for 1962-63 :

Principal - 5th	Miss Evelyn Simonson
Secretary	Mrs. Lila Petersen
Kindergarten	Miss Kay Schreiber
First	Mrs. Nancy Marfyak
First	Mrs. Judy Martin
Second	Mrs. Janet Clauss
Third	Mrs. Jean Eckelberg
Fourth	Miss Evelyn Hahn
Sixth	Mrs. Carol Bennett(1st semester)
Sixth	Mrs. Katherine Worden(2nd semester)
Art	Miss Anona Gilbert
Art	Mrs. Alice MacDonald
Library	Miss Carol Hosig
Music	Mrs. Mary Mohs
Strings	Mrs. Janice Leisenring
Phys. Ed.	Mr. Charles Lindberg
Phys. Ed.	Miss Susan Tompkins
Speech	Mrs. Martha Reynolds
Nurse	Mrs. Barbara Hoel(1st semester)
Nurse	Mrs. Gail Mathison(2nd semester)
Bldg. Cust.	Mr. Nicholas Justin
Cust. Wrkr.	Mr. Nicholas Hoven

#### ASSEMBLY PROGRAMS

Several occasions during the year provided opportunities for all school get togethers, and for parents to observe children's accomplishments. Parents found great satisfaction in observing their children. Culminating programs, including children's active participation helped create satisfying rapport with parents, as well as conveying the message of school achievements. Following is a summary of some of the creative activities.

U.N. Program, "Around the World". In commemoration of the birthday of the United Nations, intermediate grades performed in an original program of speech, song, and dance. Teachers who directed the activity were Mrs. Carol Bennett, 6th grade teacher, Mrs. Mohs, music, and Sue Tompkins, Physical education.

The Christmas Program was an all school project created around the theme, Christmas Windows.

In March, the Physical Education teachers, Susan Tompkins and Charles Lindberg, presented the following skills and activities:

1st grade - Locomotor skills to rhythm -  
walking, stretching, galloping,  
running, sliding, skipping

2nd grade - Rope jumping

3rd grade - Underhand softball throwing and catching  
Ring tossing and catching  
Broad jumping and high jumping

4th grade - Folk dancing  
Girls

4th grade - Relay race, Pull up, Tug-O-war  
Boys

5th & 6th - Basket ball skills, Soccer skills,  
Girls Volley ball skills

5th & 6th - Physical fitness exercise, Tumbling,  
Boys Pyramids

The third grade class entertained the school with a highly creative production, Mr. Sad Goes To Laughing Town. Mrs. Jean Eckelberg, third grade teacher, directed, assisted by teachers in music and art.

In May the school choir and all grades presented, "Sing for Spring", under the direction of Mrs. Mary Mohs. The Lincoln choir is to be commended for its many fine performances.

The sixth graders under the direction of Mrs. Katherine Worden, in cooperation with teachers of music, physical education, and art, created a program, "Space Unlimited". This was part of the entertainment at the sixth grade farewell party, June 11.

The closing program was "Awards Day" at which merit in achievement was recognized.

#### TELEVISION INSTRUCTION

The following television programs were used during the past school year:

Patterns in Arithmetic was again continued in fifth grade and extended in sixth, this being the first year that the sixth grade program was offered.

This program provided a most valuable direction in new



arithmetic concepts. For some pupils, especially the low achiever, the pace and the materials seemed beyond their capabilities. However, for others, it was a challenge, providing new and rich understandings.

Another valuable program observed by fifth and sixth grades was exploring with science. This program correlated well with the Madison Science guide as well as providing stimulation and current directions.

A new kindergarten program was observed by one group and great value was reported.

The fourth grade followed the program in language. These materials are primarily designed to fit third grade needs; however, the ideas were most adaptable to this fourth grade group.

Also, the News of the Week program was invaluable to the sixth grade class.

#### SPEECH REPORT

30 children were scheduled for speech at some time during the year. There were 19 boys and 11 girls. 13 were dismissed as corrected. Five moved during the year. Of those remaining in therapy, nine will need further speech help. All were articulation defects except one stuttering problem and one voice.

Martha M. Reynolds  
Speech Correctionist

#### CLOSING THE DOORS

May 7, 1963 the board of education voted to uphold its decision that Lincoln School be closed at the end of the current school year because of declining pupil population in the district.

Statistics presented further substantiating this decision include:

"The existing Lincoln School building was opened in 1916.

As early as 1939 the Segoe Vity Plan Report recommended the closing of Lincoln School.

When the so-called P.W.A. schools were opened in 1940, (Lapham, Marquette and Washington) nine buildings were abandoned for instructional purposes. Lincoln, however, was retained even

though the Lincoln district paralleled the Lapham district on the northwest toward Lake Mendota.

With the rapid growth of the city in the late 1940's and 1950's, Lincoln School was kept reasonably filled. Enrollment in 1940 was 275 pupils including 7th and 8th grades. It was 384 in 1950 with Kindergarten through 6th. In 1959, the Kindergarten through 6th enrollment was 330. In September, 1962, the enrollment was 229.

A reasonable normal capacity for the school is 420 to 450 pupils. However, by transporting pupils to Lincoln the building was used reasonably well and actually served as a safety valve while facilities were being constructed in other areas.

As stated above, the school opened in September, 1962 with 229 pupils. As of March, 1963 the Lincoln enrollment consisted of 46 pupils transported from the Truax area, 48 pupils transported from the Superior Street-Sherman Terrace area and 58 pupils from the Lapham district.

If these figures hold next September, there would be an expected enrollment of 77 pupils in Lincoln School from the Lincoln district. These pupils would be distributed as follows:

K - 22; 1st - 9; 2nd - 9; 3rd - 11; 4th - 9; 5th - 12; 6th - 5

Lapham School, in the same general area, is also faced with a declining school population in its district.

As of October, 1962 Lapham enrolled 468 pupils Kindergarten through grade 6. The normal capacity of this school is 690.

Lapham School can easily absorb the 58 pupils now attending Lincoln and living in the Lapham district plus the 77 pupils remaining in the Lincoln district in their September, 1963 class loads by adding  $1\frac{1}{2}$  teachers. In other words, these 135 pupils can be added to Lapham with a teacher and a half added. Normally, if the sections at Lapham were filled now, it would take approximately  $4\frac{1}{2}$  teachers to absorb 135 pupils.

Lakewood School can absorb the Sherman Terrace-Superior Street pupils and the existing bus transportation to Lincoln eliminated. Lakewood can also absorb the Truax pupils. They may or may not have to be bussed.

About \$59,000 will be saved in closing Lincoln."

Of interest are a few children's comments when news of closing was announced:

"I am a fifth grader and if Lincoln would just stay open one more measly year then I could graduate." "Lincoln School maybe is small but it sure has a big yard. Some schools don't even have a lake or grass." "I think Lincoln should stay open. " I would like to say something to the border of education." Or, the boy expressing great sadness, "I hate to leave Lincoln because some teachers and classmates owl never see again."

It was gratifying to observe that the news of Lincoln's closing revealed a very deep parental interest in "our school". This obviously was magnified by the school size with its small nucleus of devoted and sincere workers. And, while many realized the practical approach to this problem, they also hoped that this would not be their fate as exemplified by this excerpt from a parent's note: "While we can't say that we could conscientiously object to Lincoln's closing, we do regret that circumstances forced such action. Instead of us leaving Lincoln, it's left us."

A school cannot function for a period of years and not embrace within its time reflections of the past and meditations of the future. So it is with Lincoln. Many are those who have gone from its doors to prosperous and fruitful years. Now, those who leave, cannot help but stand a bit hesitatingly as their school nucleus is moved elsewhere.

However, as one child aptly expressed, "Wherever we will be, I'm sure we will do our best." That, I feel is also the feeling of parents, ready to carry on leadership in any community.

Attempts were made to help the pupil body and parents adjust to new surroundings this fall. Lapham school has been host to a social gathering at which the Lincoln and Lapham choirs joined in song.

Lincoln teachers compiled reports to help those anticipated to need greater help in adjustment. Achievements (general) of all pupils were also recorded so that grouping and placement could be determined before September. Conferences were held with Mr. Liebig (Lapham) and Mr. Stickles (Lakewood) discussing items involved in the respective transfers, since children in the Lincoln area will enroll in Lapham and the Sherman Terrace-Superior Areas and Truax will be at Lakewood.

#### IN APPRECIATION

From the Lincoln News Final, June 10, 1963

Dear Parents,

"As this school year draws to a close, it seems difficult to find words to express a suitable message.

I know the many feelings, including emotions of sadness, involved in closing Lincoln's doors. However, your expressions imply satisfied accomplishments, involving happy and cherished memories. For, that which we love, we are usually reluctant to give up. Lincoln, as any school unit, can credit its successful achievements to the integrated efforts of the home, the school - its pupils and teachers. The child, the school, and the home are inseparable, and today's complex world further magnifies the need of this unity. The school cannot reach its effective purpose if home interest and cooperation do not exist. Likewise, the foundations established in the home are most essential in the school performing its function.

I have had the privilege to work with your boys and girls for six years. I am appreciative of your splendid cooperation and I have been proud of your children. May the success of future years ever reflect "grass roots" of Lincoln.

Thank you all, and best wishes."

Sincerely,  
Evelyn Simonson

In closing Lincoln School, I want to express my gratitude to those who helped make the past six years a pleasant experience, the teaching staff, Mrs. Petersen, school secretary, and Messrs. Justin and Hoven, custodians.

And, I also express appreciation to the administration, and members of the board of education for their cooperation in the 1962-63 school year.

Respectfully submitted,

Evelyn Simonson  
Principal

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
LONGFELLOW SCHOOL

Presented to the Board of Education  
by the Principal  
Helen Simon  
June, 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-1963  
LONGFELLOW SCHOOL

Enrollment figures for Longfellow School for the year 1962-63 were as follows:

Grade	Sept.	June	Gross	Enrollees	Trans. In	Trans. Out	With- drawals
Kdg.	100	90	110	7	3	15	5
1st	42	37	44	2	1	6	2
2nd	37	32	40		3	6	2
3rd	29	25	31	2	1	2	5
4th	32	26	34	3	0	8	1
5th	29	28	31	2	0	0	3
6th	29	30	32	4	1	3	1
Rem.	76	74	80	3	1	2	4
E.D.	4	7	9	4	1	0	2
	378	349	413	27	11	42	25

A comparison of the last five years is as follows:

September 1958	September 1959	September 1960	September 1961	September 1962
474	400	408	418	378

#### ENROLLMENT AND ORGANIZATION

The above figures include five groups of mentally retarded pupils and one group of seven emotionally disturbed pupils, which is a continuation of the pilot study begun the second semester of the year 1961-62. Necessarily the enrollment in these six groups is kept small - preferably not over 15 in each group of the mentally retarded.

The trend of decreasing enrollment in the regular classes is continuing due to the Redevelopment program in the Triangle Urban Renewal area. At this writing there are twenty three pupils still living in the area who may move during the summer or during the year 1963-64. Fifty five pupils moved since a year ago.

At this time last year we expected about 50 pupils to be transported from the Burr Oaks area, but only 23 enrolled. These were distributed as follows:

Kdg. - 11	4th - 2
1st - 2	5th - 2
2nd - 3	6th - 1
3rd - 2	



As Silver Springs school is able to accommodate them next year, plans at present are to have no pupils transported to Longfellow.

Another class for mentally retarded and a sight-saving class are being planned for 1963-64. The anticipated organization will be as follows:

Kindergarten---2 sections  
 1st Grade-----2 sections  
 2nd Grade-----1 section  
 3rd Grade-----1 section  
 4th Grade-----1 section  
 5th Grade-----1 section  
 6th Grade-----1 section

Mentally Retarded

Pre-primary-----3 sections  
 Intermediate---2 sections  
 Upper-----1 section

Emotionally Disturbed---1 section  
 Sight Saving-----1 section

Special subject teachers assigned to Longfellow are:

Art: 2½ days per week  
 Librarian: 2½ days per week  
 Music: 3 days per week  
 Phy. Ed: girls - 2½ days per week  
 Phy. Ed: boys - 2½ days per week  
 Industrial Arts: Retarded and Parochial - 2½ days per week  
 Speech Correction: Retarded - 1 day per week  
                                   Regular - 1 day per week  
 Remedial Reading: 1 day per week

Due to the resignation of a kindergarten teacher at the end of the first semester and a decreasing enrollment in the primary classes it became necessary to reorganize the grades. Miss Delfo, second grade teacher, took over the kindergarten; Mrs. Gurtman continued first; Mrs. Ferris took a combination first and second; and Mrs. McLean kept second.

ACHIEVEMENTS

Testing

Longfellow results of city-wide achievement tests given are as follows:

Kindergarten: Row-Peterson First Year Readiness I - April, 1963

<u>Percentile Rank</u>	<u>Range</u>	<u>Median</u>
Section 1	4 - 92	31
Section 2	3 - 87	47
Section 3	8 - 97	47
Section 4	4 - 97	31

Second Grade - Gates Primary Form 2 - October 1, 1962

Read. Grade	Range	Section 1	Section 2	Madison
		2.16 - 3.11	2.11 - 3.9	2.4 - 3.6
	Median	2.7	2.86	2.84

Third Grade: Gates Advanced Primary Form 2 - October 1, 1962

Read. Grade	Range	1.8 - 4.8	Madison
		3.65	3.6 - 4.9
	Median		4.3

Fourth Grade - STEP - September 25, 1962

National Percentile		Reading	Listening
		Range 6-97	11 - 98
	Middle	56	55
Local Percentile		Range 3-93	4 - 95
		Middle 39	48
National %ile Fall:		Science	
		Range 8 - 96	Spring: 3 - 99
	Middle	66	74
Local %ile Fall:		Range 3 - 88	Spring: 3 - 99
		Middle 40.0	51.7
National %ile Fall:		Arithmetic	
		Range 17 - 95	Spring: 18 - 99
	Middle	72	71
Local %ile Fall:		Range 3.9 - 84	Spring: 3.8 - 96
		Middle 37.7	43

Fifth Grade - STEP

National %ile Fall:		Science	
		Range 8 - 99.1	Spring: 11 - 99.3
	Middle	80	84
Local %ile Fall:		Range 1.9 - 98	Spring: 1.5 - 99.1
		Middle 49.7	70
National %ile Fall:		Arithmetic	
		Range 8 - 99.3	Spring: 12 - 98
	Middle	71	76
Local %ile Fall:		Range 1.3 - 98	Spring: 1.2 - 94
		Middle 46	49

Fifth Grade - California Achievement Tests - January 1963

	Reading Vocabulary	Reading Composition	Total	Arithmetic Reas.	Arithmetic Fund.	Total Arithmetic	Mech. Eng. & Gram.	Spelling	Total Language	Total Test
Median %ile	90	95	95	92	80	92	90	80	85	95
Nat'l. Median %ile	50	50	50	50	50	50	50	50	50	50
Madison Median %ile	89	93	94	90	85	90	90	87	89	95

Sixth Grade - Iowa Test of Basic Skills - October, 1962

	Reading Vocabulary	Reading Composition	Spelling	Capitalization	Punctuation	Usage	Total Language	Work-Study Skills	Arithmetic Concepts	Problems	Total	Composite
Median %ile	58	74	78	77	73	63	69	75	86	72	80	69
Nat'l. Med. %ile	50	50	50	50	50	50	50	50	50	50	50	50
Mad. Med. %ile	79	79	78	77	72	72	77	85	81	81	80	84

As Longfellow School continued to be a control group for the studies carried on at Washington School, special tests and observations were carried on by the research workers. Results are being studied and analyzed and reports will soon be available from Washington School. We appreciate the splendid cooperation given by the teachers in the furtherance of these studies.

Evaluation

How we strive to fulfill the criteria for elementary schools of the 1960's set up by the White House Conference on Children and Youth, bears critical evaluation.

\* The elementary school is true to the American ideal: it believes in the worth of the individual.

Longfellow's school population has been a true cross-section of all strata of society - racial, religious, economic and cultural. Groups work well together in a climate of true acceptance by peers and faculty. Teachers are concerned with individual differences and as classes have been reasonably

small more special attention can be given each pupil. This concern has been shown by many parent conferences initiated by the teachers to discuss individual problems. As an example, at the issuance of the first report card the kindergarten teachers held a conference with each parent, explaining the evaluation of the card and counselling as to how the child's development and adjustment could be improved.

\* The elementary school knows its role.

\* This elementary school sees itself as part of its community.

Longfellow School has a close association with the community organization of Neighborhood House. Many of the children have been recommended for group work at the House and adult participation has been promoted. Through the Longfellow News notices of meetings have been given. Registration of members has been carried on at the school in the transition of Neighborhood House being moved from its present location in the Triangle to an area west of Park Street. A Neighborhood House meeting was held as part of the PTA program, at which the Director, Nancy Kelley, spoke on the problems confronting the area.

A new organization, The Lake Winger Community Council, has been organized, in which many school people are interested to promote the welfare of the neighborhood west of Park Street. Again, notices of the organization meetings were given through our school paper.

Methods of learning about the community are developed by field trips carried on in connection with studies of units. Some of the field trips taken this past year were: University Farms, Bakery, Fire Station, Pet Shop, Post Office, and the Telephone Company.

As part of the school community the pupils have taken part in the Art Salon, Music Festival and Recreation Program.

\* This elementary school draws on the family for strength.

Our PTA has been an excellent medium for promoting understanding between home and school. PTA members helped, as in other years, with visual and hearing screening, and helped the nurses at all times needed. In the spring they have helped with kindergarten registration and the sixth grade party. As part of their services to the school they have sponsored a puppet show Hansel and Gretel and purchased enough copies of "Your Child and Reading" to distribute one to each family. At the second monthly program the teachers participated in a panel "How I can Help My Child at Home." Through the Longfellow News the parents are kept aware of events happening at school and many times have been asked and responded to requests for aid.

\*This elementary school tries to educate all children.

\*This elementary school is concerned about the individual.

We constantly attempt to make the best possible situation in which each child can develop to the fullest of his potentialities. We recognize all children

are not born with the same gifts but with understanding and study, each child can be developed to greater possibilities. All areas of a child's growth are considered, behavior, scores on tests, cumulative records, information from conferences with his parents, his talents, interests, and personal traits. The opportunities that we have in the public schools of Madison make it possible to develop talents in the special fields of art, music, physical education, library, foreign language, (French) under the direction of specialists in these fields.

In order to more fully understand the child a teacher receives help from the personnel in the Child Study Department when untoward behavior occurs.

Special events bring out talents of individuals for which the teacher is always alert. Some of these affairs during the year were: the Science Fair; Columbus Day, U.N. Day, Mother's Day, and Hiawatha programs. Creative work is an integral part of every unit taught. Sometimes this shows itself in the creation of poems, stories, articles or exhibits.

One of the ways the individual's special needs is recognized is the speech correction program. Thirty-nine children were seen this year for special classes two times weekly for twenty to thirty minute periods. Special problems included were: hard of hearing, stutterers, voice problems, articulation, and delayed speech.

Remedial reading classes were held twice a week by a specialized remedial reading teacher who divided her time between the pupils and as acting reading consultant to the teachers.

\*This elementary school helps children develop values to live by.

The teachers attempt to make the pupils feel the active consciousness of the fact that with the privileges of democracy enjoyed, responsibilities are engendered. The pupils are taught they are an active part of their community and must participate in its activities as far as they are able.

Some of the areas in which this participation took place are: Junior Red Cross - filling boxes and representatives assisting at the Red Cross office; School Patrols; and the Thrift Stamp sale of which the sixth graders had charge. This year \$890.70 was invested in savings.

\* This elementary school has a curriculum consistent with its role.

The teachers in the school are cognizant of research being done in education and are eager to accept those parts of new learnings which will prove of value to the child. We have participated in many studies carried on by the University School of Education and Washington School. We believe that fundamental facts and understanding must be developed with the broadening of the base of learning to encompass much of the "explosion of knowledge" which has occurred. We believe in the 3 R's plus.

The teachers have cooperated in the writing of guide books in the various subject fields as published by the Madison Curriculum Department. These guides have proved of great value to the teachers and as a means of instructional

leadership. They still allow the teacher freedom of use within the framework of subject matter recommended.

\*This elementary school provides special education services. But the school always remembers that it is a specialized institution. It is not a family service agency; it cannot be all things to all men.

Continuing the pilot study begun in February, 1962, a class of emotionally disturbed children has been held at Longfellow. A special report will be found under the Child Study report, evaluating the worth of this activity. A personal evaluation is that though this service fills a desperate need it is not within the role of the elementary school to furnish such service. The pupils who had been entered have been too deeply disturbed to be able to receive adequate service. If pupils with less emotional problems could spend part of a day with a special teacher and then return to a regular classroom it would seem more in line with the role of a public school.

Five groups of mentally retarded pupils were served at Longfellow during 1962-63. A report of this phase of the work will also be found in the report of Child Study.

\*This elementary school has a highly professional staff.

All teachers are well educated and well grounded in subject matter and the art of teaching. They understand children and are interested to improve their knowledge and techniques. During the year seven have taken special classes and eight are attending summer school.

\*This elementary school supplies its teachers with tools.

As in all Madison public schools, instructional materials are available to the teachers. This includes audio-visual aids, such as slides, films, filmstrips, television, and tape recorder. We have a well stocked school library. Art supplies encourage experimentation and creativity. Materials for physical education are available.

\*This elementary school has a physical plant to match its program.

Longfellow is a well-built and well-kept building. It has advantages such as a large gym, and one small one; a shop for use of older retarded and parochial school boys; auditorium, lunch room, and a small room for testing. Since all rooms were not in use during the year we had the extra advantage of a room for Visual Aids. Modernization has been continued over the years so that the school ranks well with newer schools of the city.

These are the goals toward which we are striving. As we believe in America we are unalterably committed to our task of giving to each child the best education it is within our power to present. To this we are dedicated.

\*Quotes from the Elementary School: A Composite Picture; U.S. Department of Health, Education and Welfare.



### SPECIAL PROBLEMS

The transition of the area due to the Madison Renewal Program brings with it many problems to the residents. As stated in the section on statistical data, enrollment has been and is dropping. Organization of classes is difficult with the small numbers. The spirit of unrest and insecurity developed by the serious problems of relocation are upsetting to parents and pupils.

More use of the building for special classes may be encouraged.

### RECOMMENDATIONS

The modernization of the building is being continued with new lighting and tiling. We hope it will be possible to keep the money requested in the budget for new univents in the old part of the building. This section seriously needs heat control.

My six years at Longfellow have been happy and rewarding ones. That this was so I owe to the loyal staff, custodians and secretary at school; all the heads of special departments and the administration. Their aid and advice was always cheerfully given when I called upon them for help.

I appreciate the many years I worked with Mr. Falk, whose wisdom helped me over many a rough spot; his successor, Mr. Gilberts, who has earned respect and praise for his understanding and interest in what is worthwhile for children. My deepest thanks to all.

Respectfully submitted,  
Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education  
by the Principal

Eunice Warwick  
June 1963

# THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report  
For the School Year 1962-63

## LOWELL SCHOOL

### I. SIGNIFICANT DATA

#### Enrollment Trends - End of Year

The year ended with 722 pupils enrolled. The gross enrollment was 791. There were 31 transfers in, 45 new enrollees, 25 transfers out, and 44 withdrawals.

Grade	1959	1960	1961	1962	1963
Kgn.	165	131	166	173	158
1	106	139	141	158	133
2	89	71	98	109	92
3	78	66	89	109	92
4	92	77	73	72	98
5	82	81	94	83	76
6	86	68	81	76	73
Total	698	633	742	780	722

Remedial	31	44	14	16	14
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#### ANALYSIS OF ENROLLMENT 1962-63

#### EXPECTED ENROLLMENT 1963-64

Grade	Lowell	Wedgewood- Kingston	Total	Lowell	No. of Sections
Kgn.	104	54	158	142	5
1	93	40	133	118	4
2	62	30	92	72	3
3	66	26	92	70	3
4	75	23	98	76	3
5	57	19	76	78	3
6	58	15	73	59	2
Total	515	207	722	615	23
Remedial	14		14	15	1

Approximately one section of second grade will attend parochial school. The children from the Wedgewood-Kingston area are scheduled to attend Frank Allis school. Therefore, these children have not been included in the September, 1963 estimates.

## II. SPECIAL ACHIEVEMENTS

The school year began with a total enrollment of 729, including 14 children from the remedial class. There were 24 homerooms, 29 full-time staff members, and 3 itinerant teachers.

There were several innovations again this year. First, the basement lunchroom was used for a third kindergarten room. This room is more spacious than the Activity Room and is quite satisfactory except that storage space is needed. Second, in addition to the annual Awards Day for the sixth grades, a Safety Patrol Recognition Day was initiated to honor the fifth and sixth grade children who worked faithfully on the safety patrol under all kinds of extreme weather conditions. Third, the television program in French was used in grades four and five while the French Club was continued for interested sixth grade children. A team teaching situation was used in fifth grade French. One fourth grade group used the French program in the homeroom situation entirely, while two groups watched the program in their homerooms and had the follow-up with a French teacher in the auditorium.

Two fine programs were presented for parents through the cooperation of the speech, music, art, and homeroom teachers. The first and second grades presented the Christmas program entitled, "The Christmas Tree Story." The fifth and sixth grade choir and string students presented the annual spring concert in May. In addition, several classes presented programs for parents or other classes. Jane Brockett's third grade class presented plays on two occasions for their parents and the other third grades. Robert Kitto's Remedial class presented two programs for their parents and other classes. The French classes, under the direction of Gertrude Bayer, presented short plays for several classes at the end of the year. All-School Sings, under the direction of Alice Fadner, were held on the day preceding Thanksgiving and Christmas vacation.

A number of staff members made professional contributions to Lowell School, the Madison school system, and the University of Wisconsin during the year. The work of Robert Kitto as chairman of the audio-visual equipment at Lowell and Durward McVey as supervisor of the School Safety Patrol and custodian of the science equipment is again appreciated. Eleven members of the staff served on curriculum and other committees of the Madison school system. Fourteen staff members

worked with twenty-seven student teachers from the University during the school year.

Last year's annual report included brief reports on some uses of television in the classroom. This year, television programs and courses have been used in new and varied ways.

Enrichment in Kindergarten through Television (Kindergarten) The program "Kindergarten" is extremely well done and can add a great deal to the kindergarten curriculum. I found the programs very informative, especially those concerning the holidays. The holiday programs and ideas fit in very well with our daily work. Other programs, such as "What's A Clock?", are able to show the children many things which a teacher can not bring into a class room. My children also enjoyed the opportunity to sing with an organ and ukelele. The ideal viewing situation would be in our own kindergarten room. The children do not participate when other classes are present. Thoughts and ideas are more easily remembered and developed if we do not need to pass from room to room. Parent reaction seemed favorable and many of my children watched at home as well as at school. The "Kindergarten" manual was very useful and some of the songs excellent.

Jane Hill

Enrichment in Language through Television (Third Grade) The three third grades have benefited and grown with the television program, "Learning Our Language." Miss Adah Miner, the instructor, has kept the attention of the children with her warm enthusiasm and clever ideas. Two units especially enjoyed by the pupils were "Creative Writing" and "Exploring with Books." The children used the former unit to write their own creative stories. Some of the subjects used were pets, autobiographical sketches, the five senses, and happy moments. Poems, riddles, and limericks were also presented in an imaginative and realistic form. The unit, "Exploring with Books," stimulated new and wider interests in reading and helped children realize the variety of reading materials. Some of the activities used to supplement this unit were book reports, book lists, book clubs, bulletin board displays, and an overall increase in reading activity. The children particularly enjoyed the program, "Punnybone Ticklers." This program presented the teachers with an opportunity to develop their own "Laughabrary." Examples of books used were "Homer Price" and the Dr. Seuss books. The third grade teachers have used this program primarily as an introduction. The program stimulated and motivated the children, thus enabling the teachers to incorporate their own follow-ups and conclusions. In summary, it has been effective, educational, and helpful to both the students and the teachers.

Madonna J. Clark

French by Television (Fourth Grade) The "Parlons Français" television program was shown to all the fourth grades in their classrooms this year. We watched Madame Slack and her puppets and French children each Tuesday and Thursday. With the native French speakers and the recordings, this program provides an excellent model for the children's pronunciation. We aimed to have a daily follow-up in the 4C class. At times we used choir practice, listened to the recordings, sang the French songs, and imitated many of the dialogues seen on television. Generally the enthusiasm was high and many French expressions would be interjected in our classroom discussions. It is this teacher's opinion that these programs are excellent for the fourth graders and should be continued. However, as the class schedule is now, there is not enough time for a proper follow-up to make this program a complete success.

Marlyn Franzen

Arithmetic by Television (Sixth Grade) The 6B class participated in the "Patterns in Arithmetic" television program this year. The main topics presented were: (1) fractions, (2) rate pairs, (3) decimals, (4) averages, (5) area and volume, (6) graphs, (7) per cent, (8) rational numbers, (9) positive and negative numbers, and (10) geometry. This approach to mathematics has many favorable points. Among them are the use of equations for all problem solving. This eliminates much guessing on problems and puts the emphasis on meaning. Division, as presented on the program, is also much more meaningful. Toward the end of the year, we shortened our method to the "common" form, but with a better foundation of understanding. Eliminating "cancelling" for the process of dividing by prime factors was also a step in the right direction. Percentage problems were much easier to understand through the use of rate pairs. The major drawback was the time element. At times, the pace moved too fast, especially for the average and slower child. There is also the pressure of having everyone ready for a certain topic on a certain day. Enrichment programs helped solve this problem to some extent. About one-third of the class had no previous experience with this type of arithmetic. This also caused a few problems. All in all, I was very well satisfied with this program and the progress of the class. The emphasis on understanding is very fine. It is also an excellent in-service training device for teachers.

Durward McVey

Brief reports from two of the special areas at Lowell are also included.

Remedial Class This year the class for mentally retarded children at Lowell School held two special events. One was a Christmas play given for parents and other members of the families. It was also given for the children in the kindergartens at Lowell. This was a successful undertaking and was well attended by parents. Our second



event was a reading program for parents. This program attempted to show all phases of reading done during the school day. We demonstrated reading in the regular reading class, reading in spelling, arithmetic, science, and social studies. Both events were held in the Lowell school auditorium. Our class has had all the special time we need in art, music, gym, and library. The class receives as much special teacher time as any third grade class in Lowell school. Mrs. Warwick and the special teachers have been very cooperative, helpful, and understanding. The physical facilities at Lowell, our classroom and workshop, are excellent. The lunch program has been very satisfactory. The meals, prepared at East High school, are very good. The class at Lowell school would like to express appreciation to Mrs. Helen Holcombe for her help and assistance during the past years.

Robert Kitto

Lowell Library The total circulation for the Lowell Library during 1962-63 was 34, 409. Lowell School boasts a well-stocked library. Physically the library is large, bright and efficiently arranged. Lowell children are encouraged to read for enjoyment and information, to sample various classifications of non-fiction, as well as fiction. Reading interest has been heightened by utilization of and experimentation with visual aid materials. The Library should be the hub of the school, and we are working for that place. Increased circulation of periodicals by the staff is a desired goal, one to be worked toward.

Kathryne Clayton

The greatest possible achievement for a school, in my opinion, is consistent, thorough teaching by all teachers in all areas of the curriculum. Our goal is continued improvement of the instructional program at Lowell. Results with children and teachers continue to be gratifying.

### III. SPECIAL PROBLEMS AND RECOMMENDATIONS

The problem of transportation of children from the outlying areas and the perennial problem of the physical plant at Lowell were discussed in the annual report for 1961-62.

The service from the company furnishing transportation for the Wedgewood-Kingston area was improved this year. There were fewer changes of personnel and fewer cases of buses breaking down. Punctuality of drivers was also improved.

The physical plant continues to be our major problem. Although the entire building is used as efficiently as possible, there are certain features which are a handicap to the maximum in effective educational planning and operation. The playground is also a problem because of its limited size, the number of children enrolled in the school, and

the resulting number of accidents. It is again suggested that, as soon as it is feasible, a plan might be devised for the remodeling of Lowell School, taking into account the needs of the Lowell area in the future. It is hoped that the total plan would include a parking lot and, if possible, an enlarged playground.

Another problem with which we have been experimenting for four years is the Speech-Fifth Grade program and a French Club for fifth and sixth grade children. (See annual reports of June, 1959 and June, 1960.) This problem has been compounded by the advent of television courses in French for fourth and fifth grade children. Last year, an attempt was made to use these courses in the afternoon Speech classes in the auditorium, since the Speech teacher also had a background in French. This year, the television courses were all scheduled in the morning. Therefore, the problem of scheduling an effective follow-up time in the already complicated Speech-Fifth Grade program was extremely difficult and the solution was not totally effective. Teachers generally agree that the better students in reading and the language arts seem to profit most from instruction in French, while the slower students could more profitably spend the time on the basic subject areas. In view of the difficulty we have had with too-large classes in French (See annual report, June 1962, page 4) and the problem of scheduling an effective follow-up time, it would seem that using the television program in the classroom situation has definite advantages. Therefore, we are planning for next year a team-teaching experiment in French. Approximately one-third to one-half of the pupils in fourth, fifth, and sixth grades will participate in the television course in French while the remaining children will have additional work in basic subject areas in other classrooms. The Speech-Fifth Grade program will be continued another year with the possibility of moving to a straight homeroom situation after that time.

I wish to express sincere appreciation to our two superintendents this year--to Mr. Falk for his continued expert counsel and guidance and to Mr. Gilberts for his understanding and help with problems which have been discussed with him. I also wish to thank our Board of Education for providing the ingredients necessary for a sound educational program, namely a fine staff, up-to-date books and equipment, and a building which is continually being improved. I consider it a privilege to work in the Madison Public Schools.

Respectfully submitted,

Eunice Warwick  
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

Mendota School

Presented to the Board of Education  
by the Principal  
Richard W. Lee  
June 1963

# THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

## ANNUAL REPORT

For the School Year 1962-63

MENDOTA SCHOOL

### ENROLLMENT DATA:

Mendota School continues to increase its population each year. Each year we have four sections of kindergarten enrolling and graduate two sections of sixth grade. The seventh addition is in the process of construction to take care of the increase for the next couple of years.

The following table will show the enrollment for 1961-62 and 1962-63, and the anticipated enrollment for 1963-64.

<u>1961-62</u>			<u>1962-63</u>			<u>1963-64</u>		
Grade	No.	Sec.	Grade	No.	Sec.	Grade	No.	Sec.
Kind.	120	4	Kind.	127	4	Kind.	130	4
1st	90	3	1st	103	4	1st	110	4
2nd	96	3	2nd	88	3	2nd	103	4
3rd	74	2½	3rd	98	3½	3rd	90	3
4th	65	2½	4th	84	2½	4th	100	3
5th	72	2½	5th	67	2	5th	90	3
6th	43	1½	6th	65	2	6th	68	2
560			632			691		
19			21			23		

This will give us an increase over last year of about 60 pupils and this is not taking into consideration any increase in school population due to new housing.

### PARENT-TEACHER ASSOCIATION:

The P.T.A. again was very active. The programs were in large part built around activities that were going on in school. At one of the programs an explanation of a child's day in school

from the time he arrived in the morning until he went home at night was explained by each classroom teacher to parents of children in her room. How the curriculum was built and by whom, along with an explanation of teaching techniques, was also explained.

#### HOT LUNCH PROGRAM:

Approximately 55,000 lunches were served to the children during the school year. Mrs. Ott has done an excellent job of running the kitchen and we will end up "in the black". We experimented this year in serving the children family-style and found that it is more efficient time-wise and that the amount of waste was greatly reduced.

#### SPECIAL CLASSES:

The past few years we have been experimenting with the scheduling of special classes. Due to the fact that we have a single teaching station for gym, and that we have separation of boys and girls for gym classes in grades four through six, we had to work the scheduling so that a teacher would not be left in the classroom with just her boys or just her girls for six class periods a week, (three for boys and three for girls).

In the 4th, 5th, or 6th grades when the boys go to Physical Education, the girls go to Art, Library, or Music and on days when the girls go to Physical Education the boys go to Art, Library, or Music. When we got up to three and four sections in a grade we still send all the boys or girls to Physical Education at one time, but split the remaining boys or girls up into two other special classes - Art, Library, or Music. We feel that this has worked out very satisfactorily. The reaction of the special teachers was very favorable. They made the statement that there were many things that could be done with all boys or all girls in the special classes that they could not do, or that was harder to do, with mixed classes.

We also felt that this conserved time because it took care of two special classes at the same time, did not leave a teacher with only half of her class at any time (although this might have some advantage if the division were not by sex), and did allow the teacher an average of one unscheduled period a day to correct papers, make out lesson plans, and prepare for the following class.

#### FROM THE CLASSROOMS:

MUSIC: Throughout this year an attempt has been made to stimulate interest in music both emotionally and intellectually among all of the children of the school; therefore, opportunities for individual participation as well as group participation have been offered in all grades. Work with uncertain singers was done on an individual basis, instrumental solos were played

in class by children who are taking lessons, and oral reports on composers and instruments of the orchestra were given by 5th and 6th grade students. In addition, the latter were required to compile music scrapbooks.

Primarily in first grade, but occasionally in all, correlation with social studies was effected. The French language program presented in the spring by the fourth grade classes included several typically French songs, one of which had been taught to the other grades as well.

Autoharp instruction was offered after school whenever possible for the following purposes: to develop interest in the study of instruments, to provide a different type of accompaniment for class singing, and to help the teacher discover children with a superior musical ear, musical memory and manual dexterity. These children were encouraged to study violin and other instruments.

In the 5th and 6th grades the choir worked to improve their singing skills, stage presence and ability to function well as a group. All members performed in the Christmas program for the parents and the spring program for the children, and a select group participated in the All-City Music Festival. In these grades, class work was planned to improve reading of music.

Because they were ready for it, the fourth grade started part-singing, an accomplishment that they displayed at the spring concert. Also included in that program were the violin and 'cello students and their teacher who played a duet with a 6th grade pupil and a solo, all of which sparked a great deal of enthusiasm among the children.

To encourage family singing, several especially appealing songs were taught to all classes and included in our community sings.

In May the annual spring concert was given for the entire student body. The combination third-fourth and two fourth grade classes started things on a gay note with a bright two-part song and the latter groups then presented several songs and skits in French, including a pionic sequence and "Little Red Riding Hood". Because this was a Music Festival year, the fifth-sixth grade choir selections included most of the festival songs as well as several others of special interest to the children. One of the choir members accompanied the group in a folk song. Correlating with the French segment of the program, "Sur le Pont d'Avignon" was sung by the audience and several clever calypsos and favorite patriotic anthems brought the concert to a happy ending.

#### SPEECH AND HEARING THERAPY:

During the 1962-63 school year a total of 50 children were enrolled in speech or hearing therapy classes. Of this total 36 were boys and 14 were girls. They may be broken down into the



following classifications: 3 stutterers, 10 delayed speech, 36 articulatory cases, and one hearing problem. Four children received therapy once a week, 41 twice a week, and five were seen three times a week. There were 16 children dismissed as corrected and 34 children showed improvement but will continue to receive therapy next year.

#### FIRST GRADE COUNTRY FAIR AND READING PARTY - Room 4

During American Education Week parents were invited to observe our method of teaching phonics called Lazy Language. In May we had a unit on the farm which we climaxed with a Country Fair. We made our room resemble a tent with booths, and when we studied the animals of the farm we made some that were three dimensional and entered them at the fair. We also hatched some chicks. During the study of farm crops individual gardens were planted and the results were displayed at the Fair. To represent the work of the farmer's wife and daughter we made lemonade and popcorn. Some arithmetic concepts were correlated with this project, such as liquid measurement, dozen concept, etc.

We fed our chicks oatmeal, water, and buttermilk. Since the children did not know what buttermilk was or how it was made we solved the problem by making butter. All the Fair entries were judged and prize winners were presented with blue ribbons.

Many other aspects of farm life were studied and we took a field trip to the University farm, had a large farm on display in our room, and wrote creative stories.

ART - Introjection - that necessary evil that besets mankind's thinking processes to a point of temperance, in spite of the evil of prejudice, must be stripped away before any creative-expressive writing can ensue. In the following example the author's thinking becomes free after the word "junk" - with "a child's toy" the search begins! But the author discovers that there is no end - it "is everything that comes to human mind" - the essence of all notable works of art!

Introjective thinking gives rise to perhaps the most basic problem that children have in understanding and appreciating art - especially abstract art. Adults, when confronted with an art object only discern its surface qualities and the possible utilitarian reasons for its existence, in hopes that it might fulfill some physical need - remotely removed from the spiritual context as originally conceived by the artist - its creator. This quality of human nature becomes, at once, the antithesis of the esthetically sensitive individual who has an awareness of self in terms of the relationships established between man and his universe.

Esthetic sensitivity is to be found in all human beings but introjection stifles its outlet, buries it in a muddy, muddled sea we call the mind. Properly motivated, thought can penetrate the silt-laden upper strata of the mind and find the clearness and coolness of beauty and truth that lies deep within. The writings that follow indicate the discoveries made ----

(W. G. Godding, Art Instructor Mendota and Sunnyside)

THE ABSTRACT IMAGE AND CREATIVE  
WRITING ---

An abstract sculpture - upon a  
table - before a group of chil-  
dren - told to look, think -  
(mentally crawl inside), no dis-  
cussion - just your thoughts,  
(nobody elses), only a communica-  
tion between the conscious and  
unconscious mind of the individual.

A CONTRAPTION

THIS CONTRAPTION IS A THING THAT  
IS VERY HARD TO DESCRIBE -  
IT COULD BE A,

PIECE OF JUNK

A CHILD'S TOY

A CASTLE

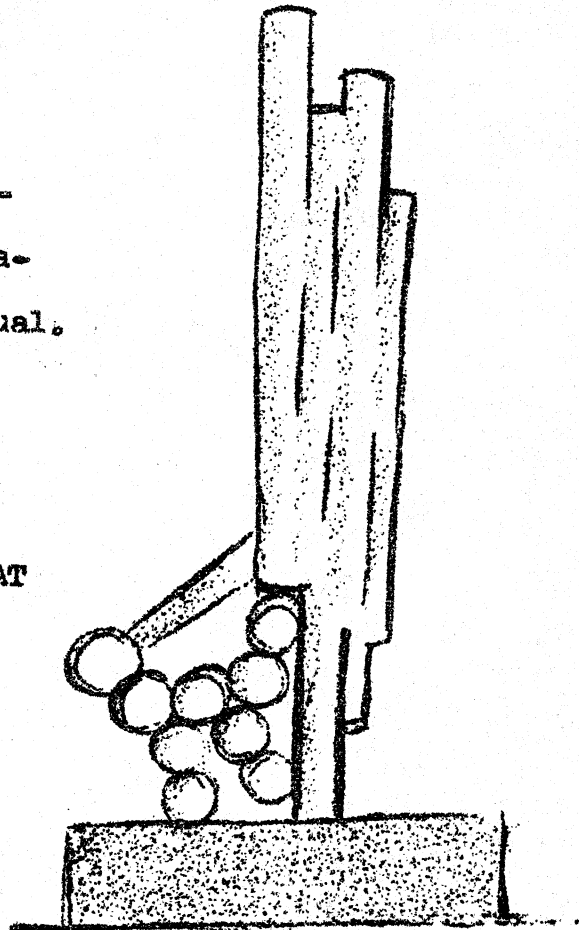
A BOX

OR SOMETHING THE CAT  
DRAGGED IN. IT'S OLD  
AND RUSTY.

IT SOMETIMES IS UGLY, VERY UGLY,  
AND THEN IT'S A BEAUTIFUL STATUE  
OF SOMEONE FAMOUS.

THE THOUGHTS OF THIS CONTRAPTION KEEP ON CHANGING AND  
GIVING DIFFERENT THOUGHTS. ITS COLORS ARE DREARY, BLACK,  
AND SCAREFUL.

SO THIS CONTRAPTION IS EVERYTHING THAT COMES TO HUMAN  
MIND!



"ATOMIC FURNACE",

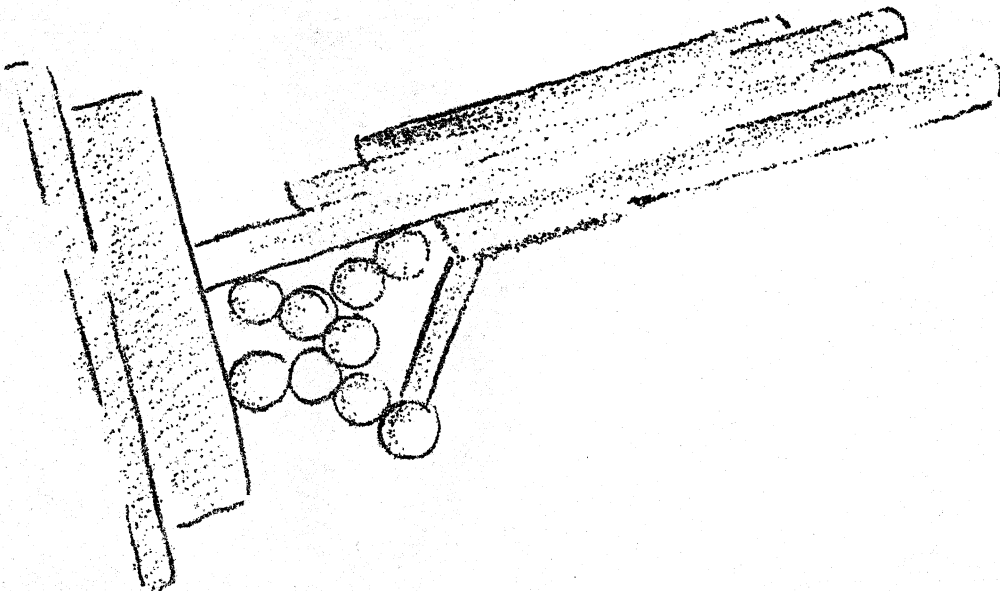
Dean Sphar - 4th Grade  
Mendota School.

JUNE STARR  
6th Grade

# A GUN

Like a gun  
with chains upon,  
one, two, three, four  
it shots all things,  
down things go  
one by one.  
Also sometimes  
looks like a man  
at one angle.  
It sometimes  
looks like boxes  
with rings and  
tubes. Bang,  
bang, bang it goes all  
the time. It fights  
in wars all the time.  
Then wins  
the battles always  
right. Pretty soon  
old, and shaggy in a  
closet no more used.  
  
now its gone

Earen VanScoy 5th. Grade



### THE MAN

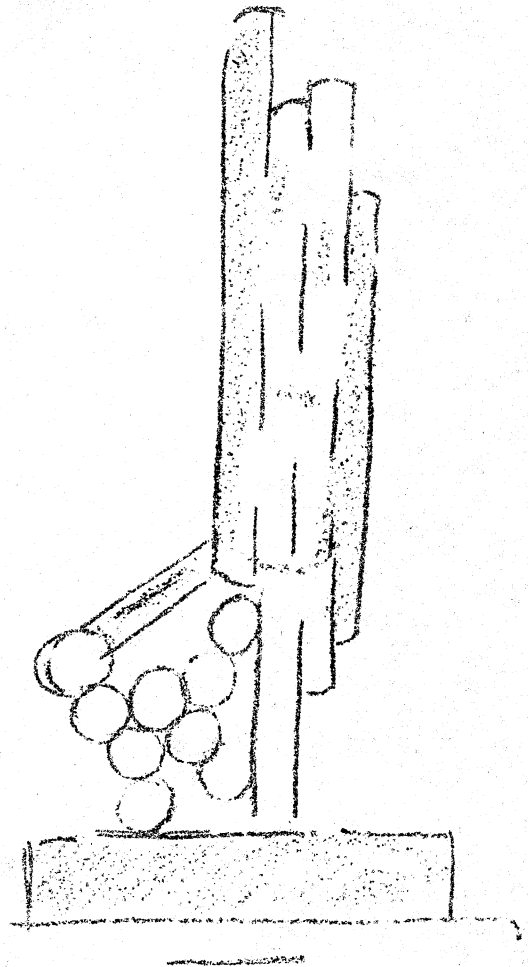
A man is weak in him,  
But he's in the world today.  
He say that the world is like  
black

He has brown hair.

He has blue eyes.

He is tall his name is Larry.

He likes to say men are dumb. (



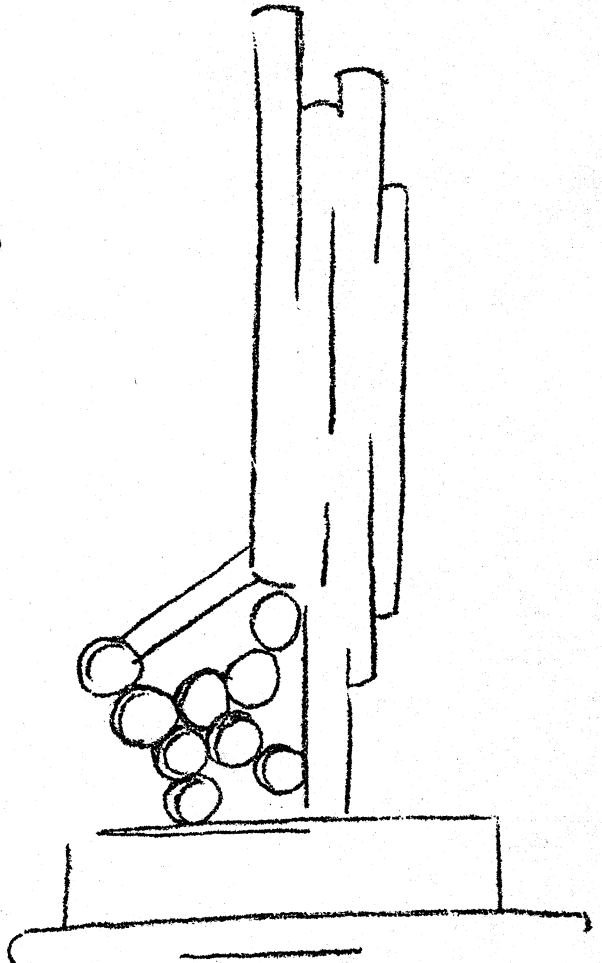
Steve Allbaugh 2nd. Grade

NEW YORK CITY

New York City bright and gay,  
New York City every day.  
Buildings helpless stand so tall,  
Locked in chains one and all.

Skyscrapers up in the sky,  
When the birds go zooming by.  
Then the bakery window broke,  
Out came doughnuts, what a joke.

Along the streets comes a band,  
With the bagpipes first at hand.  
Then along come the players,  
Eating doughnuts for the flavor.



Bonnie Everson 6th. Grade

### THE ROCK

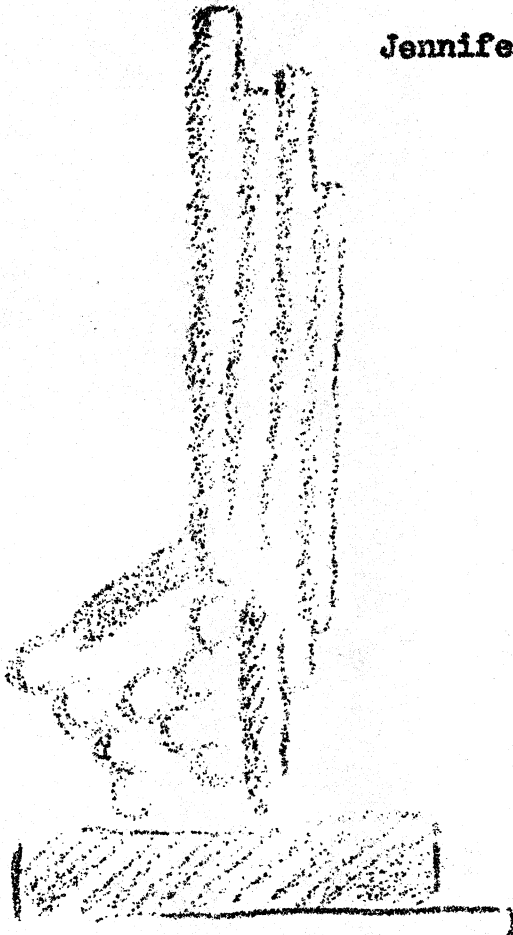
A rock I saw looked like a man very much to me.

But it was a manrock yes, thats it.

Its name is manrock.

Its for men, not women.

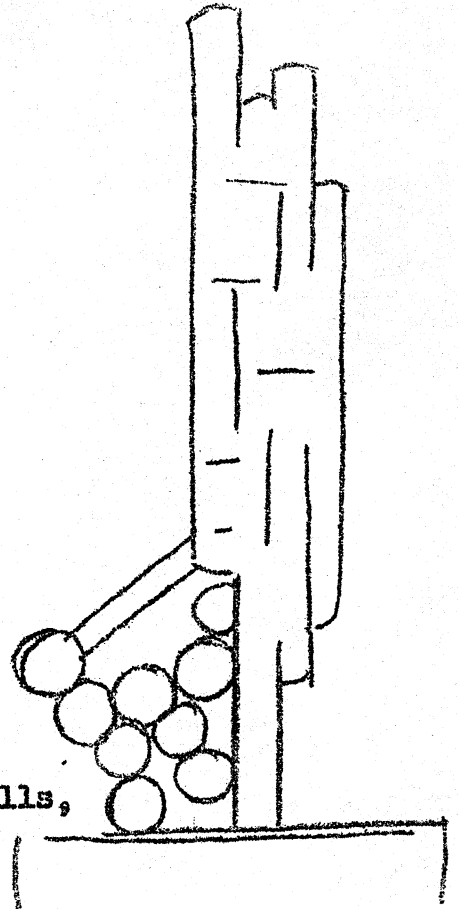
Jennifer Henderson 2nd. Grade





## THE WALL OF A CLIFF

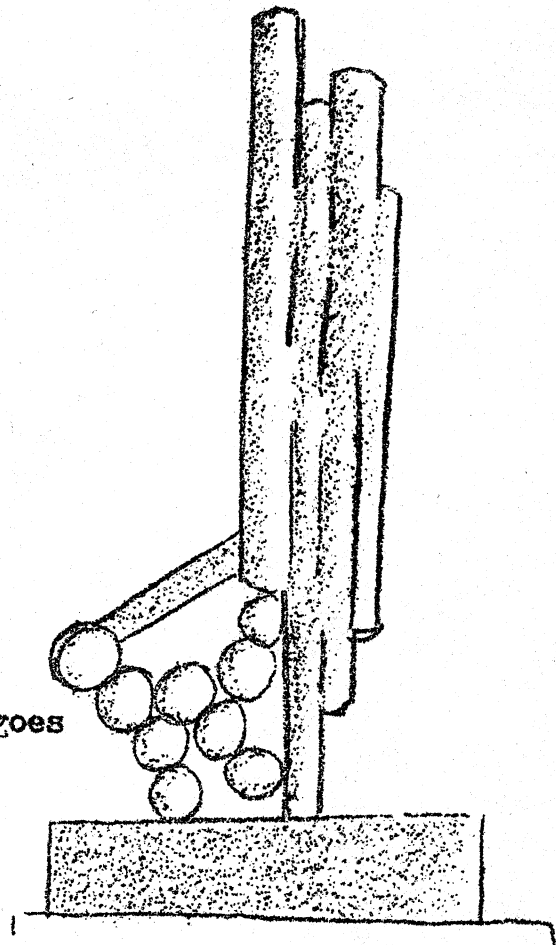
As I was walking by one day  
I saw a lovely cliff.  
One wall of it was dark and sad,  
The others were gay.  
But this wall was what caught my eye  
Because of its dark sort of happiness  
It seemed to sneer at all the other walls,  
Like saying, she likes me best of all.  
When I turned to walk away,  
The walls seemed to echo it back and forth to this day!



Marsha Person 5th. Grade

### THE MAN

There is a man  
on top of a  
Building five  
hundred feet  
he look around  
the town all  
day long and goes  
home at night  
another man comes  
to  
take his place.



Richard Hanson 2nd. Grade

## THE STRUCTURE

Before me I see a strange structure-----

What it is I can not say for sure.

It fills me with a sensation of mystery, of wonderment.

Its color is of beauty even though it is dull and black.

The structure's color brings about dark gloom with its  
orange flashes of hope splashed through.

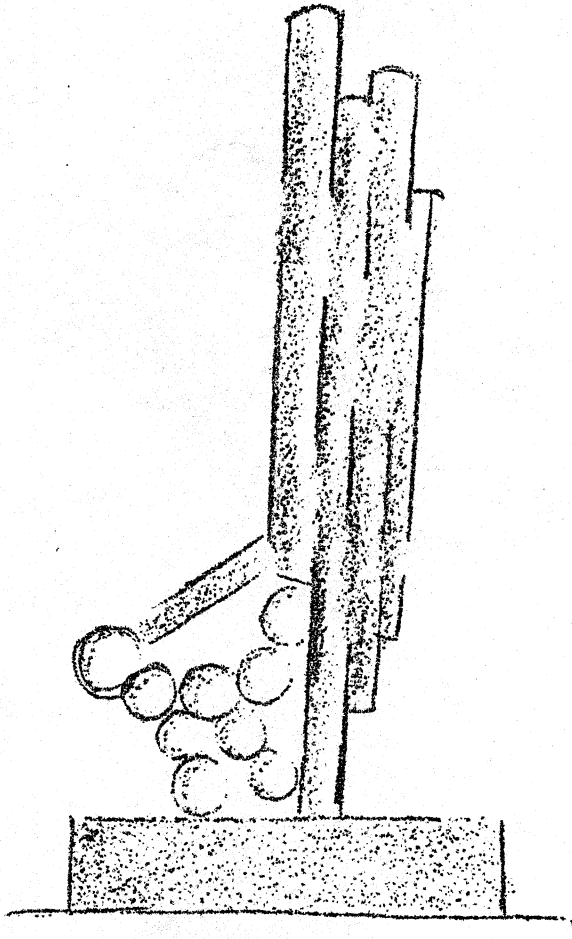
The color to me represents doom and hope together which  
make up the world.

Its shape is unusual and distant which entices our  
minds to create and destroy our feelings of  
its nature.

One look of this structure and our world drifts away.

A new world of imagination and dreams comes our way.

Monika Petkus 6th Grade



GUNS

Guns, Guns, Guns, Guns, Guns; Help man survive!

Jean Storkson 3rd. Grade

COMMENTS:

We feel that the 1962-63 school year has been a very successful one academically. I have been pleased with the performance of our new teachers and the continued high quality of work from our more permanent teachers.

The Mendota School staff appreciates the cooperation and consideration received from the Administration, Special Departments, and the School Board.

Respectfully submitted,

Richard W. Lee  
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

MIDVALE SCHOOL

Presented to the Board of Education  
by the Principal

Paul J. Olson

June 1963



THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1962-63

Midvale School

Significant Trends

1962-63 showed a greater increase in student numbers than I had anticipated. Checking my estimates of June 1962 it is apparent that I missed the prediction by several youngsters at each grade level thus totaling up to 20. I have some misgivings about next year's estimates as well.

Part of the problem for 1963-64 arises out of the new optional area carved out of Van Hise district which we now share jointly with Hoyt School. We have received estimates from Van Hise which indicate that 36 youngsters, grades 1-5, will attend Midvale. It is further believed that 5 kindergarteners from this area will attend Midvale.

These figures plus a survey of our own classes indicate the following enrollments for 1963-64:

Kindergarten	130
First	117
Second	98
Third	112
Fourth	94
Fifth	101
Sixth	84

The total fifth day enrollments over the years have been:

1951 . . . . .	513
1952 . . . . .	654
1953 . . . . .	782
1954 . . . . .	909
1955 . . . . .	828
1956 . . . . .	836
1957 . . . . .	785
1958 . . . . .	788
1959 . . . . .	744
1960 . . . . .	734
1961 . . . . .	664
1962 . . . . .	722
1963 . . . . .	736 (estimated)

I am concerned over next year's kindergarten figure. Our kindergarten enrollments have tended to fluctuate in the last few years and also not to follow the census figures too closely. We have, however, adequate room should the 130 figure go up and I am prepared to collapse the five sections to four should the number shrink noticeably.

Second grade is another borderline situation. Ninety-eight youngsters in four classes are an approximate 25 per class group while the same total in three sections become an approximate 33. Here, again, close attention next September is needed.

#### Special Achievements

Minimal staff turnover for next year is indicated. Our good fortune in being able to maintain experienced staff in my opinion, is a major factor in the continuity of the instructional program.

Midvale again scored well on the city wide achievement tests.

It is our intention next year to begin the TV Arithmetic Series at Midvale. This I shall watch with extreme interest. It is a matter of some record that I have had little enthusiasm for the program and I would be less than frank if I now confessed a great conversion. However, it appears that the new arithmetic is established as a trend and I feel a necessity to no longer postpone it at Midvale.

### Special Help

Services to Midvale School by the school psychologist were again provided on the usual weekly basis. A total of four youngsters were seen diagnostically. These children presented problems in learning and in more general behavior. In all of these situations, the parents were also consulted. In one case, a special class recommendation was effected, while in another there was a suggestion for tutoring. In the other two situations, the school psychologist counseled with the parents.

In three instances, parents consulted the school psychologist at their own request. In these situations it was felt that the parents were simply looking for some direction in relationship to their children.

In all of the above situations, the school psychologist consulted with the teachers. Teachers discussed the problems presented by several other youngsters with the school psychologist within the school situation but it was not felt that an intensive evaluation was indicated.

Myron Seeman, School Psychologist

### Speech Correction

Total enrollment	Articulation	37
	Hearing problems	2

At the end of the year 21 children were dismissed as corrected; 4 had corrected 1 or more sounds but still needed help on additional sounds; 13 had improved but are to continue next year; and one was dismissed for lack of motivation.

The cooperation of the faculty was, as usual, excellent and helped in achieving the results obtained.

Sara Pollak, Speech Therapist

### Midvale Library Report

This is my tenth annual report in Midvale Library. Each year is more challenging and gratifying, and I must say, busier than the year before, if this is possible. The children's enthusiasm for good books continues. The teacher's continual challenging of the children to reach beyond the basic text has been in evidence in all grades.

This research begins in kindergarten when children ask questions. Many calls and kindergarteners come to the library for books to answer these questions. First graders do much research themselves. First grade teachers ask for books with easy vocabulary. The children do their own reading then write short factual accounts of birds or whatever is their present interest.

This research continues and increases in each succeeding grade. In the sixth grades the units on the Animal Kingdom and the Plant World have led the children sometimes beyond information available in their elementary library. By using home libraries and the public library they have found adult books where their answers could be found. Upon the recommendation of the children and their teachers, the best of these books have been ordered. This I like. This is the way to build a good workable library.

The culminating activities of all this research are many and varied. There have been puppet shows, original plays, festivals, displays, and books complete with tables of contents, bibliographies, etc.

The enthusiasm for recreational reading and the children's appreciation of the best books written today as well as the classics, continues to be a real source of pleasure for the librarian. Figurewise, 46,577 books, periodicals, and pamphlets have been checked out. This indicates a busy year, but the compensations have been many-- the long-lasting values, the enjoyment, the fun, yes, and the store of knowledge gained.

The librarian shall never cease to be grateful for the wonderful spirit of cooperation that is Midvale's. It comes from parents, faculty, and children. May this ever be so!

Opal Steffen, Librarian

Special Problems

Roof problems made their reappearance in the winter of 1962-63. I am told that this was a fairly common occurrence with the extreme temperatures and little snowfall and that special measures are and will be taken by Buildings and Grounds to correct this situation.

Midvale will be painted in the summer of 1963. This will be our first such paint job having come from 1951 in really remarkable condition. I hope the job to be done will be as long lasting.

Acknowledgements

I wish to acknowledge the faithful and tireless work of our custodians, secretary, and the teaching staff. The outstanding provisions made by the Board of Education, Superintendent, and the supervisory staff have made possible an excellent year.

Respectfully submitted,

Paul J. Olson  
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

NAKOMA SCHOOL

Presented to the Board of Education

by the Principal

Walter W. Engelke

June, 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63  
Nakoma School

PUPILS

Enrollment Statistics:

<u>Grade</u>	<u>1961-62</u>	<u>1962-63</u>	<u>Increase</u>	<u>Decrease</u>	<u>Bus '61-'62</u>	<u>Bus '62-'63</u>
K	71	70		1	15	11
1	57	69	12		16	9
2	63	58		5	11	15
3	65	64		1	8	7
4	58	61	3		12	9
5	70	56		14	3	7
6	<u>54</u>	<u>68</u>	<u>14</u>	<u>—</u>	<u>4</u>	<u>2</u>
Totals	438	446	29	21	69	60

An analysis of enrollment figures indicates that:

1. Total enrollment increased slightly. There were 8 more pupils, compared to an increase of 20 pupils the previous year.
2. With the prospect of about 60 kindergarten pupils next year, the total enrollment will probably remain the same for 1963-64.
3. Class sizes ranged from 28 pupils up to 34 pupils at any one time during the year. The large classes of 33 and 34 in first grade this year were not anticipated. If additional pupils enter this group and are not offset by withdrawals, it may become necessary to add another teacher.
4. The median class size was 30 pupils. When possible it is planned that this figure be a maximum for the primary grades and minimum for the intermediate grades.
5. The total number of pupils from the area in Crawford Heights and Marlborough Heights decreased about 15%. This resulted from an effort to limit the number for Nakoma School and increase the number at Dudgeon School where classes were smaller.
6. The 18 withdrawals during the year was offset by 16 new enrollees.



STAFF

One of the most important variables from year to year in the educational program is the quality and performance of the school staff. This involves attention to the selection of replacements and professional improvement of all staff members. The Madison salary schedule and employment policies are basic to both of these factors. The result is that Nakoma School shares with all other Madison schools a teaching staff that is above average in professional qualifications at the time of employment and whose professional improvement is required during the term of employment.

School administrators make every effort to select, and parents have the right to expect, teachers with superior qualifications. Most parents recognize that the administrator has both the competence and the responsibility to make this evaluation. In doing so he must recognize that individual differences in teachers are to be expected and do not necessarily result in some teachers being "better" than others. The results of good teaching are cumulative over a period of years for a particular child despite the occasional tendency to credit a particular teacher with visibly marked improvement in school success.

In a system as large as Madison, each school shares in the proportion of staff changes which are normal to teacher employment. The assignment of beginning and experienced teachers to each school by the superintendent ensures a desirable balance for effective teaching.

Only one teaching vacancy occurred at Nakoma School during the past year. On the first day of school Miss Kathleen Richards, fourth grade teacher, was called home by a family emergency which necessitated her resignation. Fortunately, an unanticipated surplus of a fourth grade teacher in a recently annexed school made available Mrs. Emily Beery as a replacement.

Basically the improvement of teaching derives from self-examination by the individual teacher of her whole philosophy and techniques. I have seldom met a teacher who was not critical of her own teaching and determined to improve. Often the solution came from the teacher herself. At other times she was helped by suggestions from fellow teachers, the principal, specialists from the central office, and others. In addition, attendance at summer schools, graduate courses during the year, and participation in curriculum studies has stimulated new ideas and achieved new competence. Thus, although teachers welcome recognition of doing a good job by words of appreciation and improved salary, pride in being a part of the fine Madison school system remains a basic incentive.

A change in our custodial staff became necessary when our senior custodian, Mr. Aaron Frye, became physically incapacitated before the school year began. He was unable to return during the year and his resignation was regretfully accepted. He had performed his responsibilities in a very able manner for many years and was well liked by parents, teachers, and pupils. During the year Mr. Walter Weldon took over the job of acting senior custodian and was assisted by a succession of temporary helpers. In May the situation was resolved by the appointment of Mr. Arthur Bohms as senior custodian.

## PROGRAM

Each year special emphasis is given to certain aspects of the curriculum with the result that over a relatively brief period of years all facets of the educational program are reviewed and brought up to date. In addition a certain amount of controlled experimentation is carried on, usually as a part of a citywide project. Nakoma School has shared fully this year in several of these.

The use of television in the classroom is receiving much attention. With two TV receivers available it has been possible to involve all grades except first and second. The TV arithmetic began in fourth grade three years ago. This group took part in the program in 5th grades and again this year in sixth grade. A citywide evaluation of the results is now being made to see how its effectiveness compares with the traditional textbook method. Teachers in our school report that they have gained additional insight into the "new mathematics" through participation in the TV arithmetic as well as first hand experience with TV teaching.

The French programs on TV have been the basis for a program involving all pupils in grade five and about half the pupils in grade six. Despite its popularity in some quarters, our teachers question the educational validity of the program of elementary foreign language in its present form. We expect to continue with it, however, to see what its potential really is.

Grades three and four found considerable value in the TV program on "Learning Our Language" due in large part to the excellent teaching and valuable content. Another program for the kindergarten also proved to be worthwhile.

The use of new materials in handwriting has stimulated interest. The beginning in handwriting skills is made in kindergarten, followed by the use of individual pupil guides in grades one and two for manuscript writing. This year all city schools began instruction in cursive writing in third grade instead of fourth grade, thus giving pupils more time in elementary school to perfect both forms of writing. In 5th and 6th grades teachers experimented with new materials published by Science Research Associates which shows considerable promise.

Interest has increased in field trips, particularly in the lower grades. This year for the first time all first grade pupils were given a short train ride from Stoughton to Madison which for most of them was a unique experience.

The library continued to gain in circulation of books, averaging about 70 books per child. The library now contains 6,605 volumes. Special classes in art, music, physical education, and speech improvement had a fine variety of innovations that children enjoyed and from which they profited greatly.

A basic problem confronting teachers is how to use their time and professional training most effectively. In this connection, much of the clerical work has been reduced by the use of correlated workbooks as an adjunct to teacher prepared material, and the increased use of weekly newspapers for homework assignments.

It should also be noted that continued stress has been placed on health and safety measures with the result that Nakoma School retains a low ratio of accidents related to school hazards.

### PARENTS

Previous reports have described in some detail the importance attached to home and school relationships. Nakoma has long had a tradition of the school as a community center, including many activities that do not involve teachers directly. The school has consistently placed its main effort on those contacts with parents that will most directly benefit the child.

Basic to this philosophy has been the practice of direct contact between the teacher and the parents in all matters that pertain to the child and his educational, social, and physical development. The formal quarterly report of progress is supplemented and often implemented by telephone calls, notes, visits to the home, and visits to school. This variety of contacts has been found extremely valuable. Greater use this year has been observed in mutually arranged conferences in which both parents can discuss with the teacher the results of various achievement test, daily performance, and problems unique to the child. More and more frequently parents request the help of the special services of the child study department in understanding the emotional and other developmental needs of their children. They are often surprised and pleased to discover the extent to which the school is able and willing to work with them on the problems facing their children.

The program and policies of the school are communicated to all parents regularly through frequent bulletins (The Tomahawk) from the principal. In addition the PTA sponsors a wide variety of activities which afford parents the opportunity to become better acquainted with their school. These are of such a nature that even the busiest parent feels a strong obligation to participate. Illustrative of the general meetings was the discussion of Nakoma School itself by retiring Superintendent Dr. Philip Falk and the analysis of education by the new State Superintendent Mr. Angus Rothwell.

### CONCLUSION

Any summary of the past year at Nakoma School would reveal significant advances in many aspects of the educational program. The important thing is in what has happened to each of the more than four hundred children who were affected by it. The performance of groups as indicated by numerous achievement tests indicates that Nakoma School pupils do exceptionally well. Our concern is whether each pupil has been helped to realize his maximum potential in all areas. The child, his parents, and his teacher are working together for this end. Curriculum, facilities, and everything else are simply means to assist them.

One test of the direction in which we are going and the degree of success achieved derives from comments of qualified and discerning parents. Their suggestions and comments indicate strong support and appreciation of the educational opportunities afforded their children.

Respectfully submitted,

Walter W. Engelke  
Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

ODANA SCHOOL

Presented to the Board of Education

By the Acting Principal

Olive Sprecher  
June 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1962-63

ODANA SCHOOL

I. SIGNIFICANT DATA

A. Building Data

1. Odana School has two kindergarten rooms, fourteen classrooms and an art room. The enrollments grew more than was predicted and after a week of school, the art room was converted into a classroom and art was taught in individual rooms. Music was held in a kindergarten room which was otherwise vacant half days. One classroom was available for the library.
2. In the 1963-64 school year, no rooms will be vacant. The library will be moved to two small rooms, the speech and testing room and the teacher's room. There will be a primary and intermediate library and half classes will have to be held.

B. Enrollment Data

1. Enrollment by grades

	Sept. 1959	Sept. 1960	Sept. 1961	Sept. 1962	Sept. 1963 (predicted)
Kgn.	55	67	85	77	81
1	35	68	54	81	77
2	50	44	64	66	81
3	32	49	44	71	66
4	39	42	54	53	71
5	22	43	47	60	53
6	22	29	42	50	60
	<u>265</u>	<u>342</u>	<u>390</u>	<u>458</u>	<u>489</u>

2. Enrollment by sections

	Sept. 1959	Sept. 1960	Sept. 1961	Sept. 1962	Sept. 1963 (predicted)
Kgn.	2	3	3	3	3
1	2	2 $\frac{1}{2}$	2	3	3
2	2	1 $\frac{1}{2}$	2 $\frac{1}{2}$	2 $\frac{1}{2}$	3
3	1	2	1 $\frac{1}{2}$	2 $\frac{1}{2}$	2 $\frac{1}{2}$
4	1	1 $\frac{1}{2}$	2	2	2 $\frac{1}{2}$
5	1	1 $\frac{1}{2}$	1 $\frac{1}{2}$	2	2
6	1	1	1 $\frac{1}{2}$	2	2
	<u>10</u>	<u>13</u>	<u>14</u>	<u>17</u>	<u>18</u>

## II. INSTRUCTIONAL PROGRAM

A. Organization - The self-contained classroom plan has been adapted at Odana School. As in other Madison elementary schools, specialists are assigned for art, music and physical education. However, the assignment of these specialists has not relieved the classroom teacher of responsibility in these special areas. Planning the music, art and physical education activities has been done jointly by the classroom and specialist teacher, and many activities begin in art or music class, and are continued by the classroom teacher. In this manner, a strong effort has been made to make the school day a series of related meaningful experiences rather than blocks of isolated units of work.

B. Library - The Odana School library enjoyed a busy and happy year. Our business was reflected in a circulation of over 25,000 books, though we are only a 3-day library. Listed below are a few of the activities the library was involved in.

The library aides' program was enlarged, and twenty 6th graders carried on the routine library work each day, participated in story-telling and reading to the other grades and enjoyed social activities with the librarian. A "book reserve" activity provided a fine stimulus for better reading selection in grades 3-6. The librarian acted as resource material for a 6th grade unit on ancient cultures and a 4th grade unit on India. In connection with the 6th grade weekly school paper we initiated a "book of the week". A teachers' reference collection was assembled and placed in the lounge.

-- Helen Villemonte

C. Speech - Forty-two students were scheduled for speech at the beginning of the 1962-63 school year for two twenty-minute periods a week. Three students entered speech class later in the year. Twenty-three were dismissed as corrected during the year.

D. General - Odana teachers continue to demonstrate ability and willingness to go beyond the usual routine procedures in providing a meaningful program for our pupils. The following are examples of some of their projects.

1. Kindergarten children visited a pumpkin farm and the University farm in connection with their fall and spring units of work.
2. "Reading Parties" were held for parents of first graders during American Education Week. Following the reading classes, parents were invited to discuss the reading curriculum with the teachers.
3. Second grade children gained first hand knowledge about their community by visiting local fire departments etc. and participating in discussions with local community helpers.
4. Large paper maché planets made according to scale gave the third graders insight to the vastness of space and of earth's relationship to other planets.

5. Talks and slides given by university personnel and persons in the community furnished the fourth graders with additional resource material for their science and social studies programs.
6. The opaque projector was used extensively in the fifth grades for class evaluation of work done on charts, graphs, and scale drawings in arithmetic.
7. The sixth grade kept the school informed of neighborhood and school news through its weekly newspaper.
8. A student council was formed and an election was held corresponding to the national elections. Odana's election received extensive national publicity.

III. PARENT-TEACHER ASSOCIATION - The Odana PTA continues to make steady progress. Both membership and attendance at meetings have increased. Parents were very interested in the science exhibits at the March meeting. Teachers had saved interesting projects the children had done throughout the year and displayed these with various science equipment and texts used in the school.

IV. SAFETY - Thirty-seven sixth graders served on the safety patrol. There were no accidents at school crossings.

V. PROBLEMS AND RECOMMENDATIONS - There are no apparent problems hindering the school in carrying out its obligations. However, the common problems of a new school in a growing community need constant observation.

1. School plant - In the coming school year, there will be no empty classrooms and art and library rooms will have been converted to general classrooms. Capacity will be reached.
2. Playgrounds - As the enrollment has increased, blacktop areas around the school have become inadequate to provide play when the grass areas are wet.
3. Curriculum - Provision of materials and activities to challenge the academically talented children of the school is a continual problem and challenge to the teachers. Odana teachers feel a need for organization of the science program for the school and help from a specialist or consultant in this area. This will be the staff project for next year.
4. Storage space - There has been very little storage space provided for in the school and now that the library and art room are being used storage has become a problem.

This has been a very good year at Odana. I wish to express my sincere thanks to the Odana teachers and staff and to all who have contributed their time and talents to the improvement of education.

Respectfully submitted,

Olive Sprecher  
Acting Principal



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

ORCHARD RIDGE SCHOOL

Presented to the Board of Education

By the Principal

NORMAN R. CLAYTON  
June 1963

## THE ANNUAL REPORT

## ORCHARD RIDGE SCHOOL

The Madison School Board on November 5, 1962, approved the building contracts for the Junior High School addition to the Orchard Ridge School. John Flad and Associates continued as architects. Anthony Grignano was awarded the general contractor assignment. The entire addition was scheduled to be ready for occupancy by September, 1963.

Following are the total budget allotments on costs of Orchard Ridge School buildings and initial equipment:

\$412,332.00	- original south unit (1958)
210,310.00	- extension of south unit to west (1959)
252,778.00	- two story wing on east end (1961)
816,847.00	- junior high units (1963)
<u>\$1,692,267.00</u>	- entire Orchard Ridge complex

## ENROLLMENT

During the 1962-63 school year every available classroom was utilized for class activities. The teachers lounge was taken over for speech therapy, instrumental music instruction, audio visual activities, work room, and as an instructional materials center. This typifies the kind of scheduling that was necessary to carry on the year's activities.

Approximately 130 boys and girls enrolled in kindergarten through grade four and residing in the area west of Gilbert Road and north of Hammersley Road were transported by school bus to the Glenn W. Stephens School throughout the 1962-63 school year. In spite of this relief, Orchard Ridge School had an over-all enrollment on September 14 of 919 pupils.

Mobility continued to be a disrupting factor in the school. Enrollment rose from 919 in September to a high of 933 in November. However, the final June enrollment figure was 908. Class loads stayed in the range of 26 to 30. From September 14, 1962, through June 14, 1963, eighty two families either entered or left Orchard Ridge School. Within the school year 66 pupils withdrew from school; 56 pupils enrolled.

## STAFF

Orchard Ridge School opened in September, 1962, with a staff of 30 homeroom teachers. Eleven of those were new staff members. In addition there were three teachers of special subjects who were newly assigned to Orchard Ridge. In the course of the year two homeroom teachers resigned because of pregnancy. There has been continuing difficulty in obtaining and holding an adequate custodial staff at Orchard Ridge.

## PARENT -- TEACHER ACTIVITIES

Parent activity at school has been gratifying throughout the year. They took active interest in a variety of school activities: classroom presentations, Civil Defense programs, field trips, safety patrol parties, etc. One group of parents spent an evening with staff members in discussing our playground needs. The Orchard Ridge Garden Club initiated a landscaping and "living laboratory" project involving the woods area north of the school building. General evening meetings were well attended by parents and teachers. Parents assisted in publishing the Orchard Ridge Raider each month to keep one another informed.

## LOOKING AHEAD TO 1964

The graduating class of 114 sixth graders will be enrolled in the seventh grade of Orchard Ridge's Junior High School next September. Plans have been formulated to house four sections of seventh graders next year.

School boundaries have been altered. (1) Pupils living in the triangle bounded by Gilbert Road on the east, Hammersley Road on the south, and Whitney Way Blvd. on the west will hereafter be assigned to the Orchard Ridge Elementary and Junior High Schools. (2) Pupils living west of Whitney Way Blvd. and north of Hammersley Road will be assigned to the Green Tree Elementary School and the Orchard Ridge Junior High School. (3) Pupils living in the southwest corner of the Meadowood area (detailed boundaries not herein listed) will be transported by bus to the new Green Tree Elementary School beginning September, 1963.

With the close of the school year Orchard Ridge Elementary School is losing seven of its homeroom teachers, four of its special teachers, and the school secretary. With the transfer of some 130 pupils (kindergarten through grade five) from the Meadowood area to the new Green Tree School, there will need to be some shift of personnel from Orchard Ridge to Green Tree. It is estimated that Green Tree School will open with an enrollment of 250 pupils in kindergarten through grade five. The Orchard Ridge Elementary School division will total approximately 875 pupils. The Junior High School anticipates an enrollment of 125 seventh graders.

Miss Evelyn Simonsen, who has been serving as a teaching principal in the Lincoln Elementary School, has been assigned to Orchard Ridge School as a full time supervising assistant principal. She will assume major responsibilities at the elementary level. I will serve as principal of the new Green Tree School in addition to my responsibilities at the Orchard Ridge School. My major attentions will be centered on the new junior high school program at Orchard Ridge School and organizing a program for the new Green Tree School.

Yours truly,

Norman R. Clayton, Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
RANDALL SCHOOL

Presented to the Board of Education  
by the Principal  
H. Ralph Allen  
June 1963

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1962-63  
RANDALL SCHOOL

I ENROLLMENT

Annual gross enrollments at Randall School have been quite uniform for the past five years, ranging from 598 pupils to 614 pupils.

Grade	Annual Gross Enrollments					Net	Anticipated
	1958 1959	1959 1960	1960 1961	1961 1962	1962 1963	June 1963	September 1963
Kdgn	115	122	116	114	116	110	97
1	71	79	78	78	80	78	64
2	84	74	85	86	74	69	69
3	75	83	78	80	89	85	70
4	80	75	80	79	85	82	77
5	86	85	86	80	80	75	82
6	87	92	91	81	84	78	73
Totals	598	610	614	598	608	577	532

It is to be noted that the anticipated enrollment for September, 1963 (532) is significantly lower than in recent years. This total includes a conservative estimate of 33 pupils to be enrolled in September who were not in Randall School in June, 1963

The pattern of annual enrollment change during the school year has been quite uniform during the past five years.

Year	Annual Enrollment Changes					End of Year (net)
	New Enrollees	Transfers In	Withdrawals	Transfers Out		
1958-59	583	15	25	8		565
1959-60	596	14	34	7		569
1960-61	603	11	16	15		583
1961-62	588	10	13	14		571
1962-63	592	16	11	22		575

A gradual decrease, during the past five years, in the number of pupils attending Randall School from the optional area between Randall School and Hoyt School is shown in the table which follows. The optional area is bounded by University Avenue, Highland Avenue, Regent Street, and Farley Avenue.

Enrollment at Randall School from Hoyt-Randall Optional Area								
Year	Kdgn	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Totals
1958-59	1	4	3	2	5	5	3	23
1959-60	2	1	4	3	2	6	4	22
1960-61	1	2	0	4	3	2	6	18
1961-62	3	1	3	1	3	3	1	15
1962-63	0	2	1	2	1	4	3	13

Forty-seven of the 110 pupils (42.7)percent) who completed the kindergarten year plan to enroll in a parochial school in September, 1963. A year ago 35.2 percent (38 of 108 pupils) who completed the kindergarten year at Randall enrolled in first grade at a parochial school.

Information obtained from the 1963 school census, and from the questionnaire returned by each family indicated that enrollment for the 1963-64 school year will be significantly lower than in recent years. We plan to provide instruction to twenty-one class groups. There were twenty-two class groups during the 1962-63 school year.

Class Sections for 1963-64

Grade	Anticipated Enrollment	Number of Class Sections	Average Size of Class Sections
Kdgn	97	4	24.3
1	64	2.5	25.6
2	69	2.5	27.6
3	70	3	23.0
4	77	3	25.7
5	82	3	27.3
6	73	3	24.3
Totals	532	21.0	25.3

## II INSTRUCTION

The self-contained classroom plan of organization for instruction has been used in first, second, third, and fourth grades. Class groups in these grades were scheduled for instruction by special teachers in music, art, physical education, and library from one to three times each week.

The cooperative instructional efforts on the part of homeroom teachers (language arts, social studies), elementary mathematics teacher, science teacher, librarian, music teacher, art teacher, and physical education teachers have characterized the operational and functional procedures of the instructional program for fifth and sixth grades.

The ranges in differences of attainments, general abilities, and attitudes manifested by pupils in their approaches and involvements in the learning acts are considered in arranging the class sections, particularly in fifth and sixth grades. A somewhat limited amount of flexibility has been employed in altering the composition of class sections in these grades during the school year. Plans for the 1963-64 school year allow for a feature of cross-sectioning of certain so-called homeroom groups, for purposes identified by teachers and principal as effectively advantageous for pupils.

Administrative plans only set the stage for desirable and effective teaching and learning. The real values to pupils relate to the quality of evaluating, planning, and instructing done by the teacher individually and in cooperative effort with other teachers. In this matter, constant efforts are made to affect improvement.

Pupil achievement as evaluated by teachers and confirmed by test scores was gratifying.



This year one section of fourth grade participated in the T.V. arithmetic programs. Two other sections received the instruction and used the "Patterns In Arithmetic" exercise books. These teachers had used the T.V. programs in previous years. Three sections of fifth grade and three sections of sixth grade participated in the "Patterns of Arithmetic" program this year.

The instructional improvement committee of the Randall School staff focused its attentions and efforts on the improving the uses to be made of the tape recorder and various audio visual aids. The card file of good resource helps which the committee initiated two years ago has grown and is well used by some teachers.

The three sections of third grade made regular use of the T.V. lessons in "Learning Our Language". These lessons were well presented and most parts were well received.

One section of fourth grade used the regularly televised T.V. programs during the year. (French)

Randall School has been fortunate in being able to maintain an experienced staff with a relatively low turnover annually. Of our total staff of twenty-six teachers (including itinerant teachers), twelve have been members of our staff for five years or more. Nine have been members of the staff for ten years or more.

### III SPECIAL SERVICES

Psychological services were conducted on a regular basis as in previous years. Pupils evaluated were experiencing problems with learning. In many of the situations, individual sessions were held with the pupil and his parents.

A total of forty-eight pupils received speech therapy this school year. Of these, thirty-two were boys and sixteen were girls. The several grades were represented as follows:

Grade One - 1½ pupils	Grade Four - 7 pupils
Grade Two - 10 pupils	Grade Five - 2 pupils
Grade Three - 1½ pupils	Grade Six - 1 pupil

Most of the pupils received therapy in groups ranging in size from two to five for a twenty-minute period twice a week.

Twenty-one were dismissed by the end of the year as corrected. Most of the cases related to problems of articulation.

The vision survey made in all grades resulted in further evaluation of twenty-one pupils.

Audiometric testing in first, third, and sixth grades resulted in further evaluation for seven pupils.

Eighty-four pupils of first, third, and sixth grades who did not have dental examinations by their own dentists were examined at the school. Twenty-seven were found to be in need of dental care.



There were no positive reactions to the tuberculin skin tests given to the pupils in first grade.

The library served as a most useful service center throughout the year. The librarian included the following statements in her achievement outline for the school year:

"The library program for the 1962-63 school year depended upon the ideas of the staff, the curriculum, and the immediate needs of the children. The changing forms of education as demonstrated at Randall and seen through the eyes of the librarian include the semi-departmentalized program in the fifth and sixth grades, the individualized reading program of the fourth grade classes, the emphasis on the center of interest presentation on all levels and the use and encouragement of the scientific approach to all areas of learning. Language arts has lost its hold on the study of spelling and vocabulary and the tools of research in these fields have become important to the science and social science units as well.

"Current events have spilled over into science and even mathematics as new strides in engineering have taken place. This might indicate the growing importance of periodicals and pamphlets for the elementary child. Introductions to new materials must be analyzed in the light of changing times. Periodicals must be used in preparing reports and notebooks.

"Book reports and topic research on the second grade level suggest a special kind of guidance in selection for interest and skill development. Direct research and question type notes motivate the older science students in their use of materials for notebooks, experiments, and projects in the development of theories involved.

"The tape recorder has proven to be the greatest help in story telling and the presentation of many art forms. They have stimulated children to select new and different types of materials. This has been particularly true of the younger children. However one should also mention the creative tape done by three sixth grade boys who wrote and recorded an introduction to Three Boys in a Cave in an effort to share literature they had enjoyed. A fifth grade class of girls developed creative ways to demonstrate an area of non-fiction books and were led to a re-discovery of the art of puppetry as the charging desk made a fine stage. "Play" magazine was used to present the adaptation of the Andersen tale, "The Nightingale". The filmstrip of Andersen's life was shown later to third grade youngsters who gained a new appreciation of the famous man. It is my feeling that these three media are the most effective for library use."

### III RECOMMENDATIONS

The Department of Buildings and Grounds is to be complimented for attending to such needs as replacement of window frames and window sashes, replacement of eaves troughs, masonry repairs, improving the heating and ventilating, replacement of certain classroom floors. Problems which relate to maintaining an older building will, no doubt, continue to require close attention.

Consideration should be given to a remodeling project which would provide dressing room and shower facilities for the physical education classes and kitchen and serving facilities which would be of great convenience for serving P.T.A. suppers and the sixth grade banquet.

### III RECOMMENDATIONS (cont.)

The helps provided by the Department of Child Study and Services are greatly appreciated. It is desired that the department increase its staff in order that the schedules allow the psychologist to work with certain of the pupils more frequently and regularly.

I wish to express my sincere appreciation to the Randall teachers; to Mr. Falk and to Superintendent Gilberts; to the Board of Education; the supervisors and heads of the departments of art, music, physical education, library, curriculum, and child study.

Respectfully submitted,

H. RALPH ALLEN, Principal

Randall School

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

SPRING HARBOR SCHOOL

Presented to the Board of Education  
by the Principal

Donald W. Haugen

June 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report  
for  
The School Year 1962-1963

SPRING HARBOR SCHOOL

I. SIGNIFICANT DATA

Enrollment by grades

Kdg.	Sept., 1958	June 1959	Sept., 1959	June 1960	Sept., 1960	June 1961	Sept., 1961	June 1962	Sept., 1962	June 1963	No. Sections	Sept., 1963 Estimates	No. Sections
	81	74	96	82	72	66	91	91	86	88	3	87	3
1	60	55	69	61	92	88	66	63	88	91	3	89	3
2	76	72	53	54	63	58	84	83	72	72	3	77	3
3	49	47	69	62	66	63	61	62	78	78	3	61	24
4	44	40	49	48	63	62	61	57	63	64	2	73	24
5	60	60	48	49	51	49	61	65	54	56	2	60	2
6	45	41	58	55	51	48	46	44	71	66	2	52	2
Total	<u>415</u>	<u>389</u>	<u>442</u>	<u>411</u>	<u>453</u>	<u>474</u>	<u>470</u>	<u>465</u>	<u>512</u>	<u>515</u>	<u>18</u>	<u>499</u>	<u>18</u>

Once again our school enrollment shows an increase. This growth, however was readily managed by making use of our "visual-aids" room, a room maintained as a buffer to handle just such a situation. All rooms were in use during the 1962-63 school year and will again all be in use in 1963-64.

II. ACHIEVEMENTS

Staff

We began the 1962-63 school year with a 44% turnover in staff, a new secretary and a new principal. Even though this presents

all the ingredients to form a matrix for numerous problems, the fine cooperative and professional attitudes of this staff prevailed and progress and success were evidenced in all endeavors.

Though our regular staff lists some 25 names, we used a "secondary staff" of 31 resource persons -- parents and friends with interesting vocations such as electrician, railroad engineer, surveyor, physicist, etc., and several foreign students. In closing, I might add that our kindergartens' "resource persons" included (in addition to parents) mice, kittens, chicks in various stages of development, hamsters and rabbits.

The resource persons were not alone in their contributions for we should add countless others who participated in field trips, making these an unqualified success and making a substantial addition to our curriculum. In this area of field trips, certainly the newly organized ventures to the School Forest must come up for special mention. The efforts, planning and work that has gone into this program should reap vast dividends.

In this section on Special Events, we should mention some specific activities that took place during the course of the school year: Culinary experiences in the primary classes with such things as a trip to the grocery store and the bakery followed by the actual baking of bread and rolls and, in one instance, the holding of a Hawaiian luau.

At the intermediate level, the curriculum was enhanced with many diversified activities not the least of which was an outstanding science fair organized and conducted by the boys and girls themselves. Other splendid activities included research booklets on European nations, puppet shows with hand-made puppets, a mock trial illustrating courtroom procedures, an electoral college and a trade fair.

### Library

At the end of our fifth year, we have reached a long-sought goal--our library shelves are full, 4,000 volumes in all. That is, the shelves are full the first day of school and the last. The interim displays an encouraging emptiness.

Our library still presents two basic problems, however. The first, the problem of low book stock is gradually being rectified. It will be increasingly difficult to resolve this problem completely as our room labeled "library" has at this point used all available bookshelf space. This is essentially our second and major problem. This library, designed by an anti-bibliophile, is unforgiveably small. Classes will have to continue to use this room in split sessions and refrain from using it at all while other groups are assigned to it.

The fact remains that the library schedule is at capacity. It is in constant use when the librarian is present and most of the time when she is not. A temporary solution to our library problem might be the services of a full-time rather than a part-time librarian at Spring Harbor school. The saving grace in our library situation has been the very efficient planning and use of this facility by the librarian and the teaching staff.

### Speech

The current school year had 47 students participating in the speech therapy program. Of these, 14 were seen once a week, while the remaining 33 had 2 visits per week with the speech therapist.

The majority of these children involved in the speech program worked on the improvement of articulation, while two devoted their attention to rate and pitch, 2 on phonetics discrimination and one child worked on lip reading.

The parents were kept alert to the problems and program in this area by home calls, telephone conferences, school conferences and visitation and a workbook with a letter of explanation. A very successful puppet show was given by the speech students for their fellow 4th graders.

Throughout the year, the cooperation and contact between the staff and our therapist has been excellent, facilitating discovery and correction of current speech problems.

The services of our speech therapist come to us via the Child Study Department. I would be remiss at this point if I did not mention the excellent cooperation and assistance we have received from the personnel in this Department. The staff is sincerely grateful.

## III. SPECIAL PROBLEMS

### Ventilation

One of the major problems at Spring Harbor School since its construction has been that of ventilation. The present system appears adequate for winter heating purposes but is completely inferior with the onset of warm weather. It is interesting to note that the errors in design in this area were corrected in subsequent construction but never remedied satisfactorily in our physical plant. It would seem that additional windows that open and vented blowers may be at least part of the solution to this problem.

### Entrances

Another structural problem is the single (for all practical purposes) entrance. The entrance/exit at the far (west) end of the building has limited access during inclement weather due to the plastic state of our playground. Additional black-top extending to the area of the west entrance will do much to improve the situation and give us two functioning entrances during most of the school year.

### Office Area

The general office physical layout needs to be re-evaluated in hopes that better use can be made of the space available. The present arrangement is inadequate and inefficient.

## IV. CONCLUSIONS

Working with a fine staff in an excellent school system has made this first year in administration a very real pleasure to me.

The tremendous organizational work done by my predecessor, Mr. A. Kermit Frater, has been a key to our current successes. Our staff and community are grateful for his countless contributions.

I want to convey the sincere appreciation of all of us here at Spring Harbor School to the Business Office, Curriculum and Child Study Departments for the numerous times they have offered counsel and services without hesitation!

Respectfully submitted,

Donald N. Haugen, Principal



THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report for the School Year 1962-63

GLENN W. STEPHENS SCHOOL

Presented to the Board of Education  
by the Principal

George A. Blackman

June, 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

Annual Report for the School Year 1962-63

GLENN W. STEPHENS SCHOOL

I. ENROLLMENT DATA: (As of September)

Year : 1961 1962

Enrollment: 97 357

Approximately 110 of the 1962 enrollment were youngsters from the Greentree site area.

II. NOTEWORTHY ITEMS OF HOME AND SCHOOL:

All of the staff members, except four, of Glenn W. Stephens were transfers from other Madison Schools. It was a sincere delight to observe how the staff "jelled" during the year. Observable traits and characteristics seemed to show evidence that the entire staff was capable, industrious and professional. I'm convinced that the youngsters are in good hands.

Since the Greentree area was transported to Stephens it became necessary to juggle the day's schedule in certain grade areas. Minor problems resulted from both the transporting and the juggling of the schedule. Transportation became a minor problem because those being transported were experiencing such for the first time. Eventually they learned that bus schedules do not and cannot run on a split-second schedule. The juggling of the school day's schedule became a problem because it fairly well eliminated the possibility of the teacher giving remedial help at the usual time.

The school year 1962-63 saw the organization of the first PTA for Glenn W. Stephens. Interestingly enough the October organizational meeting nominated Thomas R. Stephens for our first PTA president. Tom Stephens is the son of Glenn W. Stephens, President of the Madison Board of Education, the school's namesake. Mr. Stephens and his officers offered excellent leadership experiences to the first official year of the Stephens PTA. There seemed to be clear evidence that the parents of the area had generated a sense of school pride and enthusiasm.

Only minor "bugs" showed up in the full-time operation of the new building. Every outsider who had a chance to view the building proclaimed its beauty -- and rightly so.

The assimilation of youngsters from three or more different school communities proved to be no major problem to the youngsters themselves. They met the challenge of change very successfully and quickly. Parents adjusted to the change a little more painfully. The desire, on their part, to accompany the move with the bringing along of their favorite traditions from their "home" school proved to offer problems at times.

### III. PROBLEMS:

The current Stephens building does not offer any storage for school equipment and very little space for the storage of books and general school supplies. This problem may be corrected with the next addition.

The only means of communication between the school office and the classrooms is by foot. While much of this kind of thing can be done by bulletin it seems a waste of time of school youngsters and school personnel to perform as foot messengers for every piece of communication.

It may be wise, from a maintenance standpoint, to provide a sidewalk on the school campus from Rosa Road to the playground area. Currently, to gain access to the play area, all youngsters who approach the school from Rosa Road must pass through the building.

Perhaps the most important problem in this school area will be the problem of rapid growth. With the current amount of building that is going on coupled with the possibility of the opening of a new Faircrest area for platting, an addition to the Stephens School may become necessary earlier than anticipated.

### IV. THANK YOU:

It was a sincere pleasure to serve as the first administrator in the Glenn W. Stephens School. The "wearing of two hats" between Stephens and Crestwood presented, at times, some very distinct disadvantages but at the same time it offered some very real advantages.

Facilities in each school caused some fairly conflicting general school philosophies to exist between the two schools. For example, in one school I, as the administrator, was very much in favor of school lunches while in the other school I was bitterly opposed to the same program.

However, working with a "double set" of teachers, youngsters and parents has given one a broader outlook on one's job as well as a far different perspective. It was fun; it was challenging; it was work; it was worthwhile. I'm happy to have had the experience.

Respectfully submitted

George A. Blackman  
Principal

THE MADISON PUBLIC SCHOOLS

Madison      Wisconsin

ANNUAL REPORT

SUNNYSIDE SCHOOL

Presented to the Board of Education

by the Principal

Daniel J. Kirley

June          1963

ENROLLMENT DATA

<u>Grade</u>	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
K	57	60	86	23	48	39	50
1	50	69	59	27	22	47	38
2	42	42	57	26	26	21	43
3	41	42	43	32	27	26	22
4	38	50	42	21	30	25	24
5	26	32	45	19	17	32	23
6	24	29	33	26	21	21	29
	<u>278</u>	<u>324</u>	<u>365</u>	<u>174</u>	<u>191</u>	<u>211</u>	<u>229</u>

The estimated enrollment for the 1963-64 year can be broken down according to the following survey:

<u>Grade</u>	<u>Sunnyside</u>	<u>Burke Heights</u>	<u>Estimated Enrollment</u>	<u>Number of Sections</u>
K	42	7	49	2
1	41	9	50	2
2	28	7	35	1 $\frac{1}{2}$
3	37	5	42	1 $\frac{1}{2}$
4	16	5	21	1
5	19	5	24	1
6	20	2	22	1
	<u>203</u>	<u>40</u>	<u>243</u>	<u>10</u>

The enrollment, beginning September, 1962 was short of the anticipated expectancy. The two first grades were below the early predictions. Several reasons for this are the following:

1. A number of those in military service moved to the housing project at Capehart as well as being transferred,
2. Vacancies in the apartments and homes were filled with parents of pre-school children or newly-weds,
3. More than in previous years, a number of the first graders enrolled in parochial schools.

In September of 1963, the estimated enrollment appears to be very much as conditions exist at present. Previously, estimated enrollment appeared as though an additional third grade would be added, but due to the drop-off as indicated above, the same number of sections will be held. Instead of an additional third grade, and a smaller second grade, a second and third grade combination will be used as well as a regular second grade and regular third grade.

ENROLLEES, TRANSFERS, AND WITHDRAWALS

Below is a chart showing by grades the number of new enrollees, withdrawals, and transfers in and out of other Madison schools.

<u>Grade</u>	<u>Beginning Enrollment</u>	<u>New Enrollees</u>	<u>Transfers In</u>	<u>Transfers Out</u>	<u>Withdrawals</u>	<u>Net Enrollment</u>
K	48	8	0	1	5	50
1	37	7	1	3	4	38
2	40	7	1	2	3	43
3	23	2	1	2	2	22
4	25	4	0	2	3	24
5	21	4	1	1	2	23
6	28	3	0	1	1	29
	<u>222</u>	<u>35</u>	<u>4</u>	<u>12</u>	<u>20</u>	<u>229</u>

ACHIEVEMENTS

The city-wide testing program which was given measured certain basic skills and abilities. It provided an opportunity for both better teaching and learning.

Kindergarten - Row Peterson, First Year Readiness Test - I, April, 1963

Range - 4 - 99+

Sunnyside Median - 56

Second Grade - Gates Primary, Form II, September 24, 1962

Sunnyside Median Reading Grade - 2.74

Madison Reading Grade - 2.84

The median grade for the second grade at Sunnyside was slightly below that for the Madison schools.

Third Grade - Gates Advanced Primary, Form II, October 1, 1962

Sunnyside Median Reading Grade - 4.5

Madison Reading Grade - 4.3

The median reading grade for the third grade at Sunnyside was slightly above that for the Madison schools.

Fourth Grade - Sequential Tests of Educational Progress, Form 4B,  
October, 1962

	<u>Reading</u> <u>Mean</u>	<u>Listening</u> <u>Mean</u>	<u>Writing</u> <u>Mean</u>	<u>Soc. Studies</u> <u>Mean</u>	<u>Science</u> <u>Mean</u>	<u>Math.</u> <u>Mean</u>
National	50.0	50.0	50.0	50.0	50.0	50.0
Madison			58.3	57.9		
Sunnyside	39.0	48.0	54.4	59.7	27.9	20.7

The summary results indicate that Madison is 8.3 above the national percentile and Sunnyside is 4.4 above the national in the writing area. In social studies Madison is 7.9 above and Sunnyside is 9.7 above the National mean. There were no Madison means indicated for the other subject areas. Instead, a quartile basis was used. However, in science, math, and listening, Sunnyside fourth grade results indicate lower quartile for Madison schools while that of reading was above.

Fifth Grade - Sequential Tests of Educational Progress, Form 4B,  
September, 1962 - May, 1963

	<u>Science Percentile</u>		<u>Mathematics Percentile</u>	
	<u>Fall Test</u>	<u>Spring Test</u>	<u>Fall Test</u>	<u>Spring Test</u>
Sunnyside Median	57.8%	65.5%	41.0%	49.9%
Madison Median	50.0%	50.0%	50.0%	50.0%

In both science and mathematics there was a marked improvement on a school basis as indicated from the fall testing as compared to that of spring tests. The science median went from 57.8% to 65.5% or an increase of 7.7%. The median for mathematics went from 41.0% to 49.9% or an increase of 8.9%.

Sixth Grade - Sequential Tests of Educational Progress, Form 4B -  
September, 1962 - May, 1963

	<u>Science Percentile</u>		<u>Mathematics Percentile</u>	
	<u>Fall Test</u>	<u>Spring Test</u>	<u>Fall Test</u>	<u>Spring Test</u>
Sunnyside Median	65.5%	81.1%	47.6%	61.4%
Madison Median	50.0%	50.0%	50.0%	50.0%

The median for science went from 65.5% to 81.1% or an increase of 15.6%. The median for mathematics shows an increase from 47.6% to 61.4% or an increase of 13.8%. In general, Sunnyside sixth grade is above both the national and local medians.



## CHILD STUDY

The role of the school psychologist is to assist with a variety of pupil problems referred to him by the principal for psychological evaluation and possible treatment. In such contacts he may confer with the principal, the teacher, a counselor, or a parent, according to the specific needs of the situation. As a matter of customary practice he observes the pupil in the classroom setting and frequently interviews the boy or girl in private. Again, he may employ specific clinical tests and techniques. If the problem is particularly serious and needs prolonged therapy, he may, at his discretion, refer the parents to other community agencies or private practitioners.

In the course of weekly visits to Sunnyside School during the current academic year, the school psychologist dealt with six boys and girls as specific referrals. These pupils represented a range of educational levels from first to fifth grade. The number of contacts per given pupil ranged from one to as many as twenty-one. In four instances parent conferences were conducted. Of the total of six cases, one was referred to an outside source for psychiatric treatment.

Kermit E. Severson

## HEALTH

The public health nurse visited the school three times a week. At that time, planning and counseling with the teachers and children was done. The yearly surveys were conducted in the beginning of the year with the help of volunteers.

The audio-metric examination was given to first, third, and sixth grade students. Of the eighty children included in the survey, two children were referred for further evaluation.

Those children not under regular dental care in the first, third, and sixth grades were included in the dental survey. Twenty-four children were found to have dental defects and were referred for follow-up.

Grades one through six were included in the vision testing using the Snellen chart. Eleven out of the one hundred seventy-four tested were referred for further evaluation.

Tuberculin skin tests were given to thirty-four out of the thirty-six children in the first grade. No positive reaction found.

Kindergarten through sixth grade were included in the scalp survey. No ringworm of the scalp was found.

Shirley Goetz

LIBRARY

The Sunnyside library was well used during the 1962-63 school year. I was impressed by the fact that most of the children exhibited a real desire to explore for information as well as to read for recreation. There is no lack of interest in the library among Sunnyside pupils.

The situation was a bit trying for the first few weeks because of my coming to Sunnyside the first of November as the fourth librarian there since school started in September! None of them had stayed long enough to really establish a routine, and because of so many personalities to cope with, the children did not know what was expected of them as to behavior and procedure in the library. The first few weeks were spent in teaching the children about my expectations of them, and in trying to get the physical aspects of the library in order. In a couple of months a better arrangement of the books (made possible by the addition of some book cupboards) meant that the pupils, the teachers, and the librarian were able to locate books more easily. Now, at this writing, a good deal of new shelving has just been built which will make the library even more efficient.

Aside from the obvious need to teach the children the basic library skills, especially the use of the card catalog in locating reference and research materials in the non-fiction section (and among reference books, pamphlets, and magazines), I considered my chief purpose to be the introduction to the children of the best in children's books. My efforts were expended in that area as much as time would permit - in stressing the excellent authors' works, and reading aloud to the children from these books (thereby encouraging the children to check out these books) as well as having the children tell the class about a good book. We had discussions about judging and evaluating books, with myself emphasizing, as well as eliciting from the children, that there is a quality found in reading Robert Lawson or E. B. White which is more satisfying than that found in reading merely the comics or the joke page of a magazine!

One of the most interesting projects in the library this year was a big unit on Folklore for the 5th and 6th graders. This spread over a period of several weeks, starting with a discussion of the background of myths, fairytales and legends. I introduced different types of folklore, and each child checked out at least one book on this subject. Following this, many of the children told the class about the reading they had done on this subject, and everyone illustrated a favorite folktale for an exhibit on our bulletin board. We listened to folksongs on records during one library period, discussing the origin and background of the music we heard. Prior to this unit the 6th graders had been studying ancient Greece in their classroom, having read some of

the Greek myths in their study; this fit in nicely with our perusal of folklore. Another result was the discovery of folktales from many different kinds of lands; this brought an awareness to the children of a variety of cultures, but yet a human unity in the folkways of people everywhere. The results of the whole unit were gratifying since many children in the entire school--not only the 5th and 6th graders--saw the display of folklore books, and they then checked out a large number of them over the weeks. The folklore-reading fever spread out over the whole student body, so to speak, and circulation of these books was very high.

As far as the library classes were concerned, the most difficult feature was the size of the 5th and 6th grade classes. The 5th and 6th grade girls came one period and the 5th and 6th grade boys another. Both classes were too large for the small size of our library room; this crowded condition created some difficulties--noise, discipline, and too little time and space in which to give adequate help to each student, being the main problems. Much more could be achieved with less strain if those classes could come to the library in smaller groups.

In conclusion I do want to say that all of the staff at Sunnyside has been extremely co-operative as far as the library and my work has been concerned.

Total book stock is 4,681 with 149 new books added. The year's circulation was 10,536.

--- Eunice Breilid

#### ART

Time allotment for art at Sunnyside for the 1962-63 school year was as follows: first, second, and third grades had two half-hour periods per week; fourth, fifth, and sixth, two forty-five minute periods per week. These periods fell on consecutive days permitting follow through, particularly in the area of evaluation!

Many different media were used to permit each student to experiment and explore the nature and variety of the materials he finds in his world, in terms of self-awareness, as a means to better understand the relationship between himself, his fellow man, and his world. Growth in art is both intellectual and emotional.

The end of the year art exhibit for the P.T.A. showed various materials used such as paint, chalk, charcoal, pencil sketch from nature, and cray-pas for two-dimensional work. Three-dimensional work covered materials such as paper, wood, cellotex, balsa, firebrick, tissue paper, cellophane, wire, clay, and paper mache.

--- William Godding

MUSIC -- Vocal

For the past year, I have been teaching four elementary music classes in grades one and two.

In general, my music objectives in both grades have been:

- A. To develop in each child, regardless of his voice capability, a love and desire to sing.
- B. To help each child to sing musically and in good tune.
- C. Vocally, to emphasize good tone quality, enunciation, and feeling for simple phrasing.

D. To establish in the "uncertain singer" a feeling of confidence in himself by finding other aspects in music, other than voice, in which he might excel (such as, rhythm, music fundamentals, creativity in acting out songs, or making up simple rhythmic accompaniments or playing a melody instrument).

E. To develop early in the talented child a feeling for harmony and simple musical form.

F. To establish as early as first grade a well organized sight reading program, attempting to prove to the child that learning to read music is as easy and as much fun as learning to read a book.

1. To give the first grader much aural experience with pitch, phrasing, and duration of notes, and by second semester to present a graphic picture of the ups and downs of melodic movement. NOTE: First graders at Sunnyside were given their first music books early in January and have now completed both books one and two. They have learned and understand that "things that look alike must sound alike" and vice versa. They can draw a line picture of the melodic line and know how to make their voice go up and down or straight across. They also understand simple interval skips.

2. To give first graders a feeling for movement and accent in music. This was accomplished by teaching songs designed for free and guided rhythmic action and by recorded material for rhythmic activities of various kinds. Children used rhythm instruments to enrich their song materials. They played many musical games and also danced.

3. To give second graders an introduction to note reading by introducing numbers and sol-fa syllables on the scale ladder.

4. To help second graders to identify simple intervals, neighboring tones, repeated notes and to understand stem and staff notation and the up and down movement of the melodic line.

5. To teach rhythm through the reading of words, rhythmic patterns and visual aids.

6. To teach the child to understand rhythm by doing it himself--walking, running, marching, etc. and by dancing and playing singing games or using percussion instruments.

7. To teach accent and the length and kinds of notes and rests--fast, walk, slow, etc.

8. To teach simple music symbols as the repeat sign, holds, etc.

G. To establish good listening habits early and to develop in the child a love of listening to good music (this to be supplemented by the grade teacher herself).

H. To teach in both grades rote or rote-note songs, folk songs, seasonal songs, songs about nature, animals and pets, family and home and community--as well as tongue twisters, fun songs, play party game songs, answering back songs and counting songs.

I. To correlate as much as possible song material with social studies of each class.

J. To develop creativity in the child through:

1. Free rhythmic response to the music.

2. Making up new verses to a simple song or different words to a simple rhythmic pattern. We are doing this now with bird calls. The children write down the rhythm and the numbers or syllables that the birds seem to sing, and then we "guess" what the bird might be saying in English.

K. Dramatizing songs, music stories, and musical playlets.

During the school year the children participated in one major program--at Christmas time. Simple Christmas songs learned during class time were sung or dramatized. The second graders, along with their singing, also did a simple folk dance which I had taught them on the Wednesdays we were able to use the gym.

To me the greatest challenge and most pleasurable experience of the year has been to help little inexperienced first graders to discover the difference between their speaking and singing voices and then to help the "uncertain singers" develop confidence in themselves so that they may finally establish a feeling for tonality and understand how to make their voices go up and down, high or low, or to sing a repeated note.

During the year, I have kept a detailed chart on each child's vocal and rhythmic improvement. Voices have been tested monthly. This was done unbeknown to the child through tone games, plays, imitative songs, etc. The results have been most gratifying. At the beginning of the year about a third or less of the children in first grade could sing or imitate simple calls. Now, at the end of school, only two in one class and four in the other remain in the "uncertain singers" group. My intentions are to keep this same chart going all through second grade in hopes that all "uncertain singers" will eventually fall into the singing class. I am convinced that there is help for all but the younger, the surer a positive result.

Margaret Wilber

MUSIC - Vocal

Grade Three

Books used were ABC 3 and Ginn 3. The following activities were introduced:

1. Recognition and length of notes and rests
2. Signs and symbols
3. Letter names of notes
4. Syllables
5. Time signatures--construction of measures
6. Composers--Bach, Haydn
7. Listening--Carnival of the Animals, Rusty in Orchestraville, Toy Symphony, Said the Piano to the Harpsichord

Grade Four

Books used were ABC 4 and Ginn 4. Areas studied were the following:

1. Note values
2. Signs and symbols
3. Syllables
4. Time signatures
5. Key signatures
6. Two part singing--discounts, rounds
7. Composers--Mozart, Haydn
8. Listening--Mozart, Vox, Haydn, Vox

Grade Five

Books used were American Singer 5 and Ginn 5. Areas studied were as follows:

1. Note values
2. Symbols
3. Syllables
4. Time signatures
5. Key signatures
6. Orchestral instruments
7. Composers--Bach, Handel
8. Listening--The King's Trumpet, Licorice Stick, Wonderful Violin, Said the Piano to the Harpsichord, Milton Cross Listening Record
9. Two part singing--discounts

Grade Six

Books used were American Singer 6, Ginn 6, and Music Around the World 6. The following areas were introduced as well as review work:

1. One, two, and three part songs
2. Instruments of the orchestra
3. Review of notes, rests, signs, time signatures and key signatures
4. Syllables
5. Composers---Foster, Schubert, Beethoven, Schumann
6. Listening---Beethoven, Vox, Schubert, Vox, Young People's Guide to an Orchestra, Milton Cross's Orchestral Album, Nutcracker Suite

The fifth and sixth grade choir sang for the Christmas program, for the all-city music festival, and the sixth grade banquet.

The entire school sang songs for the Christmas program, with each class (3 - 6) singing carols from a different country.

--- Janice Akers

SPEECH CORRECTION

Eighteen children have been enrolled in speech classes this year. One kindergarten child with severely delayed speech was given individual help once a week during the second semester when he had matured sufficiently to benefit from speech therapy. The remainder of the children, from first through fifth grade, were seen in groups of three to six.

The following table shows the distribution of children by grade, sex, type of defect, and progress.

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Defect</u>	<u>Progress</u>
Kdgn.	1	0	Delayed speech	Improved
1	6	2	Articulation	4 Corrected 4 Improved
2	4	2	Articulation Foreign language background	3 Corrected 3 Improved
4	2	0	Articulation	1 Corrected 1 Improved
5	1	0	Articulation	Improved

--- Mary Jane Sprague



PHYSICAL EDUCATION - Girls

It has been my aim to provide a well planned and well taught physical education program suitable to each grade level with consideration to individual needs and differences within each class group.

The objectives could be listed as follows:

1. To develop and maintain maximum physical efficiency, strength, endurance, quick reaction, coordination, speed, sense of balance, flexibility, posture, and efficient body mechanics.
2. To develop useful physical skills. Provide opportunity for each child to develop a fondness for recreational activities and ability in the skills used in games, as throwing, catching, running, and kicking.
3. To develop social skills and socially useful ways of behavior. Leadership, fair play, self-control, respect, truthfulness, honesty, followership, responsibility, and character development.

The Elementary Curriculum Guide and many resource books have served as a guide in providing a balanced program which included:

1. The teaching of skills
2. Games of low organization
3. Active group games
4. Fitness exercises
5. Stunts and tumbling
6. Team games and sports
7. Rhythmic activities
8. Creative expression

A Teaching Guide of the Los Angeles City Schools gives this statement:

"The outstanding need of the grade child is the development of physical, mental, and emotional health. Therefore, the school's first function is to provide a suitable environment for this development. Mental growth occurs normally without sacrifice of the child only when there is daily physical functioning and growth."

"Games serve as one of the best mediums for character development. The reaction brought into play by good games provides rich opportunity for development of acceptable social behavior. To develop such behavior, children need guidance and direction in the ways of playing together with satisfaction."

One of the high lights of the spring class work was the Physical Education program given for the P.T.A. on May 8.

All children were given the opportunity to participate in the program which included rhythm work, folk dances, creative expression and square dancing as it had been a part of class work. One purpose in the program was to show comparisons between grades, and the increased ability from grade one through grade six. Coeducational dances were given by grades four, five, and six. One hundred seventy-five children were included in the program plans.

Health films were shown to the girls in grades five and six. Class groups met separately with mothers invited. The school nurse assisted by securing the films and booklets and by conducting a discussion with each group a few days following the film showing. Mothers commented that they thought this program was well presented and very helpful.

The after-school intramural program was offered to fifth and sixth grade girls on Tuesday of each week. Activities included group games, lead-up games to the four main sports, and soccer, basketball, volleyball, and softball. The intramural program provided a recreational game period and a time for more organized team play of sports than could be included in the class plans.

Through the year we tried to maintain an emphasis on physical fitness. Exercises were included as a part of class work for the fifth and sixth grade girls, so that they would be in better condition for the fitness testing. The testing was carried out in the fall and again near the end of the school year. Work sheets which were used by the girls helped them to understand their scores. The girls also had an opportunity to study their fitness report cards. This stimulated their interest and effort which helped them to achieve higher grades.

I hope the physical education program has measured up to the objectives. Many younger children tell me this is their "favorite subject". By this expression I know they enjoy the class work and games. I hope they have learned useful skills and attitudes which will increase their pleasure in play and their worthy use of leisure time. I also hope that gains have been achieved physically and socially to make for more complete living for each child.

-- Ruth Waterman

### PHYSICAL EDUCATION - Boys

The fall term was started out by playing soccer. A great deal of time was spent on skills using the physical education edition as a guide. This year the boys only had after school sports for one-half of the year. During this time, they had a chance to put the skills to use in games that they worked on in gym. From soccer we went into basketball and then into a unit on tumbling. This activity provided elementary skills such as forward roll, backward roll, three point head stand, and some minor flips and pyramids. The last activity in the winter months was volleyball.

In the spring, the Physical Education classes put on a demonstration for the school and the parents. The boys' part consisted of skills with the basketball, tumbling, and physical fitness. There was a very large turn out and it was well received.

In the spring, we also finished with our second year of physical fitness and the improvement is starting to show. We finished up the year with softball. Most of the class time was used to build up the children's skills and to give them a sense of value toward these various skills.

-- Dick Falch

### PTA

The PTA year for the present administration began in May 1962. Their first official act was to host the school picnic June 6. Blessed with very nice weather, we had a nice picnic with 400 people attending. We accomplished many things during the year. Fine cooperation from Mr. Kirley and faculty was very helpful to our success. The addition of Miss Bruz, a teacher, to our Executive Board, as school to home publicity, was very instrumental in bridging the gap between Parent and Teacher. The parents, as a whole, were very cooperative and helpful. By October we had 57 different people active in the PTA as officers, committee chairmen, block chairmen, and room mothers plus many others who offered their services as the year progressed. Our membership totalled 107 with the teachers being 100%.

In projects for the teachers, the PTA had their coffee urn repaired, had a cabinet made with doors for their personal things, but I believe the best of all was when two mothers took over the lunchroom supervision to relieve the teachers of that duty and give them a children-free noon hour.

Articles purchased for the PTA were a metal case for the secretary to keep all records, a spiral notebook and folder for each committee to put in their duties and things they had done so the incoming chairmen

would be briefed to their jobs, a plastic table cloth and sugar tongs for the kitchen, extending a \$5 gift each month to the classroom whose parents were best in attendance at PTA meetings, a checkerette clothes rack, new curtains for the lunchroom, and a new percolator coffee urn for the PTA. Our hospitality committee was kept busy in sending cards to those who became ill, gifts to the children who were hospitalized, had surgery or were out more than 10 days ill, and gifts to the families of deceased in our area. Much of this was due to the fine cooperation of Mrs. McEvilly, school secretary, in prompt notification to the hospitality committee.

The PTA held three fund raising events during the year. We started out with a Bessie and Bake Sale which was very well laid out, but wasn't quite up to par due to our late date of October 25. February 15 was the date of our Card Party which was a success due to the fine cooperation of everyone. The participants enjoyed themselves immensely. April 26 was our first effort at a Fun Fair and was a success far beyond our expectations. We achieved our purpose in having fun for the children, and the response from parents to donate and help out was wonderful. I hope we can do equally as well in the coming year.

-- Greg Blankenheim, Pres. PTA

#### SPECIAL PROBLEMS AND RECOMMENDATIONS

Recommendations for improving the school grounds and facilities have been presented to the Superintendent and Department of Buildings and Grounds. The following recommended needs have been presented for the coming year:

1. Need to replace lights in rooms 106, 201, 203, 205, and teachers' room.
2. Need to level playground area.
3. Need to replace floor in teachers' room.
4. Need to replace floor in room 205.
5. Need to replace roof on lunchroom.
6. Need to soundproof back wall of the kindergarten room.
7. Need to replace classroom doors in older section of building.
8. Need to paint exterior of building.
9. Need to patch, plaster, and paint.
10. Need to replace sash and sills.
11. Need to provide lockers, showers, and clothing storage.
12. Need to blacktop additional area for play.
13. Need for more bathroom facilities.

The entire community, the teachers, and other members of the staff join me in expressing sincere thanks to the Board of Education, the Superintendent, assistants, and department heads for their cooperation in making our school an integrated part of the Madison system.

Respectfully submitted,

Daniel J. Kirley

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

WASHINGTON SCHOOL

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Presented to the Board of Education  
by the Principal

Philip Lambert

June, 1963

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63

WASHINGTON SCHOOL

This is my last report. Therefore, I will write in the first person rather than the traditional third. This will allow me to be more personal in my comments.

Washington School has finished its fourth year as an experimental school in cooperation with the University of Wisconsin. Our major effort still is the exploration of team teaching. Therefore, I asked both the primary and intermediate teams (see the last three Washington School reports for description of primary and intermediate teams) to submit a report describing rather specifically their thoughts and conclusions about team teaching. Because of the overlap between the reports, I have chosen only the intermediate team's for inclusion. I find it descriptive of what actually takes place. Of course, the usual traditional items appear.

Finally I want to express pleasure in being allowed to be principal of Washington Elementary School from 1959 through 1963. As announced I shall take over new duties at the University next fall. Mrs. Helen Bruce, acting principal in 1958-1959, will become principal effective July 1. We eagerly look forward to the leadership of Helen Bruce. Washington School has a great tradition and no doubt will continue to make a contribution nationally as well as to the boys and girls of the Washington School district.

INTERN-IN TEAM INDICATIONS:  
INTERMEDIATE TEAM MEMORANDUM NO. 1

Lois S. Johnson  
and  
Donald M. Miller

1. INTRODUCTION

The Intermediate Team at Washington School was established during the Summer School of 1959. Since then it has been functioning continuously alongside the Primary Team and six self-contained classrooms. For the past two years the two teams, the self-contained classrooms of Washington School, together with six self-contained classrooms at Longfellow School have been subjected to careful study by a team of researchers directed by Professor Philip Lambert. The present academic year, 1962-63, is the final year of this researching which is funded by the U. S. Office of Education.

The personnel of the Intermediate Team has changed during its three and one-half years of existence. The present report is written by the "new"

team which began its duties in September, 1962. Fortunately, or unfortunately, the present team has had very little contact or sharing with the members of the "old" team. Therefore, any propositions, policies and/or plans stated here solely reflect the ideas and thoughts of the "new" team.

The "new" team began its tentative planning during the 1962 Summer Session Workshop. These early meetings were held cooperatively with the Primary Team because it had been proposed that the two teams be restructured in an effort to make the six class grades completely non-graded. Following some planning sessions various problems involving research requirements and criteria forced these ideas to be abandoned; consequently structures were continued as in previous years.

The "new" team began activities in a new setting. For most of the year the basic facilities were: three normal sized classrooms, one small classroom, a shared team office for total team meetings, two large rooms, and an auditorium.

## II. BACKGROUND

The introduction briefly outlines the history of the Intermediate Team. Unavoidable difficulties prevented the traditions and policies established by the "old" team to be continued in the present school year. The "new" team had to develop its own traditions and policies and ways of "teaming" together. Through planning sessions, discussions and problems encountered, the present team has found and continues to find common ground and mutually acceptable ideas and standards.

One of the basic assumptions about team teaching used by the "new" team in finding common ground, planning, and organizing was that team teaching means teaching and learning together in a curriculum and social sense, rather than in a physical sense. Schedules were designed on this basis. Most subject areas were taught in small groups. However, large group meetings were held occasionally for specific purposes.

A second assumption was that a team consisting of 58 pupils (grades four through six) provided a broad basis on which to organize ability groups. The criteria used for ability grouping in each subject were: recommendations from the previous team personnel, results from standardized tests, pupil needs and teacher evaluations of class work. Such groups were regarded as flexible and open to change throughout the year depending on continual evaluations, pupil work habits, and pupil learning. Changes were made from time to time, by placing a child higher or lower, in an effort to place him in a learning situation where he could work best and have satisfying experiences.

A third assumption was that "team" implied common standards of behavior and manners from all team members. Basic standards were developed with the children during the first two days of school. Additional standards were added during the year as they evolved from teaching-learning experiences.



It was hoped that the establishment of common values and expectations would facilitate the operations and cohesiveness of the team.

### III. THE TEACHERS AND THE PUPILS

The number of teachers and the age and number of the pupils were the same as those of previous years. The major responsibility for teaching was held by the two experienced teachers, the team leader, and the senior teacher. These two teachers were aided each semester by two graduate interns. The interns were expected, by the end of the semester, to carry considerable responsibility for teaching and planning.

The 58 fourth, fifth, and sixth graders were divided into many sub-groups depending upon the subject or activity. For the classroom subjects sub-groups were organized on the basis of previous records and scores on standardized tests. For other activities divisions were made on the basis of sex, and/or grade level. For example, the girls and boys, irrespective of grade, were grouped by sex into homeroom groups. Each morning these homeroom groups held meetings for announcements, activities, and news.

### IV. BEHAVIOR STANDARDS AND POLICIES

One of the assumptions of the present team was that "team" implies a group of teachers and pupils who continuously meet each other face to face, recognizing by standards of behavior that each belonged to the team. This assumption guided planning and administering of many experiences and activities. It was considered important that all pupils and teachers recognized common standards of behavior and shared common experiences. This was not meant to mean that everything was done together at the same time and place.

The homeroom group was regarded as the basic information center and means of exchanging plans and ideas with the pupils. Each day began with a short meeting in the home rooms. The meetings illustrated the attempts which have been made to maintain common learnings and experiences even though time and/or place were different. Both the boys' and girls' homeroom meetings were guided by the same patterned agenda.

### V. CURRICULUM

The assumption that "team" implies that members of the team have common learnings and experiences meant that the basic structure of the curriculum was the same for the whole team regardless of any specific group. Differences among individual pupils or grade levels would emerge within the teaching-learning situations. For example, the Delta Social Studies Group consisted of the more able pupils who could research more broadly and deeply than the Lambda pupils; however, this was not considered in planning the units to be covered in Social Studies. The same units were covered by both groups, and occasionally large-group sharing was planned so that class reported to both groups.

The curriculum was considered quite flexible--limited only by the teaching resources and physical facilities. In spelling, for example, there were five ability groups. The year began with four, but was expanded to five because some of the more able students were ready for seventh grade work. Two groups were initially formed on the basis of ability. The top group contained some fourth graders, but proportionally more fifth and sixth. Both groups covered the same curriculum material and the instructional pattern was similar. Because of this approach some pupils could be re-grouped; for example a pupil from the lower group who showed good work habits and high achievement was placed in the top group. Half way through the year three pupils from the top group were put into the lower group.

The above examples illustrate the variety of ways in which instructional groups and activities were handled. One result was that one pupil, for example, in spelling, might have moved from the fourth grade speller to the fifth grade speller. Because of such changes it was felt that an individual pupil's curriculum for the year should be documented. This was accomplished by listing for each pupil the curriculum material for each subject he had worked with and the ability level he reached in that subject.

## VI. INSTRUCTION AND METHOD

Instructional policies and methodological approaches were guided by the assumption that all team members needed common learnings and customized to ability experiences in order to maintain and enhance the "teamness". One of the consequences of this view was the necessity for continual daily planning and reappraisals in order to maintain the "common culture". This did not mean that every pupil learned everything. Such views did not negate the need for attention to individual differences among teachers and pupils but it was considered necessary to have a basic structure of organization and operations. This is well illustrated with the case of social studies, science, and health where, though there were definitely two ability groups meeting in two different places at the same time, essentially the same pattern of instruction was maintained. Language, spelling, arithmetic, and reading were patterned separately for each ability level.

## VII. THE INTERNS

The Washington School Intermediate Team (as well as the Primary Team) was one of the participants in the program established by the Wisconsin Improvement Program. The structure of teams within the program include two graduate teaching interns each school semester. These interns are typically people who have gained their first degree in some field other than education but work towards a master's degree in elementary education. They have usually had no school teaching experience prior to their semester internship except for the previous summer session during which they participated in the University Laboratory School.

Each semester the two interns were integrated into the on-going instructional program as quickly as possible. Their time and activities were

portioned equally between the two teachers. This meant that in a number of subjects they changed places half-way through the semester. For example, one of the interns might have begun by working with the teacher responsible for reading. He would stay the first eight weeks. At the end of the eight-week period, the intern would join the teacher responsible for arithmetic. (Reading and arithmetic were the only subjects which were not taught by both teachers.) The interns participated in all teaching duties and responsibilities, spending equal time with both teachers. Being overly sensitive to criticism the authors suggest: "teams in glass houses should not throw rocks".

INTERN-IN TEAM INDICATIONS:  
INTERMEDIATE TEAM MEMORANDUM NO. 2

The most accurate description of the functioning of "interns-in-team" at the intermediate level, Washington School, would be contained in our log titled HANGING TOGETHER ("If we don't hang together we will hang separately".--Benjamin Franklin).

Lest neophytes to team teaching be unduly alarmed and shaken by some of the log's blasphemous entries, we will present our year's activities in a more prosaic manner. We preface our history with the statement: Our team problems have been individual and unique, and through them we have demonstrated our competence and incompetence in being responsible for the learning of a group of children and of the training of four interns.

In the beginning the behavior of our learners necessitated emphasis on self-discipline. During this period the interns experienced severe pupil problems. They served with fortitude thus preventing the dam from bursting. Not until the fear of drowning was passed were we able to focus our full attention on this new creature, the teaching intern. This person seems to differ from a student teacher in that he is more sophisticated; more repelled at the idea of not handling a situation; and more distressed when a situation handles him. He is a prodigious worker, academically conscientious, and usually well-matured. Often he is disturbed with his lack of experience. When he feels his weariness, he has a tendency to spoon-feed his students rather than teach. Because he is thrown into the den without the traditional training, we watch to see whether he will be torn apart before he finds his potential. We grieve with him over his lacerations and rejoice with him over his victories. We are not sure how to most efficiently guide and direct him. Since he is not modeled after a pattern, each intern is problematical. By the time he has attained a sense of understanding, the semester is completed and a new intern begins. The new one has heard of the previous intern's experience, so he advances cautiously, protecting himself at all times. Through misunderstandings and understandings rapport and communication is finally established among members of the "new" team.

The structure of the intermediate team at Washington is ungraded. The homerooms are divided according to sex. Groupings are formed according

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20 - Homeroom	8:00-8:20 - Homeroom	8:00-8:20 - Homeroom	8:00-8:20 - Homeroom	8:00-8:20 - Homeroom
8:20-9:05 Reading Arithmetic	8:20-9:10 Art Reading	8:20-9:10 Library Reading	8:20-9:10 Art Reading	8:20-9:10 Library Reading
9:05-9:55 Arithmetic T.V. 9:15 Reading	9:10-10:00 Arithmetic T.V. 9:15 Art	9:10-10:00 Arithmetic T.V. 9:15 Library	9:10-10:00 Arithmetic T.V. 9:15 Art	<u>Alpha</u> 9:10-9:25 Opportunity Period 9:25-10:25 Reading
9:55-10:10 Reading: Independent	10:00-10:10 Reading Arithmetic	10:00-10:10 Reading Arithmetic	10:00-10:10 Reading Arithmetic	10:25-10:55 Phy. Ed.
10:10-10:25 RECESS	10:10-10:25 RECESS	10:10-10:25 RECESS	10:10-10:25 RECESS	10:55-11:30 Spelling Handwriting
10:25-11:00 Soc. St.	10:25-11:00 Reading Arithmetic T.V. 10:30	10:25-11:00 Reading Arithmetic	10:25-11:00 Reading Arithmetic T.V. 10:30	<u>Beta</u> 9:10-9:55 Library 9:55-10:55 Spell. Write & Opportunity Period 10:55-11:30 Phy. Ed.
11:00-11:30 Spelling Handwriting	11:00-11:30 Spelling Handwriting	11:00-11:30 Spelling Handwriting	11:00-11:30 Science	
11:30-12:55		NOON RECESS		
1:00-1:15 Literature	1:00-1:30 Language Creative Writing Music	1:00-1:15 Literature	1:00-1:15 Literature	1:00-1:30 Arithmetic Music
1:15-2:00 Science	1:30-2:00 Music Language Creative Writing	1:15-1:45 Health	1:15-1:45 Spelling Handwriting	1:30-1:55 Music Arithmetic 1:55-2:30 Science
2:00-2:20 Opportunity Period	2:00-2:15 Literature	1:45-2:30 Social Studies	1:45-2:30 Social Studies	
2:20-3:30 Physical Education	2:15-2:30 RECESS 2:30-3:00 Soc. St. 3:00-3:30 Opportunity Period Glee Club	2:30-2:45 RECESS 2:45-3:30 Language	2:30-2:45 RECESS 2:45-3:30 Reading (Individualized) 3:00-3:30 Glee Club	2:30-2:45 RECESS 2:45-3:30 Soc. St.
3:30 DISMISSAL	3:30 DISMISSAL	3:30 DISMISSAL	3:30 DISMISSAL	3:30 DISMISSAL

to ability, learning needs, social needs, interests, and the demands of special periods (art, music, library, and physical education). The team has the services of a competent secretary.

The curriculum program was constructed before school opened and re-constructed as the year progressed. Reconstruction was necessary because initially the nature of the group had not been accurately assessed. Continual modification was necessary to fit the curriculum to the learners' abilities, needs, and gaping gaps of learning. Principles of particular areas were laid out in the team's program planning, and then carried out through large groups and/or small groups, often culminating in an entire team session.

Team planning sessions were held at four o'clock each day. On Mondays due to a special class scheduling, planning began at 2:20. As communication among the team teachers increased more time was available to post-mortem the day's experiences. On the basis of these reflections the pattern for the next day or day's activities was more skillfully structured. A good laugh, a self-righteous blow-up over the day's experiences, and candy bars usually helped to break the day's tensions and weariness.

The intern's lesson plans were kept to bare essentials. Most instructional preparation was done in a cooperative manner; variations of the plans were adapted to fit a particular group.

In the beginning of each semester it would be helpful if more time could be given to intern supervision, for at the beginning both the team leader and senior teacher are teaching almost full time. It is only after the intern begins to independently teach in more subject areas that time for adequate supervision is possible. It seems that more guidance at the beginning of the semester would increase the intern's adjustment to the students and procedures.

A great deal is demanded from an intern. Expectations and standards are set high. Often this produces discouragement and frustration. He is often surprised that many children resist and are non-receptive to learning. Some of the pupil behavior displayed repelled him. Thin pupil background necessitates a great deal of enrichment from the teacher. This is a long and slow process which requires concentrated effort. Team-teaching, as a classroom organization, is well accepted by the interns--their Goliath seems to be how to cope with unruly, non-receptive children.

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#### STATISTICS

	1958	1959	1960	1961	1962
	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>
Elementary Department Gross Enroll.	484	424	413	362	314
Orthopedic Department Gross Enroll.	46	41	44	55	46
Remedial Department Gross Enroll.	--	32	45	43	47

## RESEARCH PROJECTS

Many short testing periods of new teaching techniques were conducted at Washington School by the Department of Education:

<u>Name of Investigator</u>	<u>U.S. Department</u>	<u>Project Title</u>
Dr. Robert Petzold	Music Department	Music Survey
Dr. Robert Grinder	Ed. Psychology	"Relations Between Behavioral and Cognitive Dimensions of Conscience in Middle Childhood."
Dr. Philip Lambert	Ed. Psychology	U. S. Office Project on Team Teaching.
Dr. James McCarthy	Education	Validity Studies on Illinois Test of Psycholinguistic Abilities.
Dr. Phyllis Berman	Psychology	Discriminatory Learning of two Lines in Different Orientation.
Drs. L. Clinton West and Vere DeVault	Listening Lab	Listening - Area, Science.

## VISITORS

Ten foreign visitors from Algeria, Australia, Japan, Norway, Germany, and England observed Washington School in action. Out-of-town visitors numbered 56 while the number of in-town visitors were 12. Visitors came from Florida, California, Oregon, and Washington, D.C.

University students from the various interested educational classes sent observers to Washington.

## ORTHOPEDIC DEPARTMENT

The total number of children enrolled in the orthopedic classes was 46. Eighteen out-patients came to the physical therapy department for treatment. These included pre-school children, children from other special classes and children able to attend regular school but in need of continued physical therapy treatment. Several children had surgery during the school year but returned to school in a cast after relatively short hospitalizations. Fourteen different types of cases were represented this year with cerebral palsy again leading and poliomyelitis second, with spina bifida and muscular dystrophy, third and fourth respectively. These four types of cases are those in which we find a great many multiple disabilities, thus making them more difficult to care for and requiring a great deal of extra help.

Many visitors toured the orthopedic department, ranging from groups of kindergarteners to future leaders in special education. There were a total of 284.

Lectures with colored slides were given to: Speech Sorority - 85; Westminster Presbyterian Church Couples Club - 75; Forest Products Ladies Evening Group - 35; University of Wisconsin speech therapist class in special education - 40. Twenty-three senior physical therapy students from the University of Wisconsin spent four hours a week for two week periods during the second semester (Feb. 2 through May 10, 1963) working with the children. One student spent four weeks (May 13 through June 7, 1963) full time in clinical practice at our school. Seven children participated in the Bobath Workshop at the Wisconsin Central Colony, six week period.

#### TYPES OF CASES

	REGULARLY ENROLLED			OUT-PATIENT		TOTAL
	Special	Primary Intermediate	Upper	Total	Out-Patient	Total
Amputee (Congenital)		2		2		2
Amyatonia Congenita		1		1		1
Brachial Palsy		1		1		1
Cerebral Palsy	7	7	3	17	10	27
Hemophilia	1			1	2	3
Hydrocephalus (Arrested)	2		1	3		3
Muscular Dystrophy	1	1	1	3		3
Ollier's Disease			1	1		1
Paraplegic			1	1		1
Perthe's Hip Joint Disease		1	2	3		3
Poliomyelitis		2	5	7	6	13
Psychomotor Epilepsy			1	1		1
Rheumatoid Arthritis			1	1		1
Spina Bifida	1	1	2	4		4
<b>TOTAL</b>	<b>12</b>	<b>16</b>	<b>18</b>	<b>46</b>	<b>18</b>	<b>64</b>
<b>WHEELCHAIRS AND SPECIAL HELP</b>						
% of children in Wheelchairs	25	25	28		22 (Non walkers)	
% of children Needing Special Help	42	32	6			

25% of all regularly enrolled children are confined to wheelchairs.

25% of all regularly enrolled children are in need of special help.

50% of all regularly enrolled children eat lunch downstairs 3 days per week.

31% of all regularly enrolled children eat lunch downstairs 2 days per week.



REMEDIAL TEAM

ROBERT S. LINDHOLM - TEAM LEADER

ALEYNE FLITSCH

This year the experiment of team teaching with remedial children was tried again for the third year. We, as well as many others, felt that the experiment was highly successful and recommend that it be continued with the two classes together as we have it now. Like all experiments it has its advantages and disadvantages. However, it is our feeling that the advantages have outweighed the disadvantages. We had a gross enrollment of 29 mentally retarded pupils, with an average of 28 pupils, ranging in age from 10 to 17 years, and an I.Q. range between 50 and 84. The achievement levels were from first to fifth grade. It is felt that the success of the team this year was due in part to the fact that there was a team leader to initiate, plan and supervise the activities of the classroom situation.

STUDENT TEACHERS

During the year we had two student teachers from the University. These students put forth excellent effort, thus making themselves an asset in the classroom. The students were: Miss Judy Hans, Elementary Education and Miss Ellen Gottlieb, Elementary Education. I feel that both of these students benefited immensely from their experiences and whether they go into special or continue in regular elementary education will find they are better prepared for having had this experience with mentally retarded children.

RESEARCH

This year the research conducted with our children was kept to a minimum. In the fall Mr. Blessing continued his research begun with the group last spring. On several occasions University students took the pupils for hour long individual tests.

VISITORS

This year the amount of visitors was kept to a minimum. We had students in special education, regular education, nursing, physical therapy, occupational therapy and psychology visiting in the room. About 8 visits were made by university supervisors visiting on days their students were teaching. We had visits from Wisconsin and Florida teachers as well as educators from Switzerland and Japan to mention a few. All of these visitors were quite impressed with what Madison is doing for mentally retarded children. In many instances we were able to talk with them and explain our program. In other instances we had to let what they could see speak for itself. This was our one regret that we couldn't explain in detail what our program was. They saw only a small segment which most likely was not enough to give them a clear picture of what we are attempting to do for these children.

#### TEACHER-NURSE CONFERENCES

Because of the varied problems confronting these children almost daily conferences were held to discuss the children's problems with Miss Grabel, the school nurse. These ranged from treatment of minor injuries, to checks on attendance and discussions of home situations and what might best be done in the interest of the individual child.

#### SPEECH

During the year we had 2 pupils going twice weekly for 15 minute periods for speech therapy. In both of the children considerable improvement was noted.

#### PHYSICAL THERAPY

During the year we had a cerebral palsy boy and girl going to Miss Zitzer for therapy treatments.

#### LUNCHROOM

We found that with 40 mentally retarded children eating lunch together that it was necessary to have all three remedial teachers on duty. Thus, we were able to prevent most problems before they could arise. The new tables were used for the first time this year. It was found that the larger tables permitted better supervision of the lunchroom.

#### TRANSPORTATION

Considering the number of children transported most of our bus and limousine problems were minor. Most of the problems stemmed from the fact that Washington is the transfer point for all busses and did not involve our children. With adequate supervision by the remedial and orthopedic teachers at arrival and departure times many of the problem situations were kept under control. In some cases the length of time children spent being transported and the early pick-up of some of the children, and the late arrival of many busses was felt to be a problem.

#### PARTIES

In addition to the usual parties held on holidays during the year, the East Side Women's Club sponsored a Thanksgiving party for the children. On one occasion McDonald's sponsored McDonald Day, sending in hamburgers, french fries and milk shakes in place of the regular lunch.

#### ROUNDY'S FUN FUND

This year we received \$130 from Roundy's Fund. Part of the money was used for our parties, part for craft materials and the rest for a trip to the Circus Museum at Baraboo and the Vilas Zoo.

## SPECIAL PROJECTS

Again this year I took many colored slides to show different aspects of what we were doing in our program. Last year some of the slides were chosen to be shown around the state to indicate what Madison is doing to meet the needs of the mentally retarded children.

## ROOM IMPROVEMENTS

We feel that part of the success of the remedial team is due to the excellent physical facilities provided. Having a large room and a small room completely separate we are able to quite flexible in our groupings. A new bulletin board across the front of the room has added much to the appearance and usefulness of the room. We have felt that the lighting in the small room was inadequate for a room being used full time by the children. New lighting had been scheduled for the room but was cut from the budget due to unavailable funds. This was something that is very badly needed for the welfare of the children.

We particularly want to thank Mrs. Holcombe and Mrs. Bruce for all of their time and effort on our behalf to make this a very successful year.

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## P.T.A.

The Washington School P.T.A. began its year by being host at the In-Service Meeting on September 6 where at Mr. Falk welcomed the new teachers to Madison.

Our first projects were assisting the school nurse, Miss Sandra Grabel, September 28 with the scalp survey, October 11 Vision Testing, October 16, Dental Survey, November 26 TB Testing and November 20 Hearing Testing.

On October 10 we held a Pre-School & Kindergarten Meeting. Refreshments were served. Miss Sandra Grabel, our school nurse, spoke. Also in October the PTA had the school calendar printed. Then on October 18 we held our fall resale which was very successful.

November 6, Election Day, we had a very profitable bake sale. Then on November 14 we held our annual "Go to School Night", at which the home-room mothers were hostesses.

December 19 the school presented their Christmas Program and the PTA had a bake sale and bazaar. On December 21 the school children had their Christmas room parties and the PTA furnished candy canes for all.

Fun Night was held on Thursday evening, February 14 and a good time was had by all.

P.T.A. cont'd.

On May 8 we held our school summer round-up kindergarten registration and served cookies and coffee.

May 23 our Washington School Mucial was a big success. The P.T.A. served punch and cookies. On May 31 the sixth grade graduating class had their class party and the P.T.A. furnished the coke and pop. The children and teachers fully enjoyed themselves.

The last P.T.A. project was the Spring Resale on June 5th.

Mrs. Elsworth Swenson, Pres.

#### SCHOOL PSYCHOLOGIST

Services to the Washington School during the current year included evaluation and recommendations in the following types of cases: uncertain retentions, particularly of kindergarten and first graders, behavior problems, problems of special adjustment, i.e. epileptic child, and cases involving a marked disparity between estimated ability and achievement. Children from kindergarten through sixth grade were referred from the contained classrooms, as well as, the team groups. Various tests were administered depending upon the individual case.

The largest proportion of time was spent in conference with the teachers of referred youngsters, and Mrs. Bruce. Meetings were held with personnel of various agencies involved and concerned with the academic progress and emotional adjustment of children with whom I had worked. Some parent conferences were held. An attempt was made to discuss and suggest activities which would help the teachers work more effectively with the child.

#### HEALTH

The public health nurse visited the school each day for two hours. At this time she was available for consultation with students, parents and teachers.

Surveys were conducted early in the school year with the help of the P.T.A. and volunteers.

Vision testing was done on 312 students and 59 were referred for further follow-up.

Audio metric examinations done on 121 students revealed 16 who had need for further testing.

Tuberculin testing was done on 39 first graders and there were no positive reactors.

**HEALTH -cont'd.**

166 children were checked in the dental survey - 62% had good repair.

It was gratifying to note the great increase in physical and dental examinations obtained for the children this year.

	1961-62			1962-63		
	Enroll.	Physical	Dental	Enroll.	Physical	Dental
Kindg.	69	33%	40%	55	80%	54%
Third	39	49%	36%	39	82%	54%
Sixth	35	28%	20%	33	76%	39%

In addition to the time spent in the school the Public Health Nurse spent a considerable amount of time making home visits to discuss the physical and emotional health of children with the parent and to guide and assist them in providing for the child's health.

**MUSIC**

Highlights of the year in music included:

1. The Christmas programs presented by all of the children at Washington, kindergarten, remedial and orthopedic classes included.
2. The fifth and sixth grade Glee Club of 46 voices achieved the highest degree of choral singing of any group in this school in the past three years.
3. 26 members of the Glee Club represented Washington School at the All-City Elementary and Jr. High Music Festival.
4. A class of 15 students received string instruction from Mrs. Jan Leisenring once a week and performed at the Spring Concert. The class included three children from the Orthopedic School. This is by far the largest string class at Washington for several years.
5. Six all-school sings were held during the year. At several of them individual classes presented special numbers to the rest of the school.
6. The Spring Concert included a presentation of the musical play, "Johnny Appleseed", presented by a selected cast of fifth and sixth graders. The thirteen main characters worked after school for six weeks and did a commendable job of memorizing their parts, dramatizing the story and developing the singing voices. An offstage chorus of twenty students aided in the production. I have never seen anything presented for elementary students that aroused as much enthusiasm and interest in them as this story did.
7. Besides all of the special events, the daily classroom instruction had a successful year. I feel that students in all the grades were given more instruction in music fundamentals and improved their skills in music reading.

The Glee Club performed at the Christmas program and at the Spring Concert.

**ART**

In the art program this year we spent longer consecutive periods of time in certain areas - watercolor, figure drawing, and graphic arts. The

ART -cont'd.

development of the child's work was noticeable and the carry-over gratifying. Next year the areas of ceramics and wood will be tested to see if this approach is as good as it appears to be.

Although the art program of Washington School works out very well the staff feels there are two areas of concern - the mentally retarded and the orthopedic children. The mentally retarded group have shown in the very short time allotted to them each week potential for self-satisfying development and production of good work. For many this is the only area of true achievement without encountering many frustrations. The different types of art activities are good tension releasing mechanisms. The upper age level of the one group necessitates more complex time-consuming activities to interest them - our single period a week limits their activities.

In the orthopedic group the time allotted for art is very little. The classes large, the need for individual help because of their handicaps great, so this is not a satisfactory arrangement. The staff therefore, feels the time for these groups could be easily doubled and yet not be out-of-balance with other considerations.

The Salon of School Art at Wisconsin Center and Grace Church climaxed our art year. It becomes increasingly more difficult to choose the few pieces allowed from the many fine things the children have created during the year.

## **LIBRARY**

There has been no significant change in the library activities this year as the school program has remained much the same as last year. The library has not been used by the nutrition children for rest during the noon hour, and this has made it possible for me to care for books during that time. It

It has been rewarding to see the progress made by some pupils. Marjorie Huston who has been an avid reader since she was in the first grade, using the library at any available time, will finish the sixth grade work when in the fifth grade and will go to junior high next year. This year Gino Rojas, a second grader from Chile, South America, has learned to speak English and has diligently devoted all his time to reading while in the library until he can now read fifth grade material. The progress of Tom and Janet Hsia from Japan has been very interesting. They are regular after-school visitors seeking additional help in book selection. Carol Godding, a kindergartner, has made frequent trips to the library after being escorted there by her teacher, Mrs. Fairman, and is now reading very well.

I spent three weeks in the summer of 1962 taking inventory of the books in the library. This gave me an opportunity not only to make sure of the number of books in the library but also to discard a number of worn and out-dated books. I have removed 530 books from the shelves this year and have added 417 new volumes, so that we now have a total book stock of 7,706 books.

**THE MADISON PUBLIC SCHOOLS**

**Madison, Wisconsin**

**ANNUAL REPORT**

**Art Department**

**Presented to the Board of Education**

**by the Director**

**RUTH ALLCOTT**

**August, 1963**



Cultures and civilizations of antiquity are recorded chiefly in the remains of their plastic and graphic arts: their paintings, sculptures, architecture and crafts. Our success in a civilized society probably will be judged by our creative activities in art, architecture, literature, music and the sciences. Today's students must be prepared to make vital contributions to our society, yet they are surrounded by forces that tend to minimize the importance of creative thinking. The world of the adolescent is dominated to a high degree by science and technology; it is a materialistic use-oriented world. Young people are growing up in an atmosphere of anxiety and tensions. The craftsman no longer can sense directly his effect on the product he designs. Society produces conformity and lack of individuality.

The Art program in the Madison Public Schools is aimed to teach children to think for themselves, to develop a visual language, and to create original solutions to individual problems. Art fosters the development of individuality. In art there is purpose yet experimentation, order yet flexibility, discipline yet freedom. There is invention, originality, and sensitivity. Each experience becomes progressively more demanding. There are choices to be made, and there are opportunities for the student to struggle with a problem before he reaches a solution. The importance of creativity makes art vital in the development of the individual for his place in society.

Art education is much more than an isolated study of skills. When art is thought of primarily as a means of "self-expression" it is not being fully used. When art is thought of as a means of relating to the world, it becomes a broad subject with infinite possibilities for learning. Children can be encouraged to look outside themselves, as well as inside for ideas. They can learn to see the aesthetic qualities of the physical world. They can learn to find satisfaction in improvement of their skills. Learning to be a sensitive, keen observer is probably one of the most important skills.

An art staff of 46 teachers...10 on a part-time basis...served Madison's elementary and secondary schools this year. All are especially trained in art education and the arts. We are grateful to our Board of Education for providing us with trained persons at all levels of education. This is important in building a strong program. Those who have experienced creativity in their own lives and who also understand the nature of the creative process and children's individual differences can best lead children into creative expression.

We continue to try to improve our teaching program. A number of in-service training Workshops and Demonstration-meetings were held throughout the year to help teachers learn new techniques and observe how various members of the staff worked with both old and new materials. A workshop on copper enameling conducted by Frank Lindl, proved so valuable and helpful that it was extended into a second meeting. If time had permitted, it could easily have gone into a third session.

Teachers are informed when art exhibits are held in various schools and efforts are made to attend when the art teacher is present to explain various art techniques which may be original or adapted. New teachers especially have benefited from these exhibits.

Work continued on the Curriculum Guide headed by the Curriculum Committee. All teachers are involved in some way in this study. Material prepared at monthly evening meetings by the committee is presented to the rest of the staff for suggestions. Work will be compiled this summer by Roy Liddicoat and presented to the staff next year for final reactions. It is hoped that the curriculum study will be helpful to classroom teachers as well as a guide to the art teachers.

The Madison Art Association again sponsored the annual Salon of School Art in both Scanlan Hall and the Wisconsin Center Building -- and also, the children's gallery of Grace Episcopal Church. Art work of approximately 1,000 children went on display on Mother's Day. We had a highly gratifying turn out of hundreds of parents and friends. Their enthusiastic comments on the shows made us feel that the art program is providing children with worthwhile art experiences.

The Art Association also continued to sponsor the summer art scholarship program with a contribution of \$500. Some of the money is from the Association.

The Art Association also continued its summer art scholarship program with \$500 contributed by Altrusa Club, the Art Guild, The Irene Buck Memorial Fund, and the Association itself. Scholarships were provided for .... junior and senior high school pupils to study at the University of Wisconsin campus classes or at art workshop in Marathon County, Wausau. We are greatly appreciative of this program and the stimulation it gives to deserving pupils.

Special emphasis this year has been placed on building an enlarged art library of new books which deal with art techniques and appreciation. Attention has also focused on special fields such as: architecture, sculpture, and good design in household objects. We continue to build our picture collection for circulation to the schools and our slide collection for appreciation of the arts and the arts who created them.

A program which offers freedom of choice and expression from a well-informed child will, we hope, develop a child who will fit successfully into our democratic society.

#### PROBLEMS IN PRESENT ROLE

Growth in Size of Staff, Number of Schools. Ten years ago when I took over the position of art director, we had a staff of 21 art teachers -- two of them part-time. This year we have 46 -- ten of whom are part-time. In 1963-64, we will have a staff of 50 plus. Conferences are held constantly with the 40 school principals regarding quality of the art program, teacher performance, supplies, and equipment.

Turnover of Staff. There is more rapid turnover of staff than formerly. (This year we started with 19 teachers new to our staff -- 3 joined us through annexations).

Heavy supervisory demands mentioned above do not permit time for what is equally important for a director -- to keep abreast with research and innovations in art education, and their implementation into the program.

## SUGGESTED IMPROVEMENTS

More Art Time for Primary Grades. Under the present formula for special teacher time, the art teacher can give only one half hour per week to the primary grades. The classroom teacher handles 2/3 of the required 100 minutes. Many of the classroom teachers need help and request it. The art teacher has a very heavy schedule of her own in the school, and cannot give the specific help needed.

In-Service Training for Classroom Teachers. I give some talks to groups of teachers on special problems. A scheduled in-service program for classroom teachers would help relieve part of the growing problem. Time does not now permit this.

Administrative Help. A full-time assistant would be the ideal. A part-time assistant would relieve the situation temporarily.

Office Help. The Board of Education's Illustrator also serves as secretary for the departments of Art, Music, and Public Relations. There are increasing demands on her time from other departments for maps, charts, booklet covers, name cards, etc. Some requests have to be refused because of lack of time. There are numerous jobs for the Art, Music, and Public Relations directors that we would like to have done but do not assign her because she cannot handle the load. It is suggested that additional secretarial help be provided.

We think we have had a good school year -- but we would like to make the next year better. The above recommendations are important.

Respectfully submitted by

Ruth Allcott, Director of Art

**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 1963**

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1962-63  
Department of Child Study and Service

In 1950 James B. Conant made the following statement: " \* \* \* It would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of public education. \* \* \* A well conceived and well executed guidance program in each and every school is the only possible way we can resolve the dilemma which now confronts us."

Conant's concern for guidance has been continued in his more recent studies and in particular in his memorandum to school boards, "Education in the Junior High School Years", 1960.

Surely guidance services which have as one of their primary aims, "personalization of educational offerings for all pupils", is important at all grade levels. Why then has Conant directed his attention upon the junior high school as a separate and distinct unit in the American Educational system?

Probably because he recognized the inherent transitional, exploratory nature of the junior high school, the awareness of teachers and parents that early adolescence is a very special period physically, socially, emotionally, and that these grades provide the transition from the child-centered emphasis in elementary school to the high school with its greater emphasis on subject matter through departmentalization.

What are some of the implications for Madison in guidance at the high school level?

Conant has recommended that a full time counselor should be available for every 250 - 300 pupils. This ratio has been accepted by professional guidance organizations and accrediting associations. Madison is striving to reach this goal but is not yet there, with a ratio of slightly more than 500 pupils to one counselor. Counselors have been added and hopefully, budget permitting this ratio may be realized in the not too distant future.

Conant states, "I recommend three groups in academic courses, \* \* \* advanced classes in math, foreign languages, remedial programs for the development of basic skills, and subject by subject grouping."

Madison has come a long way in planning for pupils of varying abilities--three levels or patterns at the elementary level and four at junior and senior high school. To group sensibly pupils must be identified. Our counselors are providing considerable help in this important function. Such programs require careful study of pupil individual differences, insight into pupil and teacher behavior, sensitivity to emotional development, and sophisticated knowledge of tests and measurements. Our counselors are assisting principals and teachers in identifying pupils for our flexible curriculum.

Conant recommends that teachers remain with pupils for a block of time, " \* \* \* to assure a smooth transition from elementary to secondary school. \* \* \*" In these multiple periods teachers get to know pupils better, counselors assist teachers to plan, search, and use more adequate methods of understanding and aiding individual pupils. Counselors collect and develop usable educational and vocational resource materials for teacher use and accept referrals of pupils who teachers feel need special assistance in certain areas.

Through curricularization of guidance, pupil groups are assisted in gaining self-understanding, social development, broad career planning, etc. Counselors give impetus to these group guidance activities and attempt to counsel with each pupil and frequently with parents, on an individual basis in the areas of education and career planning.

Conant recognizes the importance of guidance services to meet the varied needs of pupils and school staffs. It is felt that Madison's educators do likewise. This is a great challenge to guidance workers, and counselors will have to assume ever greater responsibilities in the years ahead.

#### Guidance Services at the Secondary Level

Junior and senior high school pupils who are served by members of the Child Study staff have involved problems. They have been screened by counselors. Frequently, after complete evaluations are made in Child Study, they are referred to community agencies. A large percentage of these cases and their parents are seen over an extended period. A total of 147 pupils was referred to the department this year.

The psychiatrist working one day per week has evaluated a number of these youth and given support to other staff members serving them. The psychiatrist will not be available next year.

A psychologist working one day per week at West High School performed diagnostic service and some therapy. He also initiated some group work with pupils achieving below expectation. It is felt that this plan has merit although it is too early to evaluate specifically the plan.

The high schools are all in great need of more help from psychologists, as the three psychologists spend the greatest share of their time working at the elementary level. If assignments were made to the high schools at least two more psychologists would be needed.

The group guidance plan at the junior high school level is operating satisfactorily. Variations in emphasis continue in terms of the needs of different school populations. Better coordination between junior and senior high school pupils has been achieved, but there is room for continued consideration of continuity.

Much counselor time is being legitimately spent in evaluating pupils for patterns or levels of curricular offerings, as well as problems relating to scholarships and awards. Although counselors are being added, the goal of one counselor for each 500 pupils has not been realized. There is also great need to extend the school year for counselors to 39 weeks. At present counselors are working gratis after the regular school year closes and before the fall term begins.

Because of the numerous and diversified responsibilities of the Director of Child Study too little time is available for contacts with counselors and administrative staffs in the schools.

It is felt too that additional reading consultants are needed. At present one person is attempting to serve all the schools and obviously this person is spread very thin.

The physical facilities for Child Study staff have become most inadequate, both for clerical and professional workers. One small office is shared by three workers, another by two. Filing and storage space is crowded.

High School Credit for Returning Veterans: This is the 18th year that the department has been approved by the American Council on Education and USAFI as a qualified agency for the administration of General Educational Development tests. This year 67 tests were given, as compared with 103 last year. Armed Forces recruitment offices and various employers continue to use the test results for qualification purposes but in decreasing numbers.

Work Experience Program: The United States Department of Labor says, "Work experience programs develop general skills, work habits and attitudes beginners need."

Work experience programs are set up by school officials to aid in preparing graduates for beginners' jobs and to encourage young people to finish high school. Employers can hire these youth with confidence, knowing child labor law requirements are being met. They can train their beginners with the aid of school-supervised work experience programs and make better selections of permanent employees.

Record of Work Experience Program for Five Years

School Year Semester	Applications for Credit	Accepted Into Program	Number of Places of Employment	New Employers	Cumulative Places of Employment
1958-59					
1st Semester	53	45	38	15	778
2nd Semester	87	66	57	16	804
1959-60					
1st Semester	122	100	72	21	825
2nd Semester	147	117	91	18	843
1960-61					
1st Semester	117	94	70	21	864
2nd Semester	103	81	61	10	874
1961-62					
1st Semester	53	48	41	9	883
2nd Semester	66	49	38	8	891
1962-63					
1st Semester	87	65	53	11	902
2nd Semester	91	72	63	19	921

For cumulative record previous to 1958 see previous reports.



Employers generally recognize the need to train all personnel at all levels of work. Similar programs are needed to train youth trying to get started at the bottom.

Guidance and Psychological Services at the Elementary Level  
(Written by Myron Seeman)

In recent years, the annual reviews of psychological services have customarily been presented within a theoretical framework which has helped to provide a perspective for evaluating the services. For purposes of the current review, it is instructive to take a detailed look at the types of services provided by the school psychologists.

In the first place, the three psychologists continued to visit a large proportion of the schools on a regularly assigned basis. Typically, these contacts consume from one-fourth to one-half of a day. During a particular contact, the psychologist will invariably consult with individual teachers. Where possible, children and parents are also interviewed at the local school and usually in the course of the regular visit.

As a direct result of these visits, teachers and principals discussed problems presented by approximately 600 children. In about two-thirds of these situations, a follow-up evaluation of the child was not deemed necessary, although sometimes the child was observed in the classroom. In this type of situation we work directly and, at times, intensively with the teacher or principal. At times we function in a consultative capacity. More often our role is frankly supportive.

In those situations where children or parents are consulted, contacts with teachers tend to be somewhat more limited. This is particularly true where a therapeutic role is assumed with the parent or child. In general, however, it is estimated that at least 40 per cent of our time is spent working directly with teachers and administrators.

Of 200 children contacted as a follow-up to requests by teachers, approximately half were seen on a fairly superficial basis involving single test contacts. Typically, the test was used as a means of obtaining a relatively rapid, global impression of a child and not necessarily as a device for measuring academic potential. Again, in about half of these situations, conferences with parents were held either to supplement diagnostic impressions or to interpret findings.

About 100 children were contacted on two or more occasions for purposes of intensive diagnostic evaluation or for supportive therapy. In many instances the two functions were combined. Virtually all of these contacts were supplemented by consultations with parents.

In all, parents of 140 children were interviewed either singly or together. While most of these were seen only one time, about 30 were interviewed on two or more occasions. The latter types of contacts tended to be more therapeutic while the former contacts were generally informational and interpretive.

On several occasions junior and senior high students were interviewed together with parents. This type of contact was rather effective in helping parent and child focus on problem areas in their relationship.

In addition to the regular contacts by the school psychologists, psychometric services were provided on special request from the schools. As a result, 280 youngsters received individual tests as an aid to the teacher in programming for these children.

Part time services were provided by a psychiatrist and an additional psychologist for one day a week. The psychiatrist held several meetings with groups of teachers, administrators, and counselors. Although these meetings were only erratically effective, this type of contact could become a valuable tool for members of our staff.

The psychologist was placed at West Junior and Senior High School for the entire day where, in addition to the usual functions, he was able to help organize a pilot program of assistance to poor readers.

Community agencies continued to provide an important supplement to our services, both in terms of direct treatment and supervision provided for disturbed children, and in the feedback of information to teachers school psychologists assisted in arranging at least thirty conferences between school and agency personnel. It should also be noted that the respective agencies placed a high premium on information obtained from teachers and members of our staff.

In an effort to provide for coordination of services to children, a series of meetings with representatives from other local and state agencies was initiated. These meetings were devoted to a discussion of services for mildly and seriously disturbed children. With respect to the latter, there is some hope that a day care center for disturbed children may soon be established.

With respect to research, the pilot program of assistance to slow readers has already been noted. In addition, the results of a survey of classes for emotionally disturbed children were summarized and distributed to participating schools and interested parties.

While we thus continued to perform a variety of functions, we were severely handicapped by a shortage of staff. As a result, we were unable to provide regular service to the newly annexed schools. Service to many of the other schools was also limited. In these instances, the service that was provided was rendered still less effective by a necessity to respond to crises. This cutback in effectiveness was perhaps the major negative feature of the psychological services provided during the past school year.

With respect to recommendations for the coming year, while much depends on additional staff, it is suggested that more time be devoted to group meetings with teachers and to active research projects aimed at helping schools resolve general procedural problems that arise. It is also felt that the social workers on the Child Study staff could effectively supplement the clinical functions of the school psychologists if they were relieved of some of the more rote aspects of their responsibility for attendance.

Psychometric Services: During the 1962-63 school year one and three-fifths time of two workers was used to administer 532 tests given for the purpose of helping teachers evaluate discrepancies between test scores and pupil achievement. In addition 776 children were evaluated by means of individually administered group tests in order to help determine their proper grade placement. Most of the pupils were new to the school system.

Pre-School Testing: Prior to the beginning of the past school year 65 children seeking early entrance into kindergarten or first grade were evaluated. Of these 11 were recommended for admission and subsequently 15 enrolled. Parents appear most appreciative of this plan and generally accept amiably the recommendations.

### Testing Service

#### Statistics on Tests Administered:

##### Intelligence Tests:

9,699

Supervision of Group Row-Peterson Readiness tests to all kindergartners	3,307
Supervision of group California Mental Maturity tests to all 2nd graders	2,393
Supervision of group California Mental Maturity tests to all 5th graders	2,120
Group Row-Peterson Readiness tests to kindergartners or 1st graders	241
Group California Mental Maturity tests to 2nd and 3rd graders for placement purposes and other reasons	290
Group California Mental Maturity tests to 4th, 5th, and 6th graders for placement purposes and other reasons	465
Group California Mental Maturity tests to 7th and 8th graders for placement purposes and other reasons	28
Individual Wechsler-Bellevue tests	17
Individual Wechsler Intelligence Scale for Children	209
Individual Binet tests	306
Rorschach and other projective tests (individual)	105
Educational achievement tests	43
Specialized aptitude tests	108
USAPI General Educational Development tests to 19 individuals	67

Audiometric and Vision Testing: This is the sixth year the City Health Department has relieved Child Study of the hearing and vision screening testing. Selected parents have assisted public health nurses in this testing. Statistics of the testing are available from the City Health Department.

Research: The progress and adjustment of children who enter school early has continued to be studied.

Plans to restudy a sample of the pupils who were studied in 1950 will be considered, particularly their educational and vocational adjustment.

A plan to study the results of the reading status of children enrolled in the summer reading program is under way. It is hoped that this research may provide some answers to determining what kind of children can profit by developmental reading.

### Other Services

**Nutrition and Rest Program:** This is the twelfth year that all children of elementary age recommended by physicians have been served at one center-- Washington School.

The types of disabilities represented were as follows:

Polio residuals	2	Epilepsy	2
Asthmatic	2	Diabetes	1

The enrollment has been decreasing each year. Due to this apparent decrease in need it is planned to discontinue the program next year. Other arrangements for the few who need this service will be made. Probably they can be accommodated in the school districts in which they reside or in the orthopedic program with a part-time matron assigned to supervise their rest periods.

**Homebound Instruction:** Homebound instruction was first provided to Madison school children in the school year 1951-52. Under statute all elementary pupils who are physically handicapped and unable to attend school may be provided homebound instruction upon the recommendation of a physician. No one is accepted on the program when the attending physician indicates child will be homebound for a period of less than 30 school days.

During the past year 24 pupils from 15 schools were enrolled in the program, some for the entire year, others for shorter periods of time. School-to-home telephone instruction in place of a homebound teacher in the home was provided for two pupils. By special action of the Board of Education extension courses were provided for three pupils in the senior high school.

**Transportation:** The Board of Education transports children as provided under sections 40.53 and 40.55 of the Laws of Wisconsin relating to public schools.

**Section 40.53 Transportation.** Section 1 says in part: " \* \* \* the school board of any such district may authorize the transportation of all or any part of the pupils of such school district, but if such transportation is furnished to less than all the pupils there shall be reasonable uniformity in the minimum distance that pupils will be transported." Section 8 says in part: " \* \* \* Public school bus routes shall be established in such manner that transportation will be provided all students residing two miles or more from the nearest public school they are eligible to attend."

**Section 40.55, city option,** says in full: "Sections 40.53, 40.54 and 40.56 do not apply to pupils who reside in cities; except that where a city determines to furnish transportation for such pupils."

At the present time there are 14 buses serving the south and west side. Routes 1, 3, 4, and 7 of the Badger Bus Company make double runs and three buses make single runs. The Board of Education continues to operate the bus which was the property of the Crestwood district when it was annexed. The bus will not be replaced when it is worn out. With the annexation of the Badger and Silver Spring schools the Board of Education honored transportation contracts and continued them for their duration. As a result, Elmer Beale is operating three buses, two doing triple runs and one doing a double run; E. A. Richardson operates three buses, each doing a single run, and Tony Pelletteri operates one bus which makes a single run. There are 18 buses

on the east side, eight of which make double runs (routes 4 and 5; 7 and 8; 11, 12, 13, 14, 17, and 20) while routes 1, 2, 3, 6, 9, 10, 15, 16, and 18 make single runs and are operated by the Checker Cab Company. Also, Wayne Legler provides one bus which makes a single run.

For the handicapped the Checker Cab Company operates five buses to Lapham, Longfellow, Lowell, and Washington; nine limousines (one for trainables and eight to Lapham, Longfellow, and Washington); and two cabs (one to Central, Van Hise, and West, and one to Washington for pupils getting physical therapy on an out-patient basis).

Rules governing "The Behavior of Children Who Ride Buses and Cabs" are revised annually and approved by the Board of Education. These are mimeographed and distributed to parents and all pupils who are transported.

Summary: In general, a total of 35 buses, 9 limousines and 2 cabs transported approximately 2,625 special pupils. Specials are those classified as special cases. Some are transported four times a day while others are transported twice daily. Due to circumstances beyond control, the figures presented from the principals' eighth transportation report may vary slightly from one report to the next.

Route No.	Area Served	School and Number Riding
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East Side - Checker Cab Company

1	Truax	Lapham 45
2	Truax	Lapham 36; Lincoln 23
3	Truax	Lapham 35; Lincoln 23
4	Burke Heights and Mendota Street	East Jr. 26; East Sr. 13
5	Burke Heights	Sunnyside 42; Hawthorne 3
6	Norman Acres and MacArthur Road	East Jr. 32; East Sr. 17
7	Superior Street-Sherman Apartments	Lincoln 47
8	Vieth Park	Mendota 51
9	McFarland-Highway 51	Glendale 43
10	Femrite Drive area	Glendale 42
11A	Acewood	Elvehjem 56
11B	Acewood	Elvehjem 45
12A	Rolling Meadows	Elvehjem 38
12B	Rolling Meadows	Elvehjem 44
13A	Wedgewood-Kingston	Lowell 52
13B	Wedgewood-Kingston	Lowell 52
14A	Wedgewood-Kingston	Lowell 52
14B	Wedgewood-Kingston	Lowell 52
15	Elvehjem 7 and 8	Frank Allis 43
16	Highway 51-Beltline-Woodvale-Acewood-Rolling Meadows-Wedgewood Kingston	Monona Grove High 40
17A	Woodvale-Acewood-Rolling Meadows-Wedgewood Kingston	Schenk Jr. High 51
17B	Woodvale-Acewood-Rolling Meadows-Wedgewood Kingston	Schenk Jr. High 48
18	Woodvale-Acewood-Rolling Meadows-Wedgewood Kingston	East Jr. 12; East Sr. 30
19	Woodvale-Acewood-Rolling Meadows-Wedgewood Kingston	East Sr. 44
20	Glendale (kindergarten only)	Glendale 71

Route No.	Area Served	School and Number Riding
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East Side - Wayne Legler

1	Hiestand-Estes areas	Elvehjem 30; Frank Allis 5; Schenk 3
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West and South Side - Badger Bus Company

1A	Marlborough Heights - Rosedale	Dudgeon 64
1B	Marlborough Heights - Rosedale	Dudgeon 65
2	Marlborough Heights - Rosedale	Nakoma 64
3A	Waunona Way	Franklin 39
3B	Waunona Way	Franklin 40
4A	Waunona Way	Franklin 40
4B	Waunona Way	Franklin 30
5	Waunona Way	West Jr. 18; West Sr. 31
6	Burr Oaks area	Longfellow 52
7A	Orchard Ridge	Glenn W. Stephens 73
7B	Orchard Ridge	Glenn W. Stephens 43

South Side - Elmer Beale

1A	Silver Spring	Silver Spring 57
1B	Silver Spring	Silver Spring 62
1C	Silver Spring	Silver Spring 58
	Kindergarten (noon run)	
2A	Silver Spring	Silver Spring 62
2B	Silver Spring	Silver Spring 63
3A	Badger	Badger 66
3B	Badger	Badger 20
3C	Badger	Badger 66

South Side - E. A. Richardson

1	Fitchburg Center	Badger 38
2	Fish Hatchery	Badger 30
3	Silver Spring - Badger	Central Jr. & Sr. 19

South Side - T. Pellitteri

1	Town of Madison	Central Jr. & Sr. 60
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West Side - Board of Education

1	Crestwood	Crestwood 47
2	Crestwood	Crestwood 48
3	Crestwood	Crestwood 48
4	Crestwood	Crestwood 48

Emergency Fund: For the past 14 years, various groups--Rotary, Kiwanis, Lions--have provided moneys to be dispensed by Child Study for needy children not served by public assistance agencies. Careful study of each request is made to determine needs. The fund is used for such items as clothing, shoes, glasses, etc. The City Health Department assists in evaluating cases involving vision. Health and welfare agencies are contacted on other personal needs. The schools are most appreciative of the funds provided, as are the recipients.

Public Relations and Committees: Members of the department have appeared before many parent-teacher groups and other civic groups to speak on topics related to child guidance.

Membership on various boards and committees such as Interagency Council, Community Welfare Council, Junior Achievement, Kiddie Camp, Neighborhood Houses, Roundy's Fun Fund, Boy Scouts Council, Councils for Retardation and Deaf, Family Life, Mental Health, and Dane County Guidance has consumed much of the director's time. It is felt that involvement of this kind is necessary.

Records and Accounting: Enrollment records of all elementary schools which were placed in the Department of Child Study and Service in 1954, continue to provide valuable information for those who were enrolled in the various schools.

The birth records are recognized as valid whenever a birth certificate is not available, and numerous requests for birth data are received each year from those wishing to establish proof of date of birth. Certification of date of birth is necessary for old age pensions, social security, visas to travel abroad, applications to become citizens and in checking veterans' ages.

#### Services for Exceptional Children

Washington Orthopedic Classes: This year 46 children were regularly enrolled. Eighteen additional pupils came in for therapy as out-patients. Cerebral palsy cases again head the list of children served. One-half of those enrolled were non-residents.

The children served are more severely handicapped, as compared to a few years ago, requiring increased service as well as nursing care, thus putting a greater responsibility on the staff. The question of liability in the event these children are injured needs to be considered.

Transportation of severely handicapped pupils continues to present a problem. Meetings will be scheduled with the transportation company in an attempt to improve services.

Supervision at noon also presents a problem which has become aggravated since the discontinuance of school of education students' help; greater use of the playground for parking has reduced play area, and created accident hazards.

The staff has explained services to many visitors and appeared before groups outside of school hours.

Gifts have been provided by Madison Orthopedic School Service Fund, Pythians Committee for Crippled Children, Roundy's Fun Fund, Shrine Children's Committee and other sororities and fraternities. Sincere gratitude is expressed to the many organizations which have provided services, trips, entertainment and gifts to the children.

The three classes organized on an ungraded basis have served sizeable groups. The primary intermediate group consisted of 16 children ages 6 through 14 representing grades one through four.



The advanced group had 18 children in grades 4, 5, 6, 7, and 8. The special class served 12 children, three of whom attended half days or less. Grade levels kindergarten through first grade were represented. It is most difficult to accommodate kindergarten with the age range indicated in this group. Next year kindergarten pupils will not be served.

Considering the multiple disabilities of the children, the age ranges, and differences in educational placement, it is felt that the present teacher loads are maximum. The excellent educational progress of the large majority of the children, their happy attitudes, and positive social development reflect the conscientious efforts of the teachers, physical therapists, and matrons. Only dedicated people can serve these children as well as they are being served.

The following tables indicate the types of children served by grades on a regular and out-patient basis:

Orthopedic Enrollment  
1962-1963

Type of Case	Regularly Enrolled				Out-Patient	Total	%
	Special	Prim. Inter.	Upper	Total			
Amputee (congenital)		2		2		2	3.0
Anystonia Congenita		1		1		1	1.6
Brachial Palsy		1		1		1	1.6
Cerebral Palsy	7	7	3	17	10	27	42.2
Hemophilia	1			1	2	3	4.7
Hydrocephalus (Arrested)	2		1	3		3	4.7
Muscular Dystrophy	1	1	1	3		3	4.7
Ollier's Disease			1	1		1	1.6
Paraplegic			1	1		1	1.6
Perthe's Hip Joint Disease		1	2	3		3	4.7
Poliomyelitis		2	5	7	6	13	20.2
Psychomotor Epilepsy			1	1		1	1.6
Rheumatoid Arthritis			1	1		1	1.6
Spina Bifida	1	1	2	4		4	6.2
<b>Total</b>	<b>12</b>	<b>16</b>	<b>18</b>	<b>46</b>	<b>18</b>	<b>64</b>	<b>100.0</b>

Wheelchairs and Special Help

	Special	Primary	Upper Ortho	Out- Patient
Percentage of Children in Wheelchairs	25	25	28	0
Percentage of Children in Need of Special Help	42	32	6	22 (non-walkers)

25 per cent of all regularly enrolled children are confined to wheelchairs.

25 per cent of all regularly enrolled children are in need of special help.

50 per cent of all regularly enrolled children eat downstairs 3 days per week.

31 per cent of all regularly enrolled children eat downstairs 2 days per week.

Boarding Home Placements and Supervision (Written by Edna Roehr)

The Department of Child Study and Service has responsibility for placing and supervising approximately 40 non-resident children in foster homes while they are attending special classes at Washington (orthopedic), Iapham (deaf, blind) and Longfellow (partially sighted) in Madison. At present 23 foster homes are in use.

These children are in foster homes from Monday to Friday, and return to their own homes for the weekend. The visiting teacher who supervises the placement of these children arranges weekend transportation, which is usually by Greyhound bus, although the parents transport the children in one or two instances.

Generally, the supervision of these children requires about two days each week of the visiting teacher's time. Supervision includes arranging for emergency medical and dental care, providing clothing in some instances, or soliciting the help of an agency in the child's home community.

In the past three or four years, the Bureau for Handicapped Children has been referring more severely handicapped children to the Madison classes for exceptional children. At the present time there are three spina bifidas in foster homes. These children are paralyzed from the waist down and have to be diapered and carried. One of them is a boy of eleven who weighs over a hundred pounds. No one can lift him so the Bureau for Handicapped Children furnished a mechanical lift for the foster mother. This enables her to get him from the wheel chair to the bed. In the event that this home should not be available it would require three or four weeks to find another home. This boy had to enter school a month late last year because of the difficulty in finding a home.

Foster homes must be licensed according to the laws of the state of Wisconsin. This means that a study must be made of each home. The original study takes several days' time over a period of weeks. The written study is evaluated by the Dane County Department of Public Assistance, which is the licensing agent, and if approved, a license is granted to the foster parents.

The law relating to foster care specifies that the home must be visited a certain number of times each semester. During these visits the problems of the children are discussed and an attempt made to solve them. This means that the visiting teacher must visit the special classes periodically to observe the child and talk with the teacher. The foster parents are often in need of support to help them accept the emotional problems of these children.

Remedial Reading: The remedial reading program for the year 1962-63 was primarily one of consultation with teachers and brief work with children. The consultation involved an oral reading test of the child, a consideration of the cumulative record, discussion with the teacher, and planning special help in terms of suggesting methods and/or materials. In some cases, referrals to regular reading programs as well as special help in the classroom were indicated. If the problems warranted, parent conferences were arranged. Two hundred five children were seen in this phase of the program.

Another aspect of the program was the screening by test results and individual interviews of students for the junior high summer reading program. The success of the interviewing procedure last spring indicated that it is a good method of selecting students who are really interested and motivated for extra help in summer. The ratio of students interviewed to those participating continues to be high but the success of last summer's pilot program at this level seemed to justify the time spent.

Students were also selected for participation in the University Reading Clinic offered two afternoons a week during the spring.

During the second semester the reading teacher participated in an experimental program with an eighth grade English class at West Junior High.

The program was designed to judge the effectiveness of reading help coupled with group meetings with a psychologist as compared with just reading help. The 22 pupils selected by the guidance counselor and the principal were reading problems, underachievers, and discipline problems. The group as a whole showed reading gains and better attitudes toward school and reading, with no particular advantage being shown by those who met in the group with the psychologist. This program is being used as a guide in setting up reading classes in each of the three junior high grades at West Junior next year.

The cooperation of the principals, teachers, and guidance counselors throughout the Madison schools was a considerable help in the reading program.

It would be desirable in the future to expand the reading services and staff to provide for remediation as well as consultation. A beginning step in this direction might be the hiring of a person to work at the junior and senior high level as well as one to work at the elementary level.

Special Class for Emotionally Disturbed Children  
(Written by Myron Seeman)

Administrative Details

With the beginning of the new school year in September, four children were added to the original three youngsters in the program. An eleven-year-old girl and an eight-year-old boy come from regular class situations. Another boy was added to the program after his family moved into Madison, and a girl who had attended the county class for emotionally disturbed children was placed in our program. At this time, also, it was decided to have four of the children attend full time from 9:00 until 2:00 while three of the youngsters attended only in the morning from 9:00 until about 11:00.

With the beginning of the second semester, a teaching assistant was added in order to help the teacher manage the large group attending the class in the morning.

Curriculum

The program has been educationally oriented with the children being worked with at a level consistent with their general capabilities as well as with their capabilities of the moment. No effort has been made to set up formal goals for each child. Instead, they have been carried as far as they are able to go. The program has also been treatment-oriented certainly in a supportive sense, and particularly in the stress placed on relationships within the group and with the teacher.

Overview

In general, it seems clear that the children have progressed in a relational sense. This is true both in terms of the manner in which they are now able to approach and work with the teacher as well as in a group sense where they have moved in the direction of being able to do things together as a group. Academically, the picture is somewhat less clear, although some of the children have moved into a readiness for learning not previously noted. Those who had manifested erratic educational attainments have certainly managed to hold their own and some have continued to grow in their erratic manner. Thus, one schizophrenic youngster came into the program reading in a rough sense at a beginning second grade level, and he has moved beyond that. One of the girls came into the program generally at a beginning third grade level, and she too has progressed from this point.

One might summarize by indicating that these children have probably progressed as far as their illnesses will allow them to progress.

General Problems

Two problems that relate to the management of the program itself have loomed rather large. These include transportation and lunch. With regard to the former, we have moved to the point where all the children are being brought in in the same limousine. The starting time of 9:00 to some extent represented a compromise with the cab company which would allow them to transport other youngsters into other school programs without hindrance. The schedule adhered to by the cab driver has been somewhat erratic, and at times parents have complained because the cab driver does not always show up at the same time. This has also been true at the school end to some extent. In fairness, however, it should be noted that many of the original kinks encountered in transportation have been ironed out and the procedure is running a good deal more smoothly at this point.

The youngsters who are in the program full time eat lunch in their own room, since space is not available for integrating these youngsters with some of the other children who stay for lunch. The advisability of integration in this instance is perhaps questionable anyway, since the other children are retarded.

#### Weaknesses

Two major problems have arisen in connection with the day-to-day management of children within the program. Of over-riding importance is the problem of managing a youngster when he becomes upset. The addition of an assistant teacher helped to some extent, but we are still in a very weak position insofar as the use of isolation procedures is concerned. Isolation either within the school building or by means of sending a youngster home is one of the most effective tools in dealing with children like this. Unfortunately, however, a school building is not set up to provide for isolation facilities within the building. In sending youngsters home, we are handicapped by having to depend on parents, and considerable time often elapses between the call to the parent and the final picking up of the youngster. The device thereby is weakened because of a lack of immediacy. It might be noted that this also places an additional responsibility on the principal of the school.

Another problem stems from the erratic nature of communication between the school and the several treatment agencies. It should be stressed, of course, that the actual cooperation has been excellent. In particular, the directors of two of the treatment agencies serve on the screening committee. On the other hand, commitments by school and agency personnel to a wide variety of other activities have forced limitations on the contacts between school and agency. A program such as this really requires consistent, untrammelled channels of communication. This becomes particularly pertinent when it is noted that in many institutional settings daily contact between teacher and treatment personnel is maintained.

#### Recommendations

It is felt that our experiences with this program justify the placement of these children in an educationally-oriented program. In other words, I think we have demonstrated that these children progress in such a setting, given the kind of calm, effective leadership offered by Mrs. Richards as teacher. The presence of Miss White as assistant teacher has also pointed up the advantages of a team type of teaching situation with children like this. On the other hand, it is felt that the specific handicaps listed above are acute enough to threaten the continuation of the program. Ultimately we come up against the proposition that there are behaviors that are completely unacceptable within a school building.

In view of this, it would be my recommendation that renewed efforts be made to establish a day care center specifically for children such as we have in this program. The advantages of a day care program are innumerable, but specifically for our purposes a day care program offers the unique ability to combine treatment and education under one roof, certainly minimizing the communication problem. At the same time isolation and exodus can be administered more feasibly and in such a way as to enhance the growth of the specific children.

With the establishment of such a program, our own within-school program for emotionally disturbed children might be devoted to less severely disturbed youngsters with perhaps particular attention being paid to children with learning problems.

It might be suggested that a close liaison be effected with the University in order that research might be initiated which would help determine the kinds of children best served in a public school program, and how best to serve them.

One other recommendation seems pertinent. The room that the children are in is a rather large, regular classroom, and more efficient use of the space might be effected by setting up two small cubicles to be used for individual instruction and study. In addition, a third area might be set aside as a rest and isolation area. The cubicles would be a very valuable means of helping individual children focus on learning activities. As an example, they would enable the teacher to engage in programmed instruction with the children. The isolation area might be an intermediate device for managing hyperactive behavior prior to sending children home.

Deaf, Visually Handicapped, Mentally Retarded, Speech  
(Written by Mrs. Helen Holcombe)

School for the Deaf: The department operated five classes during the past year--four at Iapham School and one at East High--with a total enrollment of 44.

The four-year-old beginners were at school only half days. Although three of these children lived outside of Madison they were transported daily, two by parents and one by county bus, to avoid the need for boarding home placement for those so young. The Bureau for Handicapped Children has made a new ruling which will be effective for the coming year denying approval of daily rides for four-year-old children living more than 20 miles from the school they attend. This will affect the acceptance of some who have already applied for entrance in 1963-64.

Volunteers from Attic Angels have helped again this year with the pre-school group and their faithfulness in keeping assignments has been much appreciated for many years.

For the Second semester, three student teachers from the University of Wisconsin Speech Correction Department observed the pre-school group.

Parents were invited to attend a series of meetings held twice monthly during the evenings. Films and records from the John Tracy Clinic, Los Angeles, were used to help parents understand both their deaf children's and their own problems better. In spite of complications with severe weather during the winter months, the meetings were well attended. Some parents from out of town drove considerable distances to be present. Individual conferences and a brochure which went home with each child at the end of school should stimulate family interest in continuing training during the summer.

The children in the primary and intermediate departments were integrated with hearing children in art and nearly all of them in physical education classes. They also had the use of the library at regular periods. Children with sufficient mastery of language attended classes at various grade levels in arithmetic, spelling, and social studies.



The high school deaf group presented a "first" this year, graduating two students from the regular academic course. Both hope to attend Gallaudet College, Washington D.C.--the only college for the deaf in the United States. Although these students have worked hard to achieve, our special thanks go to the administration and the individual teachers at East High School whose understanding and helpful interest made their progress possible.

The pre-primary group had various class experiences together to provide the basis for learning of new words in vocabulary building. These included visits to the pet shop, doll hospital, and the zoo. They also had projects at school, such as making of popcorn, cocoa, jello. They planted seeds, put nuts out for the squirrels, and went to the grocery store to get supplies. Through these activities the children learned many words which had real meaning for them.

Some of the children in this group are reading and some are still concentrating on reading readiness and the beginning of number concepts.

Particular stress was laid in the primary group to get improved speech and the correct order of language. Children are severely limited if their ability to express themselves understandably does not in a measure keep pace with their growth in getting meaning from the printed page.

Partially-Sighted: Fifteen children with limited vision made up this class, working at grade levels of one through six. Six pupils are from areas outside Madison. Six are legally blind, with vision of 20/200 or less, but are still able to use large print books.

Five of the pupils were in the sixth grade this year and integrated with normally seeing children in their classrooms for part of each day. This group will leave the class at the end of this year and will quite noticeably reduce the size of the class. Four will attend junior high schools and one will enter the State School for the Visually Handicapped at Janesville.

A special gift fund was spent this year on the purchase of a tape recorder for use in preparing material not available in large print.

The room in which the visually handicapped have been located for many years will be needed this coming year to care for pupils brought to Iapham from Lincoln School which is closing. It will be necessary therefore to move the sight-saving class to Longfellow School where a room has been found which most nearly meets the standards set up for rooms for the visually limited children.

The move to another school means that the children will have to adjust to finding their way about in a different building. A fine relationship had been built up at Iapham School whereby the teachers of regular grades understood the problems of the visually limited children and accepted them willingly in various classes. Special help should be given to teachers who will be working with this kind of child for the first time next year.

Class for the Blind: Nine children were enrolled in the class for the blind this year. One of these children attended school for only one hour a day and half of that time was spent in the kindergarten. It is taking this child



a very long time to mature both socially and intellectually. It is still not clear whether she will have fairly normal ability to learn once she has started. With the exception of this child all the members of the group are using braille. Each child has spent a part of the day with sighted children, the older ones more than the younger ones.

One boy is finishing sixth grade this year and will be the first of the blind class to enter a junior high school. He will attend Marquette Junior High and the principal and counselor have been very cooperative in working out a program for him. The boy will be transported back to Iapham for special help from volunteers who will read for him.

An increase in the budget for the Braille room was made to cover the cost of specially preparing materials not otherwise available in Braille, and to provide texts for the junior high pupil.

General Speech Correction: Three new therapists joined the staff this year and it was felt that monthly staff meetings would be helpful in orienting them to the work of the Madison school system. At these sessions there were discussions of new materials and texts in the field, exchanges of methods, and talks on speech-reading for hard of hearing children and the problem of "tongue thrust", an abnormal swallowing practice which orthodontists feel causes malocclusion and poor alignment of teeth in children. In the field of speech correction there is still debate regarding the role of a speech therapist in the treatment of this condition.

1,606 children were seen regularly during the year; 571 of this number were considered corrected and dismissed, 962 were noted as improved but in need of further work, and 61 seemed unimproved.

Speech therapy was continued for the educable children mature enough to profit by it. The classroom teachers of trainable children constantly stress language development and correct sound production in conversation.

Many parent conferences were held. It is particularly helpful to have the understanding and support of parents if there is to be good carry-over of the new speech patterns outside the speech class.

One meeting was held which included all of the Dane County therapists.

As the school population increases it has been necessary to take over space originally assigned to the speech classes for other purposes. In a few cases this has resulted in quite inadequate and uncomfortable working conditions. It is hoped that school architects will continue to keep in mind these smaller groups when planning new schools.

Mentally Handicapped Classes: Probably the greatest problem for the administrator of the program for the retarded is that of getting an accurate diagnosis on some children. The classes tend to collect children with other serious problems simply because there has been no other place to put them. Some have been diagnosed by psychiatrists as "probably psychotic" but because this condition interferes with learning and they function at a low level, they are entered with the retarded. Some children are deteriorating

because of severe seizures. Others have histories of brain damage which seem to point to an aphasic condition. The proper teaching of aphasics is a very specialized field and can be frustrating and quite fruitless to teachers without training in this area.

It seems as if the organizing of a class for such special problem cases would be a step in the right direction.

Three children from the retarded classes were sent to Mandota State Hospital during the year and a fourth was scheduled to go but his family would not sign the necessary papers.

Four children from the groups made such good academic gains and on retesting achieved such higher I.Q.s than previously that transfer to regular classes was made. Although these children are about two years older than their classmates it is believed a good adjustment can be made by all.

At Longfellow School where six classes of retarded children, one of emotionally disturbed, and a class for visually handicapped will be served a noon lunch, the lunch room facilities will be over-taxed. It will be necessary to stagger the eating periods, more dishes and silverware will have to be supplied, and a longer working period for the cooks will be necessary.

A small group of parents whose children are approaching the dismissal age (16 for trainables and 17 for educables) have been working for a program which will extend to 21 if parents so desire. Some high school programs in the state are beginning to include a part-time work experience outside the classroom. This means that part of a teacher's time must be spent in making contact with employers to arrange job opportunities and to follow up on the effectiveness of the work being done. It has been felt by us up to this time that the Rehabilitation Division is in the best position to assume the job training of older retardates, and we have referred our pupils to this agency at age 17. Eight boys and eight girls were referred this year. Perhaps our policy should be reviewed.

There is a strong likelihood that day care centers will be established for children so limited that they cannot attend public school classes. This would relieve the anxiety of many parents worried about the children's future. It is felt that some agency outside the public school should have the responsibility for administering the program.

Three children from our retarded groups were committed to Southern Colony during the year.

A total of 179 children were enrolled in the educable groups and 22 in the trainable classes. It is planned to start another half-day class for trainable children next fall.

#### Attendance and Home Visitation (Written by John B. Thrower)

It is almost unbelievable that our attendance staff will be trying to serve during the coming 1963-64 school year 2,500 more pupils per worker than in the 1954-55 school year. This is more than a 50 per cent increase in school population to be served by each of our workers. These facts are all the more difficult to believe when one is aware that for the new 1963-64 school

year our department will be increased 33 1/3 per cent by the addition of one new staff member. In other words, our attendance department staff will be attempting to meet the needs and demands of a school population that has more than doubled in the past nine years with a staff that has increased by only one person.

"With the close of each school year, it becomes increasingly clear that the success or failure of our service is closely related to the differing expectations and goals that the individual schools have for each child referred. How the child feels about his attendance problem and what he does about it is interrelated with the attitudes his school and his parents have toward punctual and regular school attendance and what they are willing and able to do to achieve it."1/

"The methods or techniques to use in a given attendance problem can be and are often chosen by the school principal. When he feels the need for some special assistance it is his privilege to accept or reject any or all parts of the plan offered."2/

The tool most universally accepted by our schools in working with the disturbing, disinterested, and especially the truant child is the visiting teacher's call to the child's home. Where a single home call appears to bring about the regular and punctual attendance of the child referred, some observers may feel that this completes the process of assisting the child through his school maladjustment. Although this may sometimes be true, frequently non-attendance as a symptom of maladjustment is displaced by one less easily detected or less irritating to school personnel.

"The therapeutic significance of such visits to the home can only be guessed, but the results often indicate that much is accomplished by a well-planned approach to the child's problem, whose most clear-cut symptom of disturbance is nonattendance. Each worker's success in this is closely coupled with the cooperation he receives from all school personnel as well as that received from other agencies outside the school."3/

"As has been the trend for the past several years, more and more of the school social worker's time has been needed to work with our larger and more adequately staffed community agencies. \* \* \* This increased demand on the social worker's time as a liaison person has made it unrealistic to work directly with but a very few problem children and their parents. Thus, little opportunity to do social case work has been available so that the major effort of the school social worker has been toward effecting communications with the several schools and community agencies prior to and following referrals. Often a referral to a social agency does not necessarily relieve the school social worker of time involvement or of his responsibility in the case referred. In many instances, immediately after a referral is made to an agency, almost as much or more time is needed to keep the agency and school informed of the progress being made and the need for additional special planning by the agency or school."4/

1/Excerpted from previous annual reports.

2/Excerpted from previous annual reports.

3/Excerpted from previous annual reports.

4/Excerpted from previous annual reports.

In most truancy cases in which all efforts of all other school personnel have been used with little or no positive effect, it evolves that the pupil's daily presence or absence becomes the social worker's responsibility. With this sort of case the social worker gets involved with the problem at a point where little real help can be offered by school personnel other than a continuous check of the daily whereabouts of the pupil.

It is hoped that the visiting teacher or other school personnel can be used to do the above follow-up regarding the reporting of absences to the cooperating agency so that the social worker will have the time available to work directly with the truant pupil and his parents in a more traditional social work role rather than as a truant officer. In short, if a change of responsibilities can be made, there should be some marked improvement in the type and extent of help our department can offer to a pupil with an attendance problem.

With such a change in our handling of cases, perhaps we would need to make fewer referrals to community agencies and would also be able to receive more expeditious help with the cases referred. Such expediting of agency help with cases could well be expected if Child Study records could show that our efforts to assist the child and his parents included a series of face-to-face contacts with them in our department and/or their home. Such contacts would be by appointment and not simply as a means of checking on the pupil's absence.

The proposed changes in the responsibilities of the visiting teachers and the social worker would also hopefully provide an opportunity for the social worker to discuss some of the more difficult cases in a more enlightened and helpful way with the visiting teachers and other school personnel.

As in all contemplated changes in ways of handling our ever increasing work load, the above proposal is not considered to be a complete and final answer. We may, in fact, find that we have an even greater need for additional persons for visiting teacher work or a change in the areas covered by the individual visiting teachers. This statement is based on the fact that the East High area for a number of years has been served by a visiting teacher whose time is available only three-fifths time for attendance work. It seems that there is real need to attempt to put the above proposal into operation as soon as practical.

There seems little need to argue the significance of compulsory attendance and its relationship to public education. If a pupil's regular and punctual attendance is considered of primary importance to a successful educational experience, it seems necessary and appropriate that the records and methods of keeping an account of each pupil's daily attendance be as uniform as is practical.

However, in order to make any attendance control plan or method function properly, there is a need for sufficient staff to serve all schools regularly. There should be little or no need to spell out further the increasingly unrealistic spread of the visiting teachers' and the social worker's time. All of our various manipulations of staff schedules and case loads during the past eight or nine years as an inadequate substitute for increasing staff size, have never really met the problem, and each year the cases that are most amenable to help, usually found in the elementary schools

or occasionally in junior high school, receive insufficient or no assistance because of the constant pressure of so-called emergencies, end-of-the-line, or bottom-of-the-barrel cases.

It is becoming more and more apparent that it is time to decide how we can better assist all of our schools to present a uniform attendance control program to teachers, pupils, and parents. I suspect that there are people on our staff and personnel in some of our schools who feel that certain schools and areas of our community have no attendance problems. Although there is insufficient data to substantiate either a negative or positive statement in this regard, I am reasonably certain that if we had a uniform method of tabulating daily attendance in all of our schools and if we had sufficient staff time to give regular service to all of our schools, we would find that every school could and should use some competent assistance with school problems related to poor attendance.

Within the last two or three years, attempts have been made to check the use made of the attendance charts in the elementary schools. A special effort was made to learn the extent to which the elementary classroom teacher kept a daily record of the reasons for each pupil's absence. In a great many instances the teacher began the school year by keeping a fairly accurate account of reasons for absences. However, it was rarely found that a teacher continued this procedure throughout the entire semester or school year. Often the attendance charts for a given teacher or classroom in some elementary schools had no reasons recorded for the absences of any pupil in the class.

The result of continued insufficient staff through the current 1962-63 school year may well be reflected in the fact that a child was initially referred from one of our elementary schools this year in the month of May with 76 days of absence.

According to the Wisconsin State Statute every absent pupil must be accounted for daily as to the reason for not being present.

"40.78 TRUANCY (1) Truancy defined. Truancy consists of any absence of one or more days from school during which the principal or teacher has not been notified in writing of the legal cause of such absence by the parent or guardian of the absent pupil. \* \* \* In case of illness for more than three days, or upon the request of the attendance worker, a statement from the local health officer or nurse or attending physician shall be submitted."

Until more attendance department staff time can be made available or until the individual elementary schools accept more responsibility for regularly and accurately accounting for the reason each pupil is absent, it is inevitable that many of our junior and senior high students will continue to be surprised to learn that regular school attendance is an initial and legal requirement in public schools.

Our junior and senior high schools are also facing the possibility of having to accept further responsibility in working with attendance cases before they are brought to our department's attention. This development is taking place



in part because our visiting teachers now go into the three larger junior-senior high schools only two days a week. There is perhaps need to study how the other three days of visiting teacher time available now to elementary schools can best be used. It may be appropriate to consider the use of regular school personnel in each of the junior and senior high schools for checking on attendance through phone calls and personal calls to the absent pupil's home. This would be in addition to the routine phone calls made daily by the clerical personnel in many of our schools. Certainly letters to the parents of pupils who appear to be developing an attendance problem could also be the individual school's responsibility.

"In order to prepare both the schools and parents for the proper enforcement of the compulsory attendance statute much time will be needed to discuss the feelings and problems that may arise from any changes made."5/

There is reason to believe that the problem of providing adequate and appropriate attendance service to our schools is one requiring a new and imaginative approach. Perhaps the problems in this area of attendance control can be studied and worked out in a way which would be more satisfactory and acceptable to the schools if a committee to study the matters involved were organized. Such a committee would hopefully be set up for a relatively long term study and would be composed of teachers, administrators, counselors at both elementary and high school level, as well as a representative from the Child Study and Service Department. It would possibly be quite appropriate to have a representative from our school Board work periodically with this committee when matters of general school policy are discussed. It seems that such a committee could be as feasible and as helpful in planning and developing an adequate attendance control program as the committee approach has been in developing and planning in the various academic areas. I feel it is certainly worth trying such an approach to this system-wide problem area.

Only one of our three staff members has been available full time as an attendance person. One of the remaining two spent about two days weekly supervising foster homes for pupils in special education classes. This visiting teacher also has responsibility for the attendance work for the entire east side of Madison. This includes the largest high school and a junior high school (Marquette) which has many problem children. Most of this work must be done on a demand basis since it is impossible to visit the elementary schools regularly. Because of this situation it is not possible for the worker to do as much as she would like in the way of preventive casework.

This year the third staff member, the social worker, spent a major part of one day each week with the department's psychiatric consultant. At least half the cases referred to the psychiatric consultant originated with the attendance department and the social worker was responsible for presenting these cases for psychiatric evaluation. Much additional time was used in following up these cases with the individual schools and the various community agencies. The social worker also accompanied the psychiatrist to the several teacher and school counselor group meetings held weekly.

5/ Excerpted from previous annual reports.

Originally the plan was for the social worker to sit in on only one group as an observer but at the psychiatrist's request the social worker acted as a co-counselor or co-group leader in all the groups excepting the noon meeting of the school administrators.

The preparation of almost 250 school reports and the writing of 292 letters also required time that could not be used in direct social casework service to the many pupils referred. For the coming 1963-64 school year, plans are being made to create more social worker time for casework by having all the individual schools accept major responsibility for preparing pupil reports for community agencies as well as routine letters to parents concerning attendance problems.

Of the thirty referrals to the Family Court for truancy, only one of the pupils referred was confined to a state correctional institution. The remaining referrals were handled through the use of probation in their own homes or through the services of individual or group foster homes. In addition to the thirty cases referred by the schools, there was at least an equal number of pupils with school-connected problems who received the service of the Family Court for difficulties within the community. In these additional cases the schools and our department were requested by the court to assist in making special school plans, as well as supplying the court workers with periodic reports on the referred pupil's school adjustment.

A summary of calls made by the attendance and home visitation workers for the 1962-63 school year is as follows:

Home contacts	2066*
School contacts	800
Unclaimed programs	<u>85</u>
Total	2951

The calls for 1962-63 may be further examined by the per cent of use by the following divisions:

Elementary	24.104
Junior high	43.466
Senior high	32.429
Parochial	<u>.001</u>
Total	100.000%

\*Due to pressure of work many of these calls are by phone and not personal house calls.



1963 Census Summary  
(Written by Lloyd Benson)

The annual enumeration of the child population of the city of Madison has recently been completed by a staff of 54 workers who gathered data from 56 census areas in the city for 35 elementary schools (4 of which became a part of the system for school purposes upon enactment of laws by the State of Wisconsin), 10 junior high schools, and 4 senior high schools. All data has been carefully checked and the following report summarizes some of the findings of this year's census.

The Board of Education decided to adopt the International Business Machine data processing procedure for computing of census and enrollment records in the Department of Child Study and Service. The names of all pupils enrolled in the Madison schools and those whose names appear on the 1962 census were punched on I.B.M. cards. These cards were given to the census takers in the respective school districts so they could check the data with those still living within the area. All children must be accounted for and those who are missed are added to the official census by the staff. All census workers must submit their reports by June 1 and as a result miss some births in May and all births in June. Lists of births are obtained from the city Health Department for these months and are checked and added to the census totals if they are legal residents of the city. Births added to this year's census totaled 506. Other age groups added to the census totaled 249. The total child population of 55,847 exceeds the 1962 report by 4,025 or 7.76%. The areas annexed for school purposes (Estes-Hiestand with 96, Badger with 667, Lakewood with 669, Shorewood with 1769, and Silver Spring with 640) accounted for a total of 3,841. If these totals had not been included there would have been an increase of 184.

The 1963 births totaled 3,126, which includes Estes-Hiestand with 3, Badger with 55, Lakewood with 31, Shorewood with 142, and Silver Spring with 35, for a total of 266 births. The 1963 total of 3,126 is 136 below the 1962 total of 3,262. To compare the city of Madison's 1963 baby total with that of 1962 you would have to subtract 266 from 3,126 and you would have 2,860 babies to compare with the 1962 baby total of 3,262. This shows the baby births to be 402 less than in 1962.

With the July 1, 1962 annexation for school purposes only of Badger, Estes-Hiestand, Lakewood, Shorewood, and Silver Spring and the opening in September of the new Philip H. Falk school, there are 35 elementary school areas set by the Board of Education. When the 1963 census totals are compared to 1962, the Elvehjem area with an increase of 509 is the largest, although 96 of them are in the Estes-Hiestand area which was assigned to Elvehjem. Orchard Ridge shows an increase of 136 after the area for the Philip H. Falk school, formerly included in the Orchard Ridge total, is removed. Other areas showing increases are Glendale 118, Gompers 128, and Odana 141. Areas showing sizeable losses are Longfellow 478, Washington 393, Lapham 258, and Marquette 166. No areas showed sizeable gains in births when the 1963 totals were compared to 1962. Areas showing a substantial decrease in births are Longfellow 74, Washington 62, Mendota 44, Lapham 43, Herbert Schenk 42, and Spring Harbor and Dudgeon with 23 each.

Areas in the outlying sections of the city continue to show the larger over-all gains. It is in these locations that extensive building programs have continued and areas of land remain undeveloped, making further expansion and building possible.

The school age population (4 through 19) shows an increase of 3,526 or approximately 9.6 per cent (see Table VI, page 42). The areas in for school purposes accounted for a total of 2,568 in this age group. The preschool population (ages birth through 3 years) shows an increase of 403, with the areas in for school purposes accounting for a total of 1,178.

It is believed that gains or losses in respective age groups where boundaries have been changed do not give a true picture of trends within the areas because comparisons are not being made on identical areas. It is recommended that the 1964 census gains and losses be computed back to the most recent boundary change within the school census area, and not on the initial births in the first column or on the totals as indicated on the top line as was done this year. When interpreting the significance of losses or gains on any part of Table VIII, one should note the number of boundary changes in the area and when they occurred.

Areas which showed decidedly more gains than losses in all age classifications are: Elvehjem, Hoyt, Mendota, Nakoma, Odana, Orchard Ridge, Herbert Schenk, and Glenn W. Stephens. Areas showing decidedly more losses than gains in age classifications are: District #8, Emerson, Hawthorne, Lapham, Lincoln, Longfellow, Lowell, Marquette, Randall, Spring Harbor, Truax, and Washington.

Tables I through IX show the changes in the child population on an over-all basis, some by census districts, going back as far as 1947, or to such time as the area became a school district or was officially annexed to the city or assigned for school purposes. The charts in the respective school census areas take children of a given age and a given year and project them over a period of years up to the current year, thereby showing gains or losses. In describing these gains or losses, no consideration has been given to changes in boundaries. For example, refer to Table VIII for the Lincoln School where the boundary has remained unchanged since 1947. Note that in 1952 there were 46 births in the area but in 1963, when these children would be eleven years old and in the sixth grade, only 14 were in the Lincoln area, which means a loss of 32 in this age range group. Again another example: Note in 1960 there were 21 children five years of age in the area and ready to enter kindergarten, but in 1963 when these five-year-olds had reached eight years of age and should be in third grade the number was only 13. This gives a loss of 8 in this age group from the time they started kindergarten. If you go back to 1955 when these pupils were newly born babies, there were 46. With only 13 remaining in 1963 as eight year olds, we have a loss of 33 in this age range group when compared to 1955. Therefore, these charts are informative because they demonstrate stability or mobility of population in a given area. However, due consideration must be given to each school area because from time to time the Board of Education has been forced to alter school boundaries due to large enrollments, new building construction, or in the outlying areas annexations may present circumstances that make boundary changes mandatory.

Frank Allis: The area showed a small over-all total gain of 26, and births remained about the same as last year. However, in advancement on the respective age groups there were more losses than gains.

Badger: This area is one of five which officially became a part of the city of Madison school system for school purposes only on July 1, 1962.

Cherokee Heights: For the sixth successive year, this area showed more losses than gains in the various age groups; the over-all total and new births in the area were insignificant. The continued showing of more losses than gains in the area may be due to boundary changes in 1958 and again in 1961. If comparisons are made with 1961 when the last boundary change was made, you would have 10 areas showing gains, 8 showing losses, and 2 showing no change. There is a small amount of new building being done in the area.

Crestwood: The three boundary changes in the area since 1958 when it became a part of the city undoubtedly affect the gains or losses in the area, and also the small gain in the over-all total. New construction continues in the area and adjacent land is available for subdivision and development.

District #8: Table VIII, page 48, shows more losses than gains in the various age groupings for the fourth successive year. This can be looked upon with significance because there have been no boundary changes within the area. In the seventeen years that census data has been gathered in the area, over-all total gains or losses have been varied, with 1963 showing an over-all gain of only 33. Births within the area have varied slightly during the past seventeen years.

Dudgeon: The area shows gains in 19 out of a possible 20 in the respective age groupings and an over-all gain of 612 when compared to the 1947 census totals. This is undoubtedly affected by the three boundary changes made within the area because when comparisons are made back to the most recent boundary change we have more losses than gains within the area. The over-all total is 46 below last year's total, and only one above the 1959 total (the year the last boundary change was made).

Elvehjem: This area was formerly known as the Woodvale or Buckeye Road site. The area shows the largest gains of any area in the city when 1963 over-all totals are compared to 1962 over-all totals. Included in the 509 increase are 96 from the Hiestand-Estes area which is one of the five areas which officially became a part of the city of Madison school system for school purposes only July 1, 1962. If the 96 is subtracted from 509, the total of 413 still remains the greatest increase in any area. It is one of the three areas in the city which show all gains when comparisons are made in the movement of respective age groupings. Births in the area are down slightly when 1963 totals are compared to 1962. There have been two boundary changes since the 1960 census when the area was first designated. The census taker reports 45 homes available for immediate occupancy, and 54 under construction. A sizeable area of land is being made ready with streets and sidewalks for further development. Also extensive areas of land are readily available for further increases and continued expansion.

The breakdowns for the respective areas are:

Acewood

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1962	22	22	24	27	18	18	23	20	21	11	8	9	6	6	6	4	3	2	2	1	0	253
1963	20	28	24	29	26	18	21	23	18	21	10	7	8	6	7	7	7	3	3	3	1	290

Rolling Meadows

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1962	15	20	12	7	17	15	11	12	11	8	11	10	12	8	4	7	11	3	5	4	1	204
1963	15	21	22	22	12	26	18	20	16	17	16	11	12	11	7	7	7	8	4	5	4	281

Wedgewood-Kingston

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	6
1959	4	2	3	3	7	5	3	4	3	2	3	3	1	1	1	0	3	2	0	0	0	50
1960	14	19	10	13	17	13	11	7	6	3	5	4	5	5	3	1	2	3	1	1	0	143
1961	33	30	40	28	35	26	18	20	14	8	9	11	7	15	9	5	0	5	4	4	1	322
1962	48	53	53	52	43	44	39	23	18	27	12	14	15	9	17	9	8	3	5	7	3	502
1963	43	69	64	68	56	58	51	40	28	26	29	17	20	18	11	22	17	8	5	4	13	667

Woodvale

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1962	49	52	40	41	37	44	33	29	22	15	18	14	11	15	10	10	5	6	4	4	2	461
1963	44	51	56	54	54	41	41	42	35	28	22	22	24	17	16	13	14	8	4	3	7	596

Hiestand-Estes

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1963	3	4	4	8	5	5	6	3	7	6	6	5	9	1	6	1	7	1	5	1	3	96

Emerson: The area continues to maintain a sizeable gain in the over-all total; however, the 1963 total is below the 1962 total which was below the 1961 total. For three out of the last four years, the respective age groupings have shown losses in all age classifications. There has been a general downward trend in the over-all total since 1958. It should also be noted there have been no boundary changes within the area.

Philip H. Falk: This area was established by the Board of Education during the past year, and the school is to be opened in the fall for the 1963-64 school year. It was formerly called the Greentree Site area. The children it will serve were formerly part of Orchard Ridge and during the past year were transported to the Glenn W. Stephens School. To relieve the class loads at Orchard Ridge, the children living in an area south of Raymond Road and west of a line running from Raymond Road south on Riva Road to Thrush, to Leland, to Tanager Trail, to the city limits on the south will be transported to the Philip H. Falk School. The census taker reports 29 homes

available for immediate occupancy and 18 under construction. There is a sizeable area of land with streets, sidewalks, and other improvements installed and available for expansion in the area. This gives a great possibility for further increases and continued expansion.

Franklin: The area continues to show consistent increases in over-all totals although respective age group comparisons tend to show more losses than gains. The area has had four boundary changes since 1947, and if comparisons are made in the respective age groupings at the time of the last boundary change in 1956, the gains and losses would be about equally divided. Table VIII, page 53, shows the census growth from year to year in the respective age groupings as well as the gains or losses in each age group.

Comparison of Census Figures for Waunona Way Area Since its Annexation in 1954  
(Included in Franklin Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1955	14	12	17	13	10	7	13	8	14	10	9	7	11	9	12	6	5	2	6	4	3	192
1956	13	15	12	18	10	12	11	11	11	13	9	12	8	12	10	10	6	6	1	5	4	209
1957	17	14	16	9	18	11	13	13	12	8	16	11	8	10	13	11	13	4	4	1	5	227
1958	19	24	17	17	14	17	17	15	12	13	8	15	11	11	9	12	11	10	6	4	1	263
1959	27	25	23	20	20	17	13	16	13	15	15	11	17	12	9	8	10	6	8	6	2	293
1960	28	31	30	29	30	27	22	19	18	16	21	19	13	15	14	9	10	9	9	4	3	376
1961	27	33	28	31	31	30	31	20	19	14	15	20	19	11	17	11	9	11	8	4	7	396
1962	38	32	38	31	29	30	30	30	23	20	17	15	24	19	13	17	14	10	12	9	3	454
1963	50	49	33	44	30	32	23	29	32	23	16	18	21	25	19	13	19	14	8	12	9	519

The elementary age group 5 to 11 years of age inclusive has gone from 84 in 1957 to 173 in 1963.

Glendale: The area showed an over-all gain of 118 above the 1962 census total with slightly more losses than gains when comparisons are made in respective age groupings. When comparing it to areas in the city for more than one year, it was one of the two with the largest increase in births in the city.

Gompers: The area continues to show increases in the over-all totals when compared to the 1960 census totals. When the 1963 elementary age grouping (ages 5 to 11 inclusive) is compared to 1962 we find an increase of 93 people. Census takers report a number of vacant family units as well as new construction in the area which could increase the above number.

Hawthorne: The area showed a slight loss in births and a small loss in over-all totals when the 1963 census figures are compared to 1962. Table VIII, page 56, shows the distribution from birth through 20 years of age, with a predominance of losses showing when a comparison is made in the respective age groupings; there have been no boundary changes since the area was established in 1959.

**Hoyt:** With three boundary changes since the area was first censused in 1956, it is difficult to show a consistent pattern. When comparisons in the respective age groupings are made, we find more gains than losses. However, when comparisons are made back to 1961 when the last boundary change was made, we find the gains or losses to be about equally divided. New births in the area are down slightly, and the over-all total is up a little when the 1963 census totals are compared to 1962. There is also an increase in the elementary age grouping (ages 5 through 11) when the 1963 totals are compared to 1962 totals.

**Lake View:** Table VIII, page 58, shows the age distribution from birth through 20 years of age with a few more losses than gains in the respective age groups. While the 1963 birth totals are slightly less than the 1962 birth totals, the over-all totals for the 1963 census are a little larger than the 1962 totals. The elementary age grouping, 5 through 11 years of age, for 1963 is larger by 51 than the total for the same grouping in 1962.

Comparison of the figures for the Oak Park Trailer Camp appear in the table below:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1951	36	17	26	25	26	15	14	6	9	7	5	4	7	1	5	2	2	1	4	2	2	216
1952	17	16	15	21	21	26	14	17	11	8	7	5	4	5	2	8	5	5	7	13	5	232
1953	33	20	18	17	22	24	28	9	15	8	5	7	3	6	5	2	1	5	2	3	6	239
1954	37	30	18	13	14	21	13	20	9	10	8	2	7	5	3	6	1	3	6	8	6	240
1955	30	33	22	25	12	14	11	10	10	7	8	6	3	7	7	3	3	1	5	8	6	228
1956	35	32	29	20	17	8	14	8	8	10	6	7	5	2	4	3	5	3	4	5	11	238
1957	55	29	21	22	15	17	8	10	6	9	8	5	5	3	2	4	3	5	2	2	3	234
1958	50	46	28	16	22	11	15	11	10	5	9	8	5	4	3	3	3	3	4	7	1	264
1959	75	47	39	29	27	16	6	8	7	8	6	9	7	6	1	3	1	1	2	0	1	299
1960	78	65	63	34	21	20	12	6	5	8	7	6	7	6	6	1	1	2	2	5	12	367
1961	74	66	63	47	30	16	9	11	6	4	5	5	5	5	9	5	1	4	2	3	8	378
1962	97	64	53	43	27	23	11	9	10	12	2	8	5	4	2	3	6	2	3	12	16	412
1963	65	55	55	38	30	20	19	4	9	12	10	4	6	4	5	4	2	7	1	7	8	365

**Lakewood:** This area is one of five which officially became a part of the city of Madison school system for school purposes only on July 1, 1962.

**Lapham:** For the past four years, the area has shown a predominance of losses when comparisons are made in the respective age groupings. The over-all 1963 total shows a loss of 314 when compared to the 1947 over-all total, and a loss of 258 when the 1963 over-all total is compared to that of 1962. The area was also one in which a sizeable loss in births occurred. The 1963 birth total of 143 is the lowest recorded starting with 1947 when the first data is shown. Sherman Terrace also continues to show losses which are portrayed in the over-all figures for the area.

Comparison of Census Figures for Sherman Terrace Since Its Construction in 1949  
(Included in Lapham Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1949	2	1	3	1	1	0	2	1	0	0	0	0	1	0	0	0	0	1	0	0	1	14
1950	30	28	24	21	21	12	8	13	11	8	7	7	8	7	3	2	1	2	2	2	1	218
1951	34	32	46	30	31	23	12	8	11	9	4	6	5	8	6	4	2	2	0	3	7	283
1952	34	45	28	29	27	20	21	16	8	10	10	6	5	5	13	5	4	4	1	2	4	297
1953	35	35	36	23	22	22	17	9	9	4	8	7	7	4	5	9	6	2	5	8	4	277
1954	31	33	23	33	13	17	12	12	7	5	2	8	10	6	6	4	6	7	4	3	5	247
1955	38	26	23	25	24	13	18	13	12	8	11	4	9	10	3	5	4	4	4	4	3	261
1956	31	36	28	22	18	13	16	13	9	12	8	3	4	6	5	2	2	5	11	3	5	252
1957	34	33	27	25	19	11	8	11	6	2	7	7	5	1	5	5	2	4	4	5	3	224
1958	41	33	26	20	13	21	6	8	14	5	1	7	5	2	2	4	5	4	4	7	8	236
1959	41	36	23	13	15	6	5	4	3	7	3	0	2	2	1	0	3	4	2	4	4	178
1960	32	33	21	15	10	8	7	7	2	1	7	3	1	2	2	1	1	4	5	3	7	172
1961	36	30	18	19	9	7	9	7	9	4	1	7	2	1	1	2	1	1	4	4	5	177
1962	26	35	17	14	9	7	4	3	3	7	1	2	6	1	1	1	2	1	2	7	8	157
1963	27	20	22	10	10	8	4	3	2	1	7	1	3	4	2	0	1	2	1	2	10	140

Lincoln: For the sixth successive year, this area has shown losses in all age groupings when comparisons are made back to the births or the first recordings in 1947 except in the upper age groups 18, 19, and 20 years old. The 1963 total for the area is 116 below the 1962 total for the area and 93 below the 1947 over-all total. The recording of 21 births in the area is the lowest ever recorded starting with the 1947 entry. Table VIII, page 61, shows the totals in the various age classifications, with the losses or gains in the respective age groupings.

Longfellow: The area has shown an over-all increasing loss for the sixth successive year when compared to 1947. When the 1963 over-all total is compared to the 1962 over-all total, we find a loss of 478, and when the 1963 total is compared to 1947 we find a loss of 798. The loss of 478 is the greatest in any area for the past year. It should also be noted that the elementary age group, ages 5 through 11 years, has been on a downward trend since 1953, at which time an area was taken away from Franklin and attached to Longfellow.

Lowell: The area shows a slight decrease in the number of births within the past year as well as a small decrease in the over-all totals when the 1963 figures are compared to those of 1962. The area continues to show a predominance of losses when comparisons are made in the movement of respective age groupings.

Marquette: The area continues about the same as in previous years, with losses showing in all the various age groupings for the sixth successive year. The loss in the over-all totals has continued to grow increasingly larger each successive year since 1959 when compared to the 1947 over-all totals. The totals in the elementary age group, ages 5 through 11 years, have shown a continued decline since 1960. When the 1963 over-all totals are compared to 1962, we find a loss of 166 which is the fourth greatest loss of any one of the areas censused in 1963.



Mendota: The loss of 44 births in the area is third largest in the city when 1963 births are compared to 1962. The over-all totals continue to show gains when any year's census is compared to the 1953 census, with the 1963 over-all total being 59 more than that of 1962. The area continues to show more gains than losses when comparisons are made in the movement of respective age groupings.

Midvale: Since 1948 this area has had boundary changes in 1952, 1953, 1956, 1958, 1959, and again in 1961. With so many changes, it is difficult to say exactly what the gains or losses mean when comparisons are made in the movement of the respective age groupings. The same holds true, but probably to a lesser degree, when any year's over-all total is compared to the 1948 over-all total.

Nakoma: Since 1947 there have been six changes in the boundaries of the Nakoma area. Such changes tend to affect the reliability of gains and losses when comparisons are made in the movement of respective age groupings. The area continues to show gains in the over-all total when 1963 figures are compared to 1947, and a gain of 27 when the 1963 over-all total is compared to the 1962 over-all total.

The Rosedale-Marlborough totals are included in the Nakoma totals. A breakdown of the census figures for the area south of the Beltline (Rosedale and Marlborough Heights area) is as follows:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1958	43	57	46	39	51	35	31	28	34	24	16	20	19	15	10	13	9	6	4	3	5	508	
1959	49	46	69	49	32	43	37	24	30	25	20	20	19	16	14	9	13	9	2	4	2	543	+35
1960	40	41	42	58	42	31	40	38	22	25	28	17	23	20	17	13	11	10	8	2	5	533	+25
1961	42	38	43	37	48	38	24	41	35	22	28	25	17	21	21	17	17	9	13	8	2	546	+38
1962	49	44	39	35	21	45	28	26	30	32	24	22	19	19	19	19	18	11	9	7	8	524	+16
1963	39	31	13	12	11	20	37	31	23	31	31	18	25	20	15	18	16	16	9	3	1	420	-88

It must be noted that this is the first year the Rosedale-Marlborough over-all total has been less than the over-all total of 1958.

The Rolla Lane area bounded on the north by Odana Road, on the west by Midvale Boulevard, and on the south by the railroad tracks is censused in Nakoma but a majority attend Cherokee.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1962	6	1	8	7	4	6	5	9	5	6	9	3	12	6	9	7	9	8	4	8	1	133
1963	4	15	15	23	13	8	5	4	8	7	6	5	6	9	9	7	9	10	9	9	11	192

Odana: For the second year the area is one of three in which the various age groupings showed all gaining and none showing losses. When the 1963 totals are compared to those of 1962 we find a small loss in births and a sizeable gain in the over-all total. The census taker reports a small amount of new construction in the area as well as a number of vacant family dwelling units. Thus with additional adjacent land available for annexation, there are possibilities for further increases.

Orchard Ridge: The area shows an over-all increase of 136 when the 1963 over-all total is compared to that of 1962, even though the area for the new Philip H. Falk school has been taken from the Orchard Ridge area. Also, the 1963 rate of birth in the Orchard Ridge area equaled that of 1962. For the second year this was one of three areas in the city where all age groupings showed gains when comparisons are made in the movement of respective age groupings. The census taker reports 35 family dwelling units available for occupancy and 29 more under construction.

Randall: For the sixth consecutive year, the area shows a predominance of losses when comparisons are made in respective age groupings. This takes us back to 1958 when the last boundary change was made, and there were two boundary changes previously. When the 1963 totals are compared to 1962, there was a small loss in births and a slight gain in the over-all totals.

Herbert Schenk: When the 1963 totals are compared to 1962, we find a loss of 42 in those under one year of age, and a loss of 61 in the over-all totals. However, when 1963 over-all totals are compared to 1948, we find an increase of 2643, showing consistent over-all gains. When comparisons are made in the movement of respective age groupings, there are 15 areas showing gains and 5 showing losses.

Sherman: When the 1963 census is compared to 1962, there is an increase of 3 under one year of age, and 30 in over-all totals. There is a gain of 1320 in the 1963 census totals when compared to that of 1947. Boundaries in the area were changed in 1956 and over-all increases have appeared each year.

Shorewood: This area is one of five which officially became a part of the city of Madison school system for school purposes only on July 1, 1962

Silver Spring: This area is one of five which officially became a part of the city of Madison school system for school purposes only on July 1, 1962.

Spring Harbor: When comparisons are made in the over-all totals, the area continues to show an increase each year since 1958. When respective age group comparisons are made, there continues to be more losses than gains. When 1963 totals are compared to 1962, there is a loss of 23 for those under one year of age and a gain of 36 in the over-all totals.

Glenn W. Stephens: The area shows a gain of 10 for those under one year of age and an over-all gain of 135 when the 1963 census is compared to 1962. A comparison in the respective age groupings shows decidedly more gains than losses. The census taker reports 29 family home units ready for occupancy and 84 more under construction.

Sunnyside: If the 1963 census figures are compared to those for 1962, the area shows a slight loss for those under one year of age as well as a small loss in the over-all total. There was a boundary change in 1959, and if over-all comparisons are made back to 1959 instead of 1956, this would show a steady increase.

Truax: The area has shown a steady over-all decline since 1957, the greatest being in 1959 when the boundaries were changed and a portion of the area assigned to Hawthorne. The number of pupils of elementary school age (ages 5 through 11 inclusive) has been declining since 1961. It is also one of the three areas that showed losses in all areas when comparisons are made in the respective age groupings. When the 1963 census figures are compared to 1962 figures, a loss of 7 is shown for those under one year of age and an over-all loss of 78.

Van Hise: When the 1963 census totals are compared with 1962 totals, there are 7 less children under 1 year of age, and 82 more in the over-all totals. Sizeable areas of land now have paved streets and sidewalks; the census taker reported 13 family dwelling units ready for occupancy and 73 new units under construction in the area. Also, when comparisons are made in the respective age groupings, there are 13 areas showing gains, 6 areas showing losses, and 1 with no change.

Washington: The potential number of elementary school pupils (ages 5 through 11 inclusive) was 821 in 1953. A steady decreasing trend in this number has persisted over the years until the 1963 census shows a potential of 319. When the 1963 census totals for those from five years of age through 11 years of age are compared to the same grouping in the 1962 census, there are 117 fewer pupils in the area. The totals for those 18, 19, and 20 years of age have been large and tend to keep the over-all totals high; however, losses in the lower age groupings have more than offset the increases in the 18, 19, and 20 year old group.

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Table I

Summary of Census Returns for the Year Ending June 30, 1963

School Districts	Age Group Birth to 3 Inclusive			Age Group 4 to 19 Inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Frank Allis	206	212	418	779	741	1520
* Badger	101	92	193	235	234	469
Cherokee Heights	57	64	121	244	249	493
Crestwood	159	131	290	406	412	818
District #8	53	49	102	133	127	260
Dudgeon	120	88	208	581	534	1115
Elvehjem	315	330	645	612	644	1256
Emerson	321	294	615	939	936	1875
Philip H. Falk	49	37	86	111	110	221
Franklin	329	309	638	734	658	1392
Glendale	264	247	511	714	680	1394
Gompers	124	126	250	351	326	677
Hawthorne	209	234	443	444	414	858
Hoyt	134	137	271	628	638	1266
Lake View	238	213	451	486	440	926
* Lakewood	48	52	100	268	274	542
Lapham	265	256	521	612	635	1247
Lincoln	39	41	80	112	137	249
Longfellow	153	138	291	534	572	1106
Lowell	303	286	589	929	856	1785
Marquette	368	346	714	926	839	1765
Mendota	194	237	431	642	561	1203
Midvale	160	155	315	1014	985	1999
Nakoma	160	187	347	678	671	1349
Odana	162	165	327	515	496	1011
Orchard Ridge	350	312	662	824	804	1628
Randall	213	191	404	1047	1019	2066
Herbert Schenk	318	313	631	1306	1110	2416
Sherman	242	230	472	761	730	1491
* Shorewood	373	335	708	538	477	1015
* Silver Spring	83	75	158	252	216	468
Spring Harbor	175	157	332	492	431	923
Glenn W. Stephens	97	83	180	281	282	563
Sunnyside	87	69	156	241	232	473
Truax	70	66	136	127	104	231
Van Hise	161	173	334	802	766	1568
Washington	172	149	321	442	730	1172
Totals	6872	6579	13451	20740	20070	40810

Age Group Birth to 3 incl.

1962 13,048

1963 13,451

403 Increase

Age Group 4 to 19 incl.

1962 37,284

1963 40,810

3,526 Increase

\* Areas added July 1, 1962 for school purposes

Table II  
Madison Census 1963, Age Groups Birth Through 20 Inclusive by School Districts

School District	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Frank Allis	92	99	120	107	120	108	114	113	110	112	108	103	108	82	81	88	100	63	58	52	53	1991
*Badger	55	46	51	41	41	47	40	29	33	32	38	30	30	22	24	24	29	22	16	12	5	667
Cherokee Heights	23	30	31	37	34	34	31	29	33	35	27	29	43	28	26	32	43	23	25	21	14	628
Crestwood	62	71	79	78	66	65	73	61	61	75	54	61	46	44	46	38	48	30	30	20	20	1128
District #8	25	19	30	28	24	19	22	18	22	14	18	11	13	13	16	20	18	12	5	15	21	383
Dudgeon	36	58	54	60	77	74	76	63	63	79	74	71	62	77	71	63	101	53	61	50	57	1380
Elvehjem	122	174	169	180	155	149	138	128	104	98	83	62	73	53	46	51	52	28	21	15	28	1929
Emerson	172	154	150	139	138	133	128	115	113	118	104	100	100	119	109	130	145	102	105	116	106	2596
Philip H. Falk	17	27	18	24	22	25	21	20	17	20	11	15	18	19	14	11	9	5	1	3	2	309
Franklin	177	164	154	143	138	126	118	88	97	99	78	72	96	74	73	68	87	70	55	53	44	2074
Glendale	118	107	154	132	132	133	147	133	128	116	109	103	77	69	63	52	52	29	28	23	19	1924
Gompers	54	62	62	72	83	81	77	64	66	56	54	40	32	37	28	20	20	5	8	6	3	930
Hawthorne	107	112	117	107	96	95	85	69	67	62	63	56	48	45	28	45	47	15	19	18	27	1328
Hoyt	69	64	61	77	72	74	95	89	86	75	90	70	83	81	75	77	78	72	80	69	54	1591
Lake View	117	116	110	108	107	103	102	78	70	76	74	60	52	45	44	33	33	17	14	18	13	1390
*Lakewood	31	22	22	25	34	31	29	32	36	38	34	44	34	28	34	34	28	35	36	35	27	669
Lapham	143	150	121	107	89	80	94	65	70	83	83	72	82	70	84	80	90	63	62	80	75	1843
Lincoln	21	20	21	18	14	16	18	10	13	15	12	14	13	15	17	11	15	15	23	28	25	354
Longfellow	56	80	69	86	59	75	65	75	60	79	60	58	70	66	64	74	68	52	73	108	100	1497
Lowell	159	154	141	135	145	138	113	104	127	117	126	112	113	106	109	91	110	95	88	91	56	2430
Marquette	213	191	152	158	137	127	111	123	122	97	117	92	102	99	103	103	126	109	95	102	119	2598
Mendota	75	121	111	124	105	121	121	105	115	102	73	86	75	50	71	51	52	24	24	28	16	1650
Midvale	59	71	91	94	97	138	116	145	157	140	146	157	123	141	138	121	120	95	99	66	70	2384
Nakoma	68	99	86	94	88	80	98	85	89	91	96	81	108	76	81	81	90	80	75	50	53	1749
Odana	63	95	84	85	105	94	87	94	84	72	71	64	64	53	46	47	51	25	29	25	31	1369
Orchard Ridge	149	161	177	175	185	155	181	133	139	142	122	106	94	74	66	64	59	37	44	27	20	2310
Randall	90	91	114	109	111	116	127	126	119	152	151	143	131	125	147	125	161	114	113	105	119	2589
Herbert Schenk	117	173	171	170	167	225	195	219	192	187	192	189	155	152	119	120	132	71	54	47	34	3081

\*Areas added July 1, 1962 for school purposes only

Table II  
Madison Census 1963, Age Groups Birth Through 20 Inclusive by School Districts

School District	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Sherman	112	122	111	127	109	102	110	108	110	102	113	99	86	75	103	83	99	66	65	61	46	2009
*Shorewood	142	216	194	156	123	113	92	65	70	66	42	48	56	41	51	63	57	38	52	38	46	1769
*Silver Spring	35	46	39	38	28	39	44	36	29	46	36	25	27	25	23	30	27	16	22	15	14	640
Spring Harbor	60	91	96	85	95	88	85	84	70	70	69	60	48	44	58	39	44	25	25	19	19	1274
Glenn W. Stephens	39	36	55	50	48	50	46	57	58	50	46	35	45	26	21	24	22	15	6	14	5	748
Sunnyside	36	35	43	42	42	55	46	43	34	29	34	27	29	25	21	21	23	16	10	18	12	641
Truax	32	33	35	36	29	26	35	24	27	13	18	9	13	8	8	9	6	4	2	0	0	367
Van Hise	66	76	86	106	111	101	128	126	122	137	106	136	114	96	85	83	69	52	44	58	32	1934
Washington	114	89	55	63	58	44	44	46	45	41	54	45	49	55	55	56	66	72	184	258	201	1694

\*Areas added July 1, 1962 for school purposes only

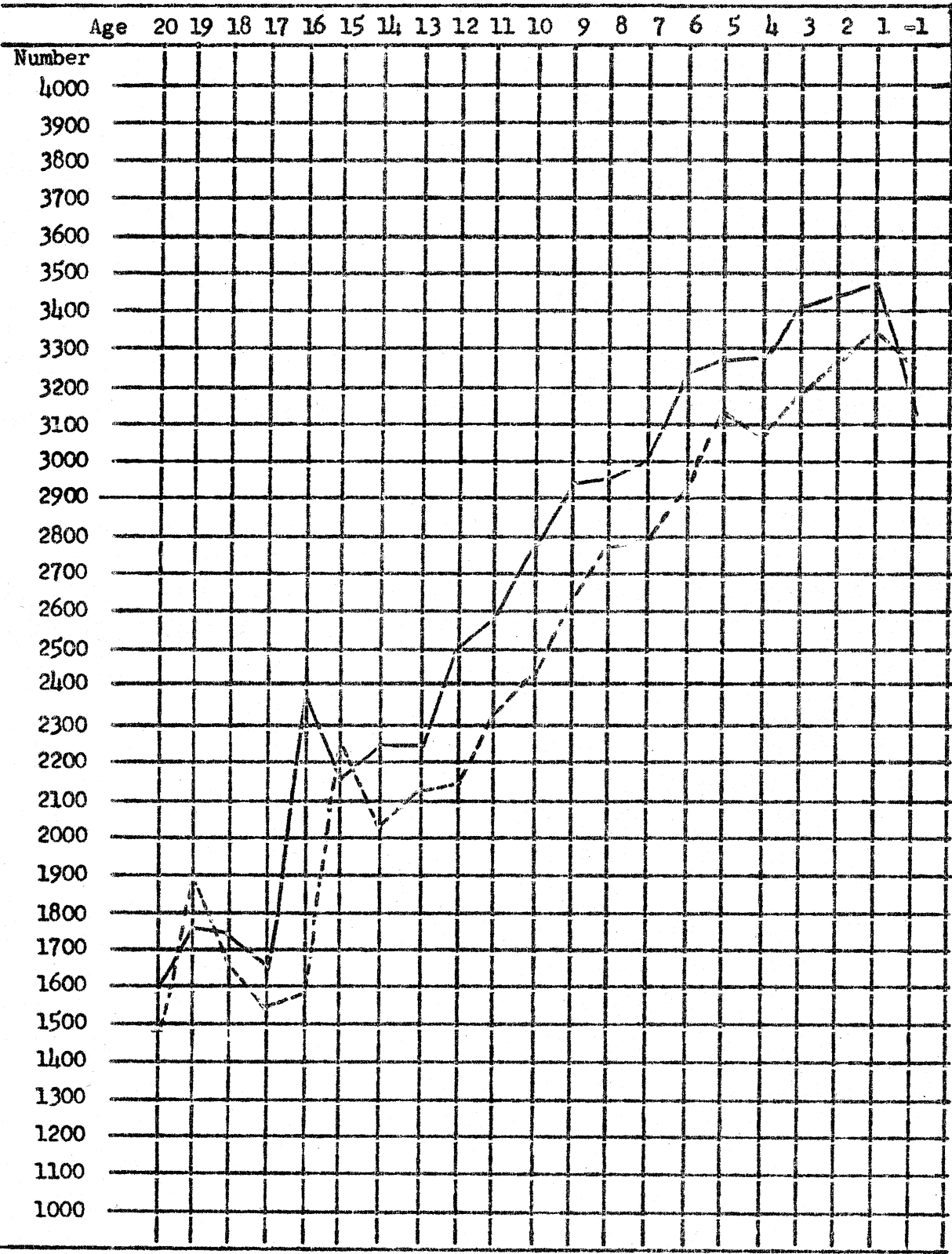


Table III Summary

Age Group Birth to 3 Inclusive	Age Group 4 to 19 Inclusive	Age Group 20 Years
Total 1962 - 13,048	Total 1962 - 37,284	Total 1962 - 1,490
Total 1963 - <u>13,451</u>	1963 - <u>40,810</u>	1963 - <u>1,586</u>
Increase 403	Increase 3,526	Increase 96

Table III

A Graph Showing Age Totals of Children from Birth Through Twenty - 1963



1962 = - - - - -  
1963 = —————

Table IV

Comparison of Child Population Tables for June, 1940 through June, 1963 - 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
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	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139
1960	3129	3039	2965	2830	2609	2537	2503	2436	2167	2076	2004	1944	1858	2060	1434	1428	1433	1416	1338	1380	1177
1961	3052	3021	2933	2910	2797	2629	2540	2500	2414	2192	2090	1990	1970	1849	2099	1420	1457	1431	1542	1360	1276
1962	3262	3343	3256	3187	3074	3120	2907	2800	2776	2640	2430	2328	2140	2127	2023	2241	1574	1547	1658	1899	1490
1963	3126	3475	3434	3416	3284	3280	3252	3002	2958	2936	2786	2585	2512	2248	2248	2162	2377	1665	1751	1764	1586

Table V

Comparison of Age Group Totals by Years  
From June 1939 through June 1963

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481
1952	7,935	18,686	823	27,444
1953	8,245	19,839	887	28,971
1954	8,654	20,455	890	29,999
1955	9,163	21,931	940	32,034
1956	9,624	23,048	955	33,627
1957	10,197	24,849	992	36,038
1958	11,235	27,071	1,093	39,399
1959	11,343	28,535	1,139	41,017
1960	11,963	30,623	1,177	43,763
1961	11,916	32,280	1,276	45,472
1962	13,048	37,284	1,490	51,822
1963	13,451	40,810	1,586	55,847

Table VI

Percentages of Census Increases and Decreases Since the Year 1916  
Age Group 4 to 19 Inclusive

Year	Totals	Increase or Decrease in Number	Per Cent of Increase or Decrease
1915	7,868		
1916	8,461	593	7.5
1917	8,787	326	3.9
1918	8,742	45	.51
1919	8,753	11	.12
1920	9,164	411	4.7
1921	9,373	203	2.21
1922	9,801	428	4.6
1923	10,723	922	9.4
1924	11,402	679	6.3
1925	12,102	700	6.13
1926	12,507	405	3.34
1927	13,280	773	6.18
1928	13,884	604	4.5
1929	14,390	506	3.6
1930	14,735	345	2.39
1931	14,959	224	1.52
1932	15,366	407	2.72
1933	15,413	47	.31
1934	15,746	333	2.16
1935	16,032	286	1.82
1936	16,087	55	.34
1937	15,949	138	.87
1938	15,728	221	1.39
1939	15,728	0	0
1940	15,565	163	1.04
1941	15,458	107	.69
1942	15,713	255	1.65
1943	15,846	133	.85
1944	15,866	20	.13
1945	16,012	146	.92
1946	15,524	488	3.05
1947	15,264	260	1.67
1948	16,479	1,215	7.96
1949	16,841	362	2.14
1950	17,275	882	5.24
1951	17,888	613	3.54
1952	18,686	798	4.46
1953	19,839	1,153	6.17
1954	20,455	616	3.1
1955	21,931	1,486	7.3
1956	23,048	1,117	5.1
1957	24,849	1,801	7.8
1958	27,071	2,222	8.9
1959	28,535	1,464	5.4
1960	30,623	2,088	7.3
1961	32,280	1,657	5.4
1962	37,284	5,004	15.5
1963	40,810	3,526	9.557

Table VII

Comparison of Child Population by School Districts for the Years 1962 and 1963

School Districts	Age Group Birth to 3 Incl.			Age Group 4 to 19 Incl.		
	Totals 1962	Totals 1963	Increase or Decrease	Totals 1962	Totals 1963	Increase or Decrease
Frank Allis	424	418	- 6	1498	1520	+ 22
*Badger	-	193	+193	-	469	+469
Cherokee Heights	145	121	- 24	471	493	+ 22
Crestwood	275	290	+ 15	766	818	+ 52
District #8	109	102	- 7	279	260	- 19
Dudgeon	263	208	- 55	1117	1115	- 2
Elvehjem	537	645	+108	877	1256	+379
Emerson	644	615	- 29	1891	1875	- 16
Philip H. Falk	-	86	+ 86	-	221	+221
Franklin	641	638	- 3	1359	1392	+ 33
Glendale	491	511	+ 20	1307	1394	+ 87
Gompers	259	250	- 9	540	677	+137
Hawthorne	455	443	- 12	874	858	- 16
Hoyt	303	271	- 32	1198	1266	+ 68
Lake View	506	451	- 55	826	926	+100
*Lakewood	-	100	+100	-	542	+542
Lapham	600	521	- 79	1384	1247	-137
Lincoln	103	80	- 23	324	249	- 75
Longfellow	453	291	-162	1360	1106	-254
Lowell	634	589	- 45	1771	1785	+ 14
Marquette	781	714	- 67	1852	1765	- 87
Mendota	453	431	- 22	1126	1203	+ 77
Midvale	344	315	- 29	1953	1999	+ 46
Nakoma	332	347	+ 15	1344	1349	+ 5
Odana	337	327	- 10	876	1011	+135
Orchard Ridge	643	662	+ 19	1506	1628	+122
Randall	447	404	- 43	2021	2066	+ 45
Herbert Schenk	689	631	- 58	2413	2416	+ 3
Sherman	469	472	+ 3	1474	1491	+ 17
*Shorewood	-	708	+708	-	1015	+1015
*Silver Spring	-	158	+158	-	468	+468
Spring Harbor	353	332	- 21	867	923	+ 56
Glenn W. Stephens	158	180	+ 22	447	563	+116
Sunnyside	178	156	- 22	465	473	+ 8
Truax	183	136	- 47	258	231	- 27
Van Hise	375	334	- 41	1449	1568	+119
Washington	464	321	-143	1391	1172	-219
Totals	13,048	13,451	+403	37,284	40,810	+3526

\* Areas added July 1, 1962 for school purposes

Table VIII  
Showing Child Population Movement 1962-63

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Frank Allis	1962	93	109	106	116	113	116	120	113	113	100	102	116	85	90	87	105	65	63	52	58	43	1965	
	1963	92	99	120	107	120	108	114	113	110	112	108	103	108	82	81	88	100	63	58	52	53	1991	
				+6	+11	+1	+4	-5	-2	-7	-3	-1	+8	+1	-8	-3	-9	+1	-5	-2	-5	0	-5	+ 26

Table VIII

Showing Child Population 1963

		<u>-1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>Total</u>
Badger	1963	55	46	51	41	41	47	40	29	33	32	38	30	30	22	24	24	29	22	16	12	5	667



Table VIII

Showing Child Population Movement 1956-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Cherokee 1956	42	50	53	40	37	46	38	26	38	26	23	18	18	21	14	15	12	8	12	10	7	554	
1957	58	45	50	51	33	44	44	35	27	31	27	26	20	19	21	13	14	12	7	8	7	592	+ 38
*1958	33	33	27	33	34	29	29	31	32	25	28	30	19	24	17	20	12	17	12	11	12	508	- 46
1959	30	27	38	23	32	33	26	28	34	35	25	30	31	22	27	22	21	13	17	10	11	535	- 19
1960	40	34	26	38	23	33	32	29	27	36	32	24	28	33	21	29	25	18	14	15	11	568	+ 14
*1961	39	34	33	23	38	27	33	34	27	30	36	29	25	29	37	20	29	24	15	13	13	588	+ 34
1962	32	41	36	36	27	39	31	32	31	29	32	41	28	22	32	39	21	31	21	15	13	629	+ 75
1963	23	30	31	37	34	34	31	29	33	35	27	29	43	28	26	32	43	23	25	21	14	628	
			-2	-8	-3	+4	+1	-27	-13	-17	-18	-13	-8	-3	-10	0	-6	+17	0	+7	+3	-7	+ 74

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1958-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Crestwood 1958	54	73	69	69	79	75	57	52	58	49	51	50	36	35	28	32	24	16	12	20	11	950	
* 1959	61	59	76	71	79	74	79	63	53	59	51	47	55	39	35	29	31	22	16	14	11	1024	+ 74
1960	63	83	66	72	66	80	86	79	66	54	58	55	52	58	38	38	35	31	26	16	12	1134	+184
* 1961	74	79	79	79	81	81	85	83	80	64	57	53	50	49	56	36	38	33	26	25	12	1220	+270
* 1962	63	75	70	67	62	63	63	64	74	55	57	45	42	44	40	46	34	29	24	24	17	1058	+108
1963	62	71	79	78	66	65	73	61	61	75	54	61	46	44	46	38	48	30	30	20	20	1128	
			+8	+5	+15	+5	+11	0	-8	-8	-4	-21	+4	-6	-14	-3	-13	-2	-6	-5	-8	-12	+178

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1947-1963

District #8	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350	
1948	21	33	27	19	25	30	19	18	20	18	15	18	15	15	12	12	19	12	12	15	11	386	+ 36
1949	29	22	35	20	20	24	27	15	15	15	15	11	15	17	9	10	13	16	11	11	8	358	+ 8
1950	27	24	24	30	19	19	20	26	16	14	16	15	10	12	14	8	11	10	16	12	8	351	+ 1
1951	28	21	26	20	29	24	19	16	24	15	14	13	14	10	15	15	9	10	9	12	9	352	+ 2
1952	24	25	19	26	22	28	19	18	14	22	16	14	17	13	9	13	14	7	8	9	10	347	- 3
1953	20	17	23	16	19	15	15	10	8	11	14	10	12	10	11	6	9	10	3	4	3	246	-104
1954	14	14	20	22	13	23	16	15	9	9	11	15	11	12	9	13	5	9	7	2	4	253	- 97
1955	15	17	18	20	23	15	20	18	16	12	9	12	15	11	12	9	12	7	10	6	4	281	- 69
1956	19	18	18	22	20	26	15	22	17	14	15	10	11	13	11	12	11	11	6	10	6	307	- 43
1957	16	25	15	16	21	13	23	12	19	16	14	11	10	10	14	9	9	9	5	4	8	279	- 71
1958	31	18	28	18	14	17	16	21	13	16	17	12	12	11	10	13	8	7	9	5	17	313	- 37
1959	38	16	28	24	20	16	15	16	17	12	16	14	16	9	11	12	11	6	4	9	6	316	- 34
1960	34	35	14	32	25	22	22	22	21	19	16	18	16	17	11	11	13	12	6	4	6	376	+ 26
1961	29	32	30	21	23	23	22	21	16	15	15	13	14	17	17	11	9	11	14	7	12	372	+ 22
1962	18	30	31	30	19	26	20	22	20	19	17	15	16	14	19	18	12	8	13	21	12	400	+ 50
1963	25	19	30	28	24	19	22	18	22	14	18	11	13	13	16	20	18	12	5	15	21	383	
			+1	+1	-6	-14	-12	+6	-1	+7	0	-2	-13	-15	-14	-13	-1	-11	-7	-8	-7	-10	+ 33

Table VIII

Showing Child Population Movement 1947-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Rudgeon	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	+177
	1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949	+181
	1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990	+222
	1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997	+229
	1952	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997	+229
*	1953	52	53	53	55	62	44	90	46	58	39	44	61	43	44	46	43	38	54	39	37	31	1032	+264
	1954	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	41	37	49	40	46	1052	+284
	1955	48	58	58	55	48	64	68	39	84	41	56	45	48	51	49	41	45	43	34	47	35	1057	+289
*	1956	48	49	56	64	61	46	62	66	48	83	37	52	43	50	46	47	40	43	43	36	44	1064	+296
	1957	54	45	53	56	69	64	49	61	67	47	81	36	49	42	53	47	48	40	45	40	29	1076	+308
	1958	45	56	47	60	55	67	60	51	68	65	45	82	33	53	44	50	50	45	37	45	30	1088	+320
*	1959	62	70	67	64	65	74	78	75	66	78	81	59	102	50	65	53	69	62	54	45	40	1379	+611
	1960	56	68	73	71	65	71	76	81	74	70	74	81	64	99	50	66	54	71	56	50	37	1407	+639
	1961	53	55	70	75	73	67	65	79	77	67	64	72	77	64	100	57	63	57	66	57	45	1403	+635
	1962	59	60	66	78	78	76	72	64	79	79	69	61	72	70	61	105	54	63	51	63	46	1426	+658
	1963	36	58	54	60	77	74	76	63	63	79	74	71	62	77	71	63	101	53	61	50	57	1380	
			-1	+1	+4	+15	+29	+22	+15	+15	+26	+22	+16	+19	+40	+27	+10	+60	+27	+28	+20	+18	+612	

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1960-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Elvehjem 1960	23	27	19	29	22	16	14	9	7	15	8	10	4	3	3	2	3	4	2	2	1	223	
1961	39	34	34	31	36	27	23	15	9	10	13	9	9	4	5	3	4	1	5	0	2	313	+ 90
* 1962	134	147	129	127	115	121	106	84	72	61	49	47	44	38	37	30	27	14	16	16	6	1420	+1197
* 1963	122	174	169	180	155	149	136	128	104	98	83	62	73	53	46	51	52	28	21	15	28	1929	
			+40	+130	+157	+128	+130	+109	+106	+88	+84	+74	+55	+58	+45	+36	+47	+49	+25	+19	+12	+24	+1706

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1947-1963

		-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	+241
	1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577	+314
	1950	169	179	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633	+370
	1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605	+342
	1952	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595	+332
	1953	201	176	156	149	133	146	170	107	120	118	131	112	126	102	96	105	101	102	87	88	75	2601	+338
	1954	174	170	148	153	153	132	148	152	107	112	116	124	106	123	99	103	103	105	99	88	79	2594	+331
	1955	175	162	151	152	141	141	142	146	162	121	122	126	120	111	126	98	94	102	103	93	80	2658	+395
	1956	181	176	172	141	144	139	134	143	131	157	104	106	125	113	107	124	99	91	109	93	105	2694	+431
	1957	170	184	152	153	135	131	133	124	139	140	159	106	100	124	120	104	128	93	96	101	96	2688	+425
	1958	226	174	164	153	147	143	134	133	128	144	136	154	110	112	124	118	103	118	99	112	113	2845	+582
	1959	190	177	170	150	145	142	139	130	131	123	132	121	139	105	104	110	116	103	105	76	95	2703	+440
	1960	205	167	170	153	137	131	126	130	119	121	109	116	119	152	97	110	117	116	102	109	77	2685	+442
	1961	201	178	157	150	131	132	123	121	123	110	126	111	115	132	150	98	108	126	126	97	105	2720	+457
	1962	167	161	162	154	138	140	128	119	125	112	103	107	117	105	129	146	96	112	121	93	66	2601	+338
	1963	172	154	150	139	138	133	128	115	113	118	104	100	100	119	109	130	145	102	105	116	106	2596	
			-13	-51	-66	-52	-93	-42	-66	-62	-56	-97	-77	-105	-50	-87	-75	-40	-12	-20	-7	-18	+333	

Table VIII  
Showing Child Population 1963

		<u>-1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>Total</u>
Philip H. Falk	1963	17	27	18	24	22	25	21	20	17	20	11	15	18	9	14	11	9	5	1	3	2	309



Table VIII  
Showing Child Population Movement 1947-1963

	-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	42	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	+223
1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398	+246
1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	48	1348	+196
1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326	+174
1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174	+ 22
** 1953	72	59	68	58	80	63	70	59	63	53	47	46	55	51	52	44	51	45	46	34	36	1152	0
** 1954	85	76	69	80	63	78	67	69	53	58	56	46	49	51	51	48	43	47	42	57	35	1233	+ 81
** 1955	93	101	87	85	88	66	88	70	82	70	70	60	57	60	64	58	52	47	50	48	48	1444	+292
** 1956	87	92	91	88	80	88	65	81	69	84	69	76	66	57	60	59	52	56	42	45	37	1444	+292
1957	118	98	93	94	79	83	85	65	81	59	84	68	68	70	53	61	57	48	52	46	36	1498	+346
1958	116	120	102	90	91	79	92	86	67	85	66	86	69	69	67	56	59	61	52	48	47	1608	+446
1959	134	114	121	100	90	93	85	88	79	78	89	74	90	77	65	61	61	55	54	44	40	1692	+540
1960	155	158	139	124	110	96	101	91	79	77	79	87	81	89	71	65	62	61	50	51	39	1865	+713
1961	164	150	142	128	115	99	94	102	90	76	83	74	81	75	86	71	65	65	55	35	70	1920	+768
1962	182	154	151	154	124	126	98	88	105	85	80	86	81	80	69	85	77	62	65	48	36	2036	+884
1963	177	164	154	143	138	126	118	88	97	99	78	72	96	74	73	68	87	70	55	53	44	2074	
		-18	-10	-12	+4	+10	0	+1	+4	+14	+6	-10	-3	-32	-38	-59	-28	0	-8	-13	-9	+922	

\* 9 year old corrected to 42 instead of 52 in 1961  
 \*\* Boundaries were changed

Table VIII

Showing Child Population Movement 1962-63

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Glendale	1962	101	135	119	136	136	152	139	137	116	113	105	76	63	72	49	50	32	21	26	20	8	1806
	1963	118	107	154	132	132	133	147	133	128	116	109	103	77	69	63	52	52	29	28	23	19	1924
				+6	+19	+13	-4	-3	-5	-6	-9	0	-4	-2	+1	+6	-9	+3	+2	-3	+7	-3	-1

Table VIII

Showing Child Population Movement 1960-63

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Gompers 1960	57	62	77	62	62	50	56	44	30	36	27	30	22	21	9	9	11	7	4	3	3	682	
*1961	43	54	62	65	64	61	60	48	37	41	26	25	27	20	17	7	7	9	9	5	2	689	+ 7
1962	60	64	59	76	71	71	56	60	53	35	37	33	22	24	18	23	5	11	12	9	3	802	+120
1963	54	62	62	72	83	81	77	64	66	56	54	40	32	37	28	20	20	5	8	6	3	930	
			+2	+19	+15	+21	+4	+15	+2	+16	0	+10	+10	-4	+10	-2	-2	-1	-4	-1	-5	-4	+248

\*Boundaries were changed

Table VIII  
Showing Child Population Movement 1959-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Hawthorne	1959	119	120	126	106	101	90	81	72	62	60	42	44	56	22	26	25	28	13	15	4	10	1222	
	1960	126	128	120	119	98	93	75	76	70	61	59	41	45	64	18	21	23	26	15	25	19	1322	+100
	1961	120	113	112	111	110	86	79	68	80	65	57	50	39	44	59	16	24	18	26	20	18	1315	+ 93
	1962	110	133	111	101	101	99	77	71	69	70	66	55	50	36	49	49	14	22	15	31	20	1349	+127
	1963	107	112	117	107	96	95	85	69	67	62	63	56	48	45	28	45	47	15	19	18	27	1328	
				+2	-3	-19	-23	-25	-41	-37	-34	-28	-18	-16	-14	-15	-14	+1	-9	-7	-7	-7	-1	+106

Table VIII  
Showing Child Population Movement 1956-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Hoyt	1956	41	37	49	46	60	54	43	49	40	39	38	41	41	41	28	32	31	31	38	25	24	828	
	1957	64	64	48	61	58	59	54	44	49	51	42	34	38	43	40	32	34	39	31	32	24	941	+113
	* 1958	82	85	69	64	73	67	63	63	55	67	51	52	44	57	61	54	49	44	56	40	36	1232	+404
	1959	83	81	66	65	61	67	65	66	57	60	65	49	56	49	61	66	56	49	43	43	33	1241	+413
	1960	88	74	61	61	63	62	71	66	65	61	70	59	55	64	49	60	67	51	52	43	42	1284	+456
	* 1961	71	78	69	58	78	65	54	68	61	59	61	71	59	52	70	52	62	64	50	47	37	1286	+458
	* 1962	82	64	86	71	66	92	77	81	72	79	72	73	70	77	72	83	65	86	74	59	60	1561	+733
	1963	69	64	61	77	72	74	95	89	86	75	90	70	83	81	75	77	78	72	80	69	54	1591	
			-18	-10	-11	-11	-8	+31	+48	+49	+26	+44	+10	+29	+38	+26	+37	+39	+34	+39	+28	+13	+763	

\*Boundaries were changed

Table VIII  
Showing Child Population Movement 1960-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lake View 1960	159	139	136	125	85	87	66	64	45	54	45	35	32	37	21	15	14	11	11	11	18	1210	
1961	142	122	133	116	120	87	71	67	61	48	47	48	32	34	39	19	12	17	11	15	12	1253	+ 43
1962	121	143	124	118	99	116	74	73	67	71	53	58	49	35	35	28	19	13	18	18	26	1358	+148
1963	117	116	110	108	107	103	102	78	70	76	74	60	52	45	44	33	33	17	14	18	13	1390	
			-5	-32	-51	-32	-33	-23	-7	-17	+10	+10	+15	-2	0	+9	+1	-4	-4	-1	+4	+2	+180

Table VIII

Showing Child Population 1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Lakewood 1963	31	22	22	25	34	31	29	32	36	38	34	44	34	28	34	34	28	35	36	35	27	669



Table VIII

### Showing Child Population Movement 1947-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lapham	1947	212	136	114	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2175	
	1948	179	161	121	122	111	104	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2138	- 37
*	1949	152	143	147	100	118	103	106	90	104	70	89	90	90	72	97	74	80	73	92	88	81	2059	-116
	1950	184	147	149	151	102	124	103	103	93	102	76	79	93	89	83	86	75	71	84	80	80	2154	- 21
	1951	191	151	164	156	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177	+ 2
	1952	191	169	129	146	151	146	95	104	101	101	95	93	75	79	89	82	69	83	64	73	63	2198	+ 23
	1953	208	167	163	112	123	144	122	88	95	84	86	88	84	68	78	93	79	66	87	86	60	2181	+ 6
	1954	211	166	135	139	91	106	113	124	74	97	78	85	83	83	84	85	82	83	74	91	79	2163	- 12
	1955	201	181	146	118	124	90	105	113	117	75	106	77	83	82	76	79	89	82	94	83	69	2190	+ 15
	1956	204	182	152	129	108	109	104	97	110	108	70	95	80	83	83	86	72	84	87	81	69	2193	+ 18
	1957	219	162	152	131	122	90	112	98	93	96	105	77	89	74	78	80	88	66	96	138	123	2289	+114
	1958	222	180	143	111	110	121	88	115	100	102	92	109	75	79	79	76	73	86	99	145	113	2318	+143
	1959	182	171	136	117	97	102	92	82	104	90	96	96	95	64	77	80	72	69	90	92	106	2110	- 65
	1960	171	149	132	120	103	89	92	89	71	94	82	84	86	97	64	69	77	73	81	110	95	2028	-147
	1961	186	161	117	118	105	86	89	101	81	80	85	80	88	86	94	55	69	73	87	87	99	2027	-148
	1962	186	171	136	107	96	95	76	80	90	86	74	85	70	85	80	90	58	59	108	152	117	2101	- 74
	1963	143	150	121	107	89	80	94	65	70	83	83	72	82	70	84	80	90	63	62	80	75	1843	

\*Boundaries were changed

Table VII

Showing Child Population Movement 1947-1963

	-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	- 91
1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338	-109
1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	18	14	13	14	331	-116
1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379	- 68
1952	46	25	28	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416	- 31
1953	43	36	26	22	19	26	26	16	15	19	16	14	10	14	10	14	8	11	24	15	14	398	- 49
1954	48	27	28	18	21	16	23	23	23	18	14	14	14	13	15	14	11	10	13	24	14	401	- 46
1955	46	32	25	25	21	19	15	17	21	13	13	16	17	11	11	17	14	15	24	29	32	433	- 14
1956	52	31	22	20	25	15	14	14	22	19	16	17	14	17	17	10	14	15	32	37	30	453	+ 6
1957	31	30	26	20	16	23	19	13	12	19	27	15	18	12	21	12	12	13	28	40	21	428	- 19
1958	67	24	24	32	20	16	18	16	14	11	20	23	14	13	12	18	10	12	47	59	57	527	+ 80
1959	61	33	23	17	32	20	15	21	22	12	18	19	25	9	13	15	13	11	43	81	55	558	+111
1960	33	32	25	21	14	21	18	12	13	17	16	16	13	21	11	19	12	15	41	71	63	504	+ 57
1961	33	25	24	18	22	12	19	16	13	11	15	16	17	12	18	15	15	13	48	80	49	491	+ 44
1962	29	24	27	23	17	23	13	17	15	12	16	14	15	21	10	16	17	20	29	69	43	470	+ 23
1963	21	20	21	18	14	16	18	10	13	15	12	14	13	15	17	11	15	15	23	28	25	354	
			-9	-12	-15	-47	-51	-13	-42	-33	-43	-11	-32	-23	-17	-25	-28	-10	-9	-4	-5	-1	- 93



Table VIII

Showing Child Population Movement 1948-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lowell	1948	115	128	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	98	97	2035	
	1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078	+ 43
	1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070	+ 35
	1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070	+ 35
*	1952	135	138	120	122	112	143	78	84	100	77	94	72	88	106	72	91	95	87	88	85	76	2063	+ 28
*	1953	163	115	130	117	125	122	132	85	97	101	94	105	74	89	107	79	90	90	89	67	53	2124	+ 89
	1954	147	146	127	106	111	123	101	129	87	102	106	91	92	80	84	98	80	90	86	80	62	2128	+ 93
	1955	165	145	150	135	111	114	111	100	127	76	101	105	88	85	81	81	93	79	88	84	61	2180	+145
	1956	147	140	130	151	134	112	113	102	95	117	82	90	100	87	84	82	81	90	73	67	64	2121	+ 86
	1957	136	124	133	126	137	102	111	108	105	93	117	83	86	93	85	81	73	86	81	56	52	2068	+ 33
	1958	205	154	121	135	122	129	104	110	111	109	92	121	88	81	94	82	79	73	84	81	50	2225	+190
	1959	174	178	136	118	125	122	119	98	111	102	109	96	122	87	88	94	80	79	69	67	68	2242	+207
	1960	183	183	184	156	129	146	123	127	96	109	115	108	97	111	90	91	97	82	70	70	79	2446	+411
	1961	182	168	177	165	145	112	133	110	131	100	109	107	109	94	118	89	97	93	84	74	69	2466	+431
	1962	172	154	151	157	155	121	112	129	112	135	108	104	99	112	99	125	94	97	91	78	60	2465	+430
	1963	159	154	141	135	145	138	113	104	127	117	126	112	113	106	109	91	110	95	88	91	56	2430	
			-18	-41	-48	-29	-67	-23	-43	-38	-30	-37	-23	-34	+18	-23	-24	-18	+3	-14	+1	-47	+395	

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1947-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Marquette 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	-109
1949	242	202	199	159	129	140	161	134	102	103	106	102	96	91	116	79	104	109	109	113	124	2720	-139
1950	189	185	175	190	152	123	122	145	127	101	104	108	101	86	95	111	77	100	102	112	112	2617	-242
1951	217	175	172	176	164	144	126	117	144	119	102	111	96	94	80	86	103	78	99	92	86	2578	-281
1952	203	199	167	135	150	165	140	107	117	130	111	99	92	103	93	88	88	97	80	83	67	2514	-345
1953	241	180	178	146	148	154	156	122	105	111	129	113	87	96	100	90	88	92	87	65	80	2568	-291
1954	246	180	148	158	111	141	140	143	125	107	115	125	105	93	102	90	93	82	90	89	61	2544	-315
1955	200	211	191	148	157	104	140	129	130	120	93	116	139	103	102	98	93	87	89	79	82	2601	-258
1956	216	193	160	162	112	138	114	130	134	126	125	94	123	132	104	99	100	95	96	85	80	2618	-241
1957	260	205	182	158	146	122	127	109	131	124	125	119	91	118	122	101	97	102	101	88	113	2740	-119
1958	274	209	172	173	156	122	113	124	102	128	119	120	117	98	111	122	103	100	108	110	110	2791	- 68
1959	251	243	198	162	156	135	135	108	129	102	117	113	118	121	97	113	122	106	97	90	106	2819	- 40
1960	237	217	220	153	133	148	132	124	110	113	105	122	118	118	114	105	111	122	109	102	91	2802	- 57
1961	240	214	185	193	129	136	134	127	125	105	109	108	119	114	124	109	100	114	122	122	112	2841	- 18
1962	225	226	179	151	150	116	124	125	116	116	96	105	106	103	114	115	114	94	110	148	131	2764	- 95
1963	213	191	152	158	137	127	111	123	122	97	117	92	102	99	103	103	126	109	95	102	119	2598	
			-34	-88	-79	-114	-147	-149	-93	-78	-149	-124	-111	-115	-90	-139	-121	-165	-87	-58	-44	-50	-261

Table VIII  
Showing Child Population Movement 1953-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Mendota	1953	27	32	35	18	33	28	34	20	20	23	22	20	10	18	12	13	15	12	15	23	22	452	
	1954	35	48	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505	+ 53
	1955	69	59	66	56	60	40	50	37	40	26	24	26	26	25	15	14	15	11	11	7	10	687	+235
	* 1956	111	120	111	99	92	84	68	70	53	65	32	38	36	32	32	19	20	20	15	15	17	1149	+697
	1957	132	111	122	112	107	102	89	70	76	55	71	33	35	38	34	34	20	21	19	14	21	1316	+864
	1958	151	139	131	131	111	116	100	93	75	74	63	72	36	36	42	33	35	23	20	16	11	1508	+1056
	1959	202	203	180	168	189	156	140	128	109	105	102	75	92	44	40	59	36	32	22	19	8	2109	+1657
	* 1960	62	54	70	64	60	82	64	57	62	50	48	57	44	37	19	22	28	21	17	6	7	931	+479
	* 1961	104	110	91	131	95	95	119	86	77	77	69	49	68	55	47	26	28	33	28	15	6	1409	+957
	1962	119	110	118	106	135	118	104	112	100	70	88	71	55	67	50	50	29	28	22	27	12	1591	+1139
	1963	75	121	111	124	105	121	121	105	115	102	73	86	75	50	71	51	52	24	24	28	16	1650	
			+2	+7	+62	-97	-30	-11	-6	+46	+67	+46	+54	+40	+32	+38	+23	+18	+4	+4	+5	-6	+1198	

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1948-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Midvale 1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1023	
1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	24	32	33	25	1264	+ 241
1950	98	118	125	128	110	119	99	117	75	83	63	56	48	46	34	35	33	24	24	35	31	1501	+ 478
1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706	+ 683
*1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	1960	+ 937
*1953	144	191	180	178	186	173	168	121	123	122	135	89	90	65	66	54	50	40	41	37	31	2284	+1261
1954	175	169	232	202	207	203	187	188	133	133	123	140	100	86	70	69	57	50	38	41	36	2639	+1616
1955	187	233	207	252	218	233	234	195	199	153	134	131	149	103	86	65	73	60	56	46	39	3053	+2030
*1956	152	187	211	194	205	185	193	193	167	176	143	119	101	120	88	76	55	54	49	46	38	2752	+1729
1957	182	195	212	225	220	218	191	194	205	172	188	140	122	106	117	95	88	60	60	52	37	3079	+2056
*1958	129	125	134	164	153	166	164	148	151	167	130	143	106	105	71	92	69	75	45	48	44	2429	+1406
*1959	87	113	114	123	146	135	149	140	123	129	134	118	120	91	87	61	75	63	64	34	40	2146	+1123
1960	62	86	116	116	126	136	141	146	138	119	129	134	124	121	88	82	67	74	63	62	26	2156	+1133
*1961	67	74	86	115	113	129	138	138	134	143	111	130	124	113	121	88	86	65	77	59	59	2180	+1157
1962	60	88	90	106	131	123	141	151	145	136	155	124	139	142	117	117	93	94	70	75	56	2353	+1330
1963	59	71	91	94	97	138	126	145	157	140	146	157	123	141	138	121	120	95	99	66	70	2384	
			+11	+24	+32	+10	+9	-66	-7	-30	-35	+2	-12	+4	+43	+27	+35	+27	+11	+15	-12	-5	+1361

\*Boundaries were changed



Table VIII

Showing Child Population Movement 1947-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Nakoma 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	+ 108
1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861	+ 131
1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	949	+ 219
*1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086	+ 356
1952	66	71	59	63	67	91	60	63	61	59	46	64	46	45	49	46	42	45	50	42	43	1178	+ 448
1953	77	87	95	78	77	85	94	70	75	67	65	52	61	46	54	51	48	50	47	51	37	1367	+ 637
1954	82	92	99	115	86	84	89	103	73	81	68	73	63	59	50	54	51	47	53	44	51	1517	+ 787
1955	98	110	112	116	133	107	101	104	123	82	86	84	82	68	74	62	58	61	48	54	41	1804	+1074
*1956	138	151	155	181	150	156	134	111	132	137	94	95	86	90	76	72	59	64	64	54	45	2244	+1514
1957	155	156	159	172	157	174	168	140	120	143	134	106	105	86	92	79	76	67	63	60	37	2449	+1719
*1958	129	134	118	117	141	120	117	146	120	114	114	130	100	103	77	96	66	78	65	56	56	2197	+1467
*1959	89	77	118	91	79	95	99	83	116	79	80	95	100	75	79	62	75	52	56	50	43	1693	+ 963
1960	80	82	78	106	90	83	95	106	82	112	87	79	93	95	79	79	63	71	54	53	45	1712	+ 982
*1961	84	82	95	83	109	84	88	99	105	87	117	83	82	91	99	78	81	62	68	47	42	1766	+1036
1962	77	75	91	89	68	108	77	94	90	107	90	112	75	76	91	93	78	70	52	63	46	1722	+ 992
1963	68	99	86	94	88	80	98	85	89	91	96	81	108	76	81	81	90	80	75	50	53	1749	
		+22	+2	+14	-1	-49	-57	-53	-9	+9	+19	+15	+49	+41	+52	+51	+69	+54	+50	+23	+28	+1019	

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1958-1963

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total		
Odana	1958	45	56	55	51	37	43	41	28	26	21	28	23	10	11	8	16	13	8	8	2	1	531	
	1959	66	64	66	72	62	52	55	47	37	41	27	36	33	14	17	10	21	13	8	10	1	752	+ 221
	1960	55	86	71	83	82	70	68	59	60	44	46	31	40	37	17	21	13	25	15	9	10	942	+ 411
	1961	61	80	93	77	80	80	72	67	61	60	45	52	35	42	43	18	29	20	27	18	7	1067	+ 536
	1962	76	84	84	93	84	84	85	75	66	75	54	56	61	37	42	56	19	31	27	24	15	1228	+ 697
	1963	63	95	84	85	105	94	87	94	84	72	71	64	64	53	46	47	51	25	29	25	31	1369	
				+19	+23	+30	+39	+49	+31	+39	+33	+35	+28	+23	+36	+27	+25	+19	+28	+15	+18	+17	+15	+ 838

Table VIII

Showing Child Population Movement 1958-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Orchard Ridge	1958	45	61	54	70	53	57	56	35	44	27	34	33	16	15	18	15	16	8	6	7	12	682	
	1959	71	80	83	78	84	78	75	67	44	54	38	39	40	21	19	26	15	16	10	9	1	948	+ 266
	1960	101	109	108	122	107	110	103	97	77	53	59	49	51	45	22	19	28	16	20	11	10	1317	+ 635
	1961	119	144	135	137	145	137	134	132	110	91	82	61	61	54	50	23	29	29	20	19	8	1720	+1038
	1962	149	157	161	176	150	179	143	148	147	127	110	99	76	70	73	63	37	38	29	17	25	2174	+1492
	*1963	149	161	177	175	185	155	181	133	139	142	122	106	94	74	66	64	59	37	44	27	20	2310	
			+12	+58	+74	+114	+110	+120	+79	+69	+89	+65	+50	+59	+30	+39	+30	+26	+21	+29	+ 9	+5		+1628

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1947-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Randall	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909	
	1948	263	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3117	+ 208
	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	3168	+ 259
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	3243	+ 234
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	3235	+ 326
	*1952	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	3602	+ 693
	1953	295	275	248	219	239	205	220	191	176	176	175	138	138	138	150	136	136	123	118	117	130	3745	+ 836
	1954	299	300	262	241	231	240	215	229	183	173	177	188	144	136	137	139	142	140	119	114	143	3952	+1043
	1955	308	292	283	269	228	243	224	215	242	177	188	179	183	152	140	144	145	143	144	119	113	4131	+1222
	*1956	293	245	289	276	254	215	241	240	214	238	153	184	171	173	145	125	128	132	124	114	80	4034	+1125
	1957	286	285	250	288	257	246	220	227	236	203	230	174	177	174	169	133	123	127	125	111	98	4141	+1232
	*1958	137	105	111	93	113	119	119	102	114	129	115	146	109	114	105	112	90	85	90	63	67	2238	- 671
	1959	134	104	105	99	99	114	119	116	117	109	128	111	144	108	116	99	119	89	83	88	72	2275	- 634
	1960	109	104	100	106	106	106	132	128	130	126	117	135	114	151	119	117	108	122	99	78	78	2385	- 524
	1961	126	110	102	105	112	117	100	129	126	131	119	123	146	115	151	114	116	109	125	93	71	2442	- 467
	1962	108	127	104	108	103	116	130	104	148	137	140	128	127	147	121	152	119	119	111	119	93	2561	- 348
	1963	90	91	114	109	111	116	127	126	119	152	151	143	131	125	147	125	161	114	113	105	119	2589	
				-17	-12	0	-23	-21	-159	-167	-189	-147	-144	-194	-118	-121	-99	-138	-101	-46	-36	-60	-43	- 320

\*Boundaries were changed

Table VIII  
Showing Child Population Movement 1948-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Herbert Schenk	1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	6	438	
	1949	35	49	52	33	36	37	26	35	20	18	18	22	19	15	15	17	20	13	15	10	8	513	+ 75
	1950	77	68	69	78	47	38	38	34	40	29	19	24	26	21	14	14	19	23	16	18	13	725	+ 287
	1951	81	113	88	92	98	56	36	47	48	44	30	20	27	25	26	17	19	21	24	16	17	945	+ 507
	1952	140	106	139	96	100	114	57	40	50	50	46	25	21	26	20	20	17	20	23	22	10	1142	+ 704
	* 1953	140	146	119	138	100	96	126	57	41	45	47	46	27	19	30	18	26	20	20	22	17	1300	+ 826
	* 1954	127	137	157	120	145	102	94	128	58	43	48	45	47	27	22	31	21	22	22	17	19	1432	+ 994
	1955	147	150	169	178	144	163	109	121	137	69	48	59	57	50	28	27	39	19	23	23	13	1773	+1335
	1956	207	206	200	196	213	177	177	126	132	158	89	61	69	64	55	39	32	38	25	22	20	2306	+1868
	1957	202	244	229	218	210	231	179	196	136	134	160	96	65	71	74	54	39	34	36	20	20	2648	+2210
	1958	239	209	247	246	230	226	230	191	190	131	137	152	94	60	72	65	55	36	31	32	25	2898	+2460
	1959	179	237	219	244	241	234	219	221	190	187	132	140	152	93	60	69	76	46	31	32	28	3030	+2592
	* 1960	208	228	266	258	273	249	231	237	224	189	184	144	146	149	96	61	72	66	48	29	24	3382	+2944
	1961	193	215	219	263	242	271	226	222	231	204	177	179	137	140	148	90	61	61	67	41	24	3411	+2973
	* 1962	159	173	175	182	231	205	228	204	202	202	192	164	161	121	122	138	79	62	48	54	40	3142	+2704
	1963	117	173	171	170	167	225	195	219	192	187	192	189	155	152	119	120	132	71	54	47	34	3081	
			+14	-22	-38	-12	-14	-7	+12	+45	+60	+52	+49	+74	+75	+84	+93	+95	+36	+20	+16	+8	+2643	

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1947-1963

		-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	+ 122
	1949	72	75	77	49	62	52	60	54	46	31	46	39	22	27	25	27	30	41	27	27	17	906	+ 217
	1950	74	101	100	98	60	70	66	69	54	49	38	50	43	25	28	23	24	34	30	24	20	1080	+ 391
	1951	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	19	1260	+ 571
	1952	119	99	80	120	107	121	80	76	82	71	55	50	34	50	47	34	29	27	35	39	25	1380	+ 691
	1953	136	124	103	94	116	115	128	73	74	80	76	59	48	41	54	47	30	31	26	31	25	1511	+ 822
	1954	157	134	132	106	94	124	108	115	75	71	86	71	58	51	41	52	39	34	32	33	32	1645	+ 956
	1955	130	140	134	141	102	95	116	105	109	73	73	81	77	57	49	39	47	43	34	30	28	1703	+1014
	* 1956	101	120	115	113	121	89	82	101	93	94	76	69	66	71	55	39	42	37	43	22	22	1511	+ 882
	1957	124	107	119	107	117	115	91	85	94	95	93	70	74	64	67	57	46	33	38	35	12	1643	+ 954
	1958	116	117	120	123	105	119	108	85	89	95	96	97	68	66	66	72	53	41	33	34	28	1731	+1042
	1959	110	100	118	124	106	116	119	114	79	83	90	93	96	69	67	70	72	52	41	27	26	1772	+1083
	1960	124	119	118	122	118	113	108	120	99	81	78	99	95	92	72	63	74	71	49	37	21	1873	+1184
	1961	120	112	107	98	116	112	115	103	116	104	80	83	98	89	89	72	70	65	61	42	28	1880	+1191
	1962	109	118	132	110	104	119	110	110	105	117	90	85	79	108	93	92	72	71	68	51	36	1979	+1290
	1963	112	122	111	127	109	102	110	108	110	102	113	99	86	75	103	83	99	66	65	61	46	2009	
			+13	-9	+3	-1	-14	-14	+7	-20	-55	-23	-20	-26	+1	+31	+7	+35	+24	+11	+21	+1	+1320	

\*Boundaries were changed

Table VIII

Showing Child Population 1963

		<u>-1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>Total</u>
Shorewood	1963	142	216	194	156	123	113	92	65	70	66	42	48	56	41	51	63	57	38	52	38	46	1769



Table VIII

Showing Child Population 1963

		<u>-1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>Total</u>
Silver Spring	1963	35	46	39	38	28	39	44	36	29	46	36	25	27	25	23	30	27	16	22	15	14	640

Table VIII

Showing Child Population Movement 1958-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Spring Harbor	1958	77	98	112	81	93	83	66	57	55	54	60	53	31	36	28	31	21	18	19	10	10	1093	
	*1959	102	79	97	110	77	95	82	70	52	57	51	59	51	30	38	22	31	19	19	18	7	1166	+ 73
	1960	93	93	90	107	85	74	82	74	62	51	50	62	48	50	30	32	20	29	14	14	13	1173	+ 80
	1961	89	94	94	86	91	80	71	80	74	60	52	45	61	42	43	27	31	23	28	13	9	1193	+100
	1962	83	92	86	92	86	82	85	69	71	69	55	52	48	59	39	41	28	31	23	29	18	1238	+145
	1963	60	91	96	85	95	88	85	84	70	70	69	60	48	44	58	39	44	25	25	19	19	1274	
				+8	+7	-8	-7	+11	-13	-28	-11	-23	-14	-6	-9	-11	+4	-21	-9	-6	-11	-9	-12	+181

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1962-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Glenn W. Stephens	1962	29	50	37	42	41	44	44	49	43	32	30	40	22	20	21	22	12	6	13	8	8	613
	*1963	39	36	55	50	48	50	46	57	58	50	46	35	45	26	21	24	22	15	6	14	5	748
				+7	+5	+13	+6	+9	+2	+13	+9	+7	+14	+5	+5	+4	+1	+3	0	+3	0	+1	-3

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1956-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Sunnyside	1956	56	60	61	62	44	40	40	35	42	43	27	23	34	27	27	20	16	15	23	6	0	701	
	1957	68	57	70	61	70	50	51	46	43	45	50	28	27	37	29	24	21	13	12	15	3	820	+ 119
	1958	109	83	75	81	76	78	66	62	54	48	58	49	31	25	42	29	24	20	20	11	14	1055	+ 354
*	1959	32	40	37	39	33	29	37	23	26	24	24	28	21	16	10	17	14	13	7	9	1	480	- 221
	1960	36	45	50	40	45	27	24	39	33	22	29	22	25	24	15	15	17	15	14	5	7	549	- 152
	1961	41	42	46	54	46	44	30	27	37	34	21	29	24	22	24	15	12	17	14	12	5	596	- 105
	1962	41	43	51	43	61	40	48	28	31	40	28	27	28	23	23	26	19	14	15	14	8	651	- 50
	1963	36	35	43	42	42	55	46	43	34	29	34	27	29	25	21	21	23	16	10	18	12	641	
				-6	+2	+6	+10	-54	-22	-13	-26	-32	-28	-17	-11	-15	-14	-21	-20	-11	-13	-16	-15	- 60

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1948-1963

		-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	+115
	1950	71	93	83	105	58	49	41	44	32	15	18	15	9	12	11	13	4	1	3	1	5	683	+320
	1951	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	743	+425
	1952	89	86	89	92	89	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734	+416
	1953	80	97	93	93	78	85	83	47	26	21	21	17	6	12	8	2	2	2	4	7	8	792	+474
	1954	97	92	101	86	87	66	74	71	36	25	20	13	13	7	6	8	5	3	1	1	1	813	+495
	1955	80	90	88	98	75	71	62	64	60	23	22	18	12	13	7	8	5	4	0	0	0	800	+482
	1956	85	91	98	86	78	67	53	50	45	41	17	17	14	10	8	7	7	1	2	1	0	778	+460
	1957	108	118	96	89	60	63	43	49	39	35	29	14	11	7	7	6	4	4	2	1	0	785	+467
	1958	84	127	117	88	67	59	39	38	41	27	23	22	10	6	7	10	5	4	3	1	1	779	+461
	* 1959	60	73	69	55	59	36	42	28	31	30	11	18	14	4	6	5	2	5	0	1	1	550	+232
	1960	66	71	60	61	44	47	31	31	24	17	25	10	13	7	5	3	3	1	1	1	1	522	+204
	1961	49	51	54	61	49	37	48	22	28	26	20	24	12	11	12	2	5	2	4	1	1	519	+201
	1962	39	50	45	49	45	33	31	33	15	18	17	14	11	18	7	6	5	2	2	1	4	445	+127
	1963	32	33	35	36	29	26	35	24	27	13	18	9	13	8	8	9	6	4	2	0	0	367	
				-6	-14	-30	-31	-58	-73	-61	-53	-84	-62	-80	-53	-63	-37	-27	-60	-36	-37	-27	-35	+ 49

\*Boundaries were changed

Table VIII

Showing Child Population Movement 1958-1963

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Van Hise	1958	78	107	107	100	115	97	106	94	86	81	71	69	62	48	66	49	41	29	26	25	23	1480	
	1959	110	108	113	127	108	132	112	121	122	97	93	78	74	65	56	70	55	40	29	24	21	1755	+275
	1960	114	117	119	125	147	130	149	128	134	127	113	110	86	94	64	68	71	62	42	30	22	2052	+572
	* 1961	99	126	139	141	151	154	148	160	135	153	134	119	115	110	104	72	72	76	62	46	26	2342	+862
	* 1962	73	80	112	110	103	122	126	115	136	102	122	103	90	85	81	73	51	48	57	35	28	1852	+372
	* 1963	66	76	86	106	111	101	128	126	122	137	106	136	114	96	85	83	69	52	44	58	32	1934	
				+3	-13	-8	+1	+23	+21	+19	+22	+22	+9	+30	+20	+10	+4	+12	0	-10	-4	-8	-17	+454

\* Boundaries were changed

Table VIII

Showing Child Population Movement 1947-1963

	-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	*114	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	+131
1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095	+ 66
1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051	+ 22
1951	332	248	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898	-131
1952	313	207	182	186	134	167	119	114	113	119	101	88	80	104	85	104	77	97	130	178	110	2808	-221
1953	313	232	193	157	153	130	170	111	99	114	115	82	104	72	103	78	98	79	134	156	151	2844	-185
1954	240	213	188	156	119	136	117	145	97	83	104	120	82	102	76	95	69	107	124	120	95	2588	-441
1955	274	183	194	163	132	123	116	101	135	90	84	92	105	69	92	77	97	71	138	178	140	2654	-375
1956	239	208	149	143	122	116	108	102	78	127	74	82	85	96	64	81	68	83	117	134	120	2396	-633
1957	263	180	153	127	121	105	116	97	98	74	116	70	84	79	97	68	80	80	150	181	117	2464	-565
1958	304	208	153	121	104	99	91	99	79	91	69	105	73	72	73	75	67	83	108	167	129	2370	-659
1959	259	169	138	120	87	83	90	89	78	77	75	68	100	70	72	67	80	76	135	188	183	2304	-725
1960	241	162	138	105	99	85	91	90	79	66	70	65	64	81	73	71	65	87	170	212	183	2297	-732
1961	153	143	124	99	81	82	72	75	83	67	60	67	59	55	84	67	67	68	133	160	172	1971	-1058
1962	176	95	108	85	68	68	74	65	49	73	57	50	65	57	60	77	69	63	171	325	232	2087	-942
1963	114	89	55	63	58	44	44	46	45	41	54	45	49	55	55	56	66	72	184	258	201	1694	
	-87	-98	-178	-201	-260	-219	-193	-229	-199	-259	-268	-283	-241	-277	-273	-319	-128	-7	+66	+41		-1335	

\*9 year old corrected to 114 instead of 104 in 1961



Table IX

Table Showing Child Population from June, 1940 through June, 1963 - 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
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722	19,890
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932	20,098 + 208
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	20,743 + 850
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	21,243 + 1353
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	21,697 + 1807
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	22,167 + 2277
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	21,499 + 1609
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	21,911 + 1201
1948	1917	1964	1345	1306	1269	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	24,077 + 4187
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	24,921 + 5031
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1114	1085	25,834 + 5944
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999	26,481 + 6591
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823	27,444 + 7554
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887	28,971 + 9081
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890	29,999 + 10109
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940	32,034 + 12144
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955	33,627 + 13737
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992	36,038 + 16148
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093	39,399 + 19509
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139	41,017 + 21127
1960	3129	3039	2965	2830	2609	2537	2503	2436	2167	2076	2004	1944	1858	2060	1434	1428	1433	1416	1338	1380	1177	43,763 + 23873
1961	3052	3021	2933	2910	2797	2629	2540	2500	2414	2192	2090	1990	1970	1849	2099	1420	1457	1431	1542	1360	1276	45,472 + 25582
1962	3262	3343	3256	3187	3074	3120	2907	2800	2776	2640	2430	2328	2140	2127	2023	2241	1574	1547	1658	1899	1490	51,822 + 31724
1963	3126	3475	3434	3416	3284	3280	3252	3002	2958	2936	2786	2585	2512	2248	2248	2162	2377	1665	1751	1764	1586	55,847
		+213	+382	+287	+200	+86	+458	+464	+535	+557	+403	+276	+375	+378	+323	+245	+398	+405	+387	+438	+360	+35957

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education  
by the Consultant  
ARTHUR H. MENNES  
July, 1963

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT

For the School Year 1962-1963

CURRICULUM DEPARTMENT

I. Services of the Curriculum Department

The purpose of the Curriculum Department is to provide leadership services that will result in the improvement of the learning experiences of Madison young people. The greatest improvements are made in the educational program when all concerned--teachers, administrators and parents--value and understand the curriculum changes being made. Curriculum study is most effective when teachers, working in groups, evaluate their classroom teaching and establish their own goals. The task of the central office personnel, therefore, shifts from controlling and directing to facilitating and coordinating the efforts of others.

The director of curriculum directs, consults, and acts as a resource person for the total curriculum and instructional program, Kindergarten-Grade 12. His work with principals helps them furnish instructional leadership for their schools and for coordination of the entire Madison educational program. The director works with teachers, Kindergarten-Grade 12, in their classrooms on call, and with curriculum committees on city-wide projects. Teachers and principals also work as resource persons in the preparation of teacher guides, resource units and in experimental projects. Teachers and principals are on committees for the selection of textbooks and supplementary instructional materials, including visual aids. As a climax to curriculum projects and experimentation, volunteer teachers and principals work during the summer preparing materials for publication. Our final goal is to foster in each school building a climate in which all members of the staff will feel free and obligated to initiate activities that may lead to curriculum study and improvement.

II. Organization of the Curriculum Department

A. Instructional Materials Center

The Curriculum Department is a resource-materials center and a service agency for all Madison teachers. The department contains a wealth of

elementary and secondary school materials for in-service education of teachers who wish to keep up to date on new resources and teaching tools. These include:

1. Textbooks--Textbooks with manuals and workbooks, both old and new, cover all areas from kindergarten through high school.
2. Curriculum Guides--The department exchanges teachers' guides with 400 school systems throughout the country. These guides are indexed and filed by subject areas.
3. Educational Tests--Achievement and aptitude tests are available for a variety of curriculum areas.
4. Filmstrips--The department has a library of 1,900 titles available for preview and classroom use at all grade levels. Last year the department filled more than 7,800 orders for filmstrips.
5. Sixteen-Millimeter Films--The film library contains more than 200 films. Last year Madison teachers made approximately 3,500 requests for films related to their teaching.
6. Recordings, Kodachrome Slides, Flat Pictures, Exhibits, Models, Charts--Titles are listed in the Madison Audio-Visual Catalog and are available for classroom use at all grade levels.
7. Audio-Visual Equipment and Service--The curriculum department has a tape recorder, screens, and projection equipment for in-service education.
8. Professional Books and Magazines--The department has more than 2,200 professional books and magazines available to teachers on a loan basis.
9. Bulletins, Courses of Study--A listing of 90 publications, produced by the staff, covers the following areas: language arts including modern language, arithmetic and mathematics, science, social studies, home economics, industrial arts, music, health and physical education, visual aids, and book lists.

Madison teachers use these materials extensively. Educators in other communities also request copies of Madison school publications. Last year schools in 45 states and 7 foreign countries ordered Madison publications.

10. Evaluation of Pupil Achievement--Each year 25,000 pupils in kindergarten through grade twelve are tested by using standardized tests. All tests are summarized for the entire system and for each school. A well-planned testing program can help the pupil, parent, and teacher to identify strengths and weaknesses in pupil progress as well as in the curriculum and instructional program.

B. PRESENT INSTRUCTIONAL AND CURRICULUM ORGANIZATION CHART

Madison Public Schools, Madison, Wisconsin.

--- Advisory

— Line Relationship

## Superintendent of Schools

## Director of Curriculum

Coordinator, director, consultant, resource person for the total curriculum and instructional program, K-12.

## Principals

Executive heads of the schools who furnish instructional leadership for their schools, and for the entire educational program. Act as a cabinet for curriculum improvement and experimentation. Develop a continuing in-service curriculum program within the school. Help teachers to utilize newly introduced curriculum materials. Encourage teachers to participate in research studies involving the curriculum. Make final recommendations for selection of textbooks and supplementary instructional materials after these have been studied by teacher-principal committees.

Resource persons in subject areas and frequently head city-wide subject area committees.

Junior and senior high school principals meet every other week to discuss progress of curriculum studies and make further suggestions for improvement or implementation.

As a climax to curriculum projects and experimentation, volunteer principals work during the summer preparing materials for publication.

## Teachers, K-12

Teachers work on curriculum committees involving city-wide projects. Resource help and members of committees in the preparation of teacher guides, resource units, visual aids and experiments.

Members of committees for selection of textbooks and supplementary instructional materials, including visual aids,

Key teachers are resource persons in subject areas, and frequently head city-wide subject areas.

As a climax to curriculum projects and experimentation, volunteer teachers work during the summer preparing materials for publication.

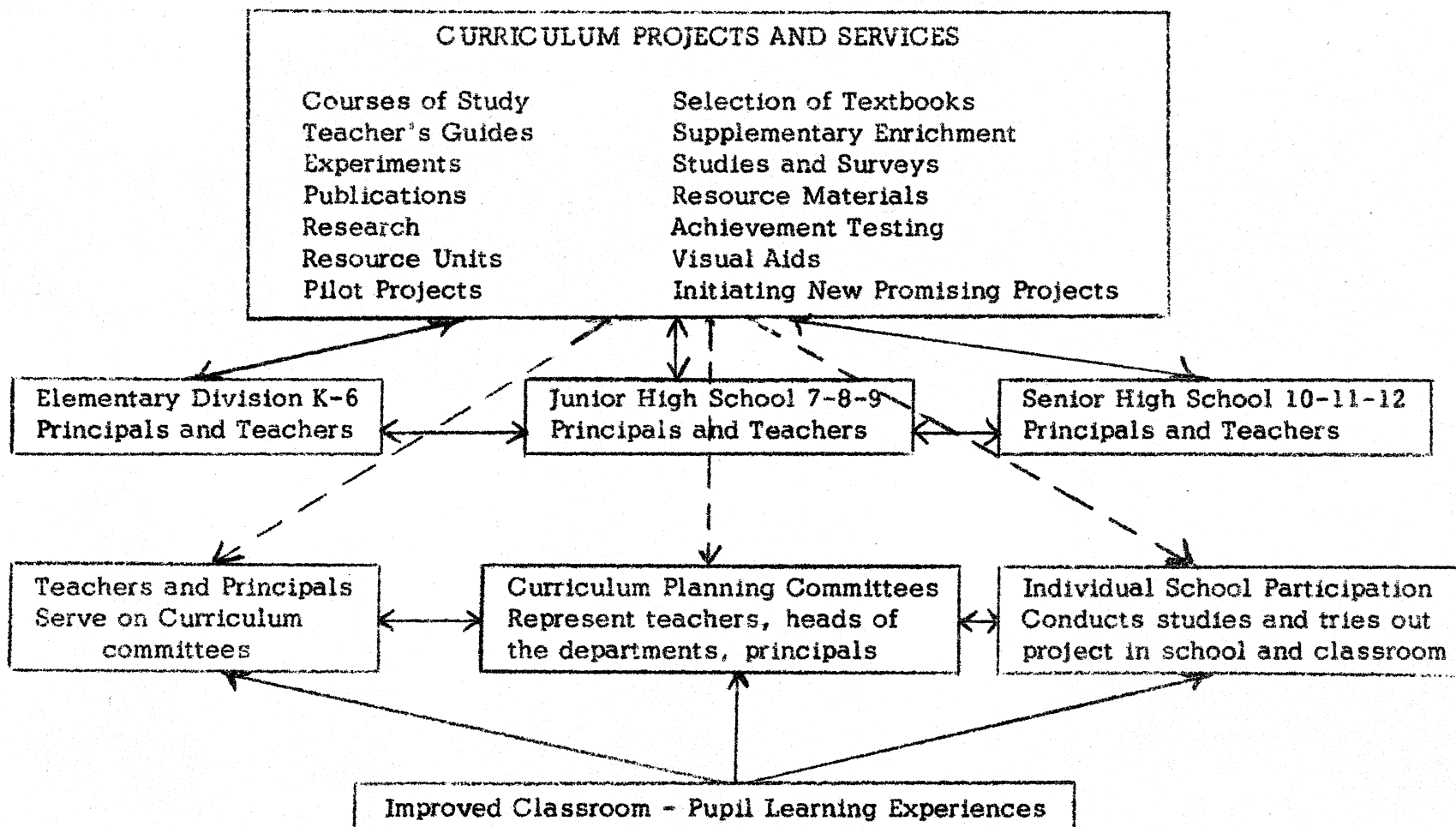
## Children and Youth of Madison

Curriculum and instructional improvement in the Madison Public Schools depends upon the active participation of teachers and administrators, and has one common objective, that of improving the learning experiences of Madison young people.

Accordingly, Madison young people are provided rich, stimulating classroom educational experiences resulting in responsible citizenship.

# CHART ILLUSTRATING THE PROCESS OF CURRICULUM DEVELOPMENT

Curriculum Department, Madison Public Schools



— Administrative relationships  
 ---- Advisory or consultant relationships



### III. New Curriculum Materials

New curriculum resources added to the Curriculum Office during the past year are shown in Table I.

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TABLE I

Materials Added during 1962-1963

Courses of Study	277
Textbooks	480
Workbooks	75
Professional Books and Pamphlets	282
Professional Magazines (total 32)	2
Filmstrips, New Titles	224
Filmstrips, Replacements and Duplicates	180
Sixteen Millimeter Films, New	33
Sixteen Millimeter Films, Replacements and Duplicates	9
Sixteen Millimeter Films - Replacement Footage	400
Kits--Filmstrips, records, flat pictures	7
Tapes	199

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### IV. Evaluation of Pupil Achievement

The results of the annual fall and end of first semester testing for 25,000 pupils in kindergarten through grade twelve with the exception of grade one, were summarized in Bulletins 43, 44, 46, 47, 50, 51, 53, 54, 57, 59, 60, 61, 80, and 81. See Table II.



TABLE II

Standardized Achievement Tests  
Madison Public Schools  
School Year 1962-1963

Grade Level Tested	Subject	Total %ile	0	25%	50%	75%	100%
10	Reading Comprehension	76					
10	Reading Speed	74					
10	English Expression	62					
10	Vocabulary	62					
9	Mathematics	74					
9	Social Studies	74					
9	Listening Skills	76					
9	Reading Comprehension	65					
9	Reading Speed	65					
9	English Expression	60					
9	Vocabulary	55					
8	Science	74					
8	Arithmetic Problems	76					
8	Arithmetic Concepts	83					
8	Reading	73					
8	Language Arts	68					
8	Spelling	66					
8	Vocabulary	72					
7	Arithmetic	79					
6	Arithmetic Problems	81					
6	Arithmetic Concepts	81					
6	Language Arts	77					
6	Spelling	78					
6	Reading	79					
6	Science	66					
5	Total Achievement	95					
5	Spelling	87					
5	Language Arts	89					
5	Arithmetic Fundamentals	85					
5	Arithmetic Reasoning	90					
5	Reading Total	94					
5	Vocabulary	89					
5	Science	69					
4	Mathematics	79					
4	Science	73					
4	Social Studies	61					
4	Listening	62					
4	Writing	60					
4	Reading Total	72					
3	Word Recognition	88					
3	Paragraph Reading	82					
2	Paragraph Reading	82					
2	Sentence Reading	82					
2	Word Recognition	83					
K	Reading Readiness	80					

Our median Madison pupil measures above the national norm on all standardized tests listed in Table II.

The standardized achievement test results were taken from tests administered in Grades K-10, with the exception of grade one, during the school year 1962-63.

Standardized achievement tests have a national norm of 50. This means the point where the median or middle scores fall for all pupils nationally.

The quality of education may be measured by national standardized tests along with many appraisal techniques including teacher judgment, teacher-made tests, anecdotal records, rating, sociometric devices, individual interviews, and conferences.

A properly planned and well organized testing program can help the pupil, parent, and teacher to identify strengths and weaknesses in pupil progress, and in the curriculum and instructional program.

#### V. Use of Curriculum Resources

- A. Table III gives the borrowings of books and magazines by the Madison teachers as determined by library cards. No record is kept of materials used in the Curriculum Office.

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TABLE III

Printed Materials Borrowed during 1961-1962 and 1962-1963

	<u>1961-62</u>	<u>1962-63</u>
Professional Books and Courses of Study	1,033	2,100
Textbooks	740	840
Pamphlets	670	730
Magazines	310	360

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- B. Table IV gives a summary of the orders for visual aids.

TABLE IV

## Orders for Visual Aids 1961-63

	1961-62		1962-63		1962-63 % Filled
	Requested	Filled	Requested	Filled	
Sixteen Millimeter Films	4,546	3,210	4,984	3,489	70%
Filmstrips	9,398	7,974	9,194	7,815	85%
Kodachrome Slides	18	18	16	16	100%
Flat Pictures	10	10	29	26	89%
Recordings	20	20	18	16	89%

Seventy percent of the requests for sixteen millimeter films and eighty-five percent of the requests for filmstrips were filled. The total use of films by schools increased 279 and use of filmstrips decreased by 159 compared to last year's circulation.

The past four years have seen the up-dating of science films due to N.D.E.A. Revised films and new materials have been added. During the fiscal year of 1964, the film library will continue to obtain up-to-date visual materials on the troubled areas of the world in the hope that the material will help present an understanding of cultures and the dynamic world revolution now taking place.

Equipment in the curriculum office such as the opaque projector, the overhead projector, and the tape recorder are available to the schools at times for demonstrating, experimenting and in-service training. A further recommendation to help make the visual aids program more effective is the addition of darkening equipment in some schools and the addition of projectors in schools having heaviest use of visual materials.

- C. Materials, bulletins and courses of study produced by the Madison school staff.

The major function of the curriculum office is to assist teachers and principals in the solution of curriculum and instructional problems.

The office helps in planning curriculum studies, working usually through curriculum committees. The products of the teachers' committee work are usually mimeographed and then printed after tryout in classroom situations. These bulletins include: (1) service bulletins dealing with specific teaching problems; (2) resource units from which teachers' units may be drawn for various grade levels; and (3) tentative outlines of subject matter.

The material produced and extensively used by our teachers is also in demand in other school systems. A listing of Madison publications is issued each year and covers the following areas: reading and other language arts, arithmetic, science, social studies, health, visual aids, and book lists. During the past years we have consolidated many of our publications and at the present time have fifty-eight publications available for teacher use.

## VI. Curriculum Study and Improvements

Significant curriculum and instructional improvements made during the past year could be summarized as follows:

1. A city-wide curriculum planning council of teachers and administrators acted as a steering committee, offering suggestions and pooling ideas concerning curriculum and instructional needs.
2. Eight curriculum subject areas were studied for scope and sequence, effective learning activities, and resource materials for all grade levels. Five hundred teachers participated in these studies, and published teachers' guides and instructional units in language arts 7-9, home economics 10-12, industrial arts 10-12, general science 8, chemistry, physics, penmanship K-9, and spelling K-6. Committees of teachers also prepared units and research projects in concept teaching, basic understanding tests in arithmetic and general science. A new audio-visual guide was also prepared for all Madison teachers.
3. Thirteen committees totaling 91 teachers selected new basic texts in thirteen subject areas.
4. Fifty teachers evaluated new supplementary textbooks and enrichment instructional materials to be recommended for use in Madison schools.

5. Junior and senior high school principals and members of the administrative staff met every other week during the past school year to discuss and make suggestions for further improvements in the program of studies for the Madison junior and senior high schools.
6. Many of the teacher committees have continued their curriculum study during the summer curriculum work program. Last summer thirty-five teachers, organized in eleven committees, prepared materials for publication in eight subject areas.

## VII. Special Projects and Activities for 1962-1963

A. This past school year was devoted to considerable in-service education of teachers and principals in the following areas:

1. Continued Revision of Program of Studies for Madison Junior and Senior High Schools
  - a. Pupil-teacher handbooks listing the program of studies and course sequences have been prepared for the junior and senior high schools. It is hoped that these handbooks will help to give uniformity and articulation to the many innovations in our junior and senior high schools made during the past six years.
2. Experimental Programs in Effect in Madison Public Schools during the 1962-1963 School Year
  - a. Continued Revision and Acceleration of Elementary School Arithmetic and High School Mathematics

Modern mathematics with its emphasis on the structure of mathematics has been taught by use of television to 3,436 pupils in grades four, five, six, and nine. Three years ago we inaugurated the new program with grades four and nine (algebra) participating. Each year we added one grade level until this school year we have had the following voluntary participation:

Grade Four:	949 pupils and 36 teachers
Grade Five:	882 pupils and 35 teachers
Grade Six:	1,133 pupils and 38 teachers
Grade Nine (Algebra):	472 pupils and 14 teachers

The purpose of the television program has been twofold: to introduce a modern approach to mathematics in the classroom, and to test the feasibility of using telecast programs as a means of in-service education for classroom teachers by giving them an opportunity to be actively involved in modern procedures for teaching mathematics.

A city-wide survey was made in May of this school year of the 123 participating teachers. A summary of the replies to each question is as follows:

- (1) Would you teach the television program next year if you had the opportunity?

All answered "yes" except one who would use the material and approach without the television.

- (2) Was the pace of the Patterns in Arithmetic series--  
Too fast?      About right?      Too slow?

Six teachers felt the pace was too fast, 99 about right, and four teachers indicated that the programs were paced too slow.

- (3) What do you think were the best features of the program?

Teachers answered as follows: "The excellent demonstrations, good use of manipulative materials, excellent instructional techniques, clear, concise presentations, introduction of new material very well done; excellent review to strengthen concepts; all spaced well. Vocabulary geared to student level and still challenging. The many well stated problems, excellent testing program, excellent in-service training, and illustrations could not be easily duplicated without the television. There was more stress on problem solving, understanding, structure, the 'why' rather than mere computation, use of equations for problem solving, and thoroughness of presentations."

- (4) What were the poorest features of the program?

"Moving too quickly from one area to another. Difficult to provide for individual differences or to have pupils go at own rate. The good student sometimes thought the program moved too slowly. Physical situation limits creative 'feed-back' in the exploratory phase of a new concept."

- (5) What have you taught this year on T.V. arithmetic that you would incorporate into any arithmetic program you will teach next year?

"All of it! Getting children to see action in problems. Fractions and rate pairs as presented this year. I am hoping that this opportunity for learning has provided me with the important concepts and understandings of new mathematics so that I can concentrate on the generalizations presented. I like the work in geometry, writing equations, and factoring. Emphasis put on problem solving, using rate pairs and equations to solve story problems."

Participating teachers wholeheartedly endorsed the television mathematics program and expressed appreciation of the many benefits: "The television series has been an excellent in-service education program for our teachers. Students and parents have also given their full endorsement. Without the use of television we would never have had the one hundred percent support and endorsement we have today for the new mathematics program. We have moved faster with full teacher cooperation than we would have with a "piecemeal" approach. This has been an exciting experience for our teachers and pupils. We appreciate the leadership of Dr. Henry Van Engen, and the excellent help and contribution of the sponsors, the School of Education, University of Wisconsin, and Station WHA-TV."

After three years of study and experimentation, our junior high schools have adopted as basic texts the new mathematics series edited by Dr. Van Engen, Seeing Through Mathematics. Junior and senior high school mathematics teachers will continue their study of modern mathematics during the coming year. A large committee of teachers, K-6, are also studying modern mathematics for the primary grades. All committees are developing a mathematics scope and sequence, kindergarten through grade 12, giving a closely knit system of ideas, principles, and processes organized as a body of interrelated concepts. Classroom experimentation is resulting in new approaches to the teaching of mathematics.

b. New Procedures for Teaching Modern Languages

- (1) Beginning French has been taught to 317 seventh and ninth grade pupils by use of television. Two fifteen-minute broadcasts each week gave the students enrichment and authentic French patterns of speech, taught



them to hear, understand and speak largely by means of the aural-oral method. The television program was planned to bring variety and enrichment to the instruction by providing some experiences beyond the bounds of the classroom.

In the biweekly meetings of the planning and production staff with the committee of teachers using the French program, the problems of integrating the programs with the classroom instruction have been thoroughly discussed. Criticisms of techniques, materials, timing, etc., have been made in order to improve the quality of the instruction.

In an opinionnaire last year all teachers using the seventh or ninth grade television programs stated that they would like to teach with television again. Good features of the series according to the teachers were: "Excellent illustrations in making the French conversation and stories meaningful. Excellent teaching dialogue. Excellent pronunciation aids and historical background. Superior drill patterns. The use of objectives and people unavailable to individual classrooms."

Poor features of the program according to the teachers were: "Silhouettes and accompanying voices were sometimes inadequate. Graphics could be improved."

- (2) During the past school year 1,200 pupils in grades four and five participated in the Parlons français television series conducted by the University Station WHA, Channel 21. Involved were 30 elementary schools and 45 teachers. This series is a basic in-classroom instructional program, and consists of two 15-minute lessons and a half-hour teacher preparation program each week. The lesson material is presented graphically by Anne Slack, an experienced television teacher, and is followed up by the classroom teacher. Tapes, records and student workbooks supplement the instruction.

Teachers participating in the French grade four and five television had this to say about the best features of the program: "Excellent variety in techniques. Outstanding television teachers using a variety of presentations and materials. The weekly in-service education for the teacher was most helpful. A fresh 'lift' to the language classes. Excellent props, enunciation and songs. The advantage

of hearing a French-born speaker or speakers with correct French speech patterns was outstanding. We especially enjoyed the songs, dances, games, dramatizations, and dialogues. Held the child's interest. Clever props and outstanding techniques of instruction."

The poorest features of the program, according to the teachers, were: "The problem of individual differences. Should pace to holidays better."

A majority of teachers were enthusiastic and excited about this program. The pupils at this level have a great power of mimicry which diminishes with adolescence. A speaking knowledge of French before the high school years, using a native speaker as a model, helps to insure that the child will speak good French.

This coming year T.V. French will be offered to pupils in grades four, five, and six.

c. Instructional Team Teaching, English 10 and 11, Central High School

Central's basic aim in team teaching is to make better use of the professional staff. The teachers involved stated: "By division of labor we believe we can have more extensive and significant preparation of work, and can therefore attain better motivation and greater student learning. A second purpose is to stimulate better teaching through the sharing of ideas about methods and techniques and through the criticism and suggestions of team members who are consistently observing each other's work. A third basic aim is to develop a learning situation which would help students to mature emotionally and to develop a more adult attitude, by putting responsibility upon them and by making them feel a part of a large group project. We hope to foster self-reliance. At the same time, we hope to allow for individual differences."

The staff consists of four experienced English teachers plus interns. There are three large groups of 90 each, for grades ten and eleven, selected and arranged for each grade so that one is all college-bound, one is all "general" (non-college-bound and not very academically inclined), and the third is made up of the best "general" and the weakest college-bound students. This has greatly improved the situation for teaching large groups.

"Facilities and equipment are important in handling large group instruction. The large classroom has been equipped with chalkboards, bulletin boards, a raised platform, a public address system, a movie projector, a large screen, an opaque projector, an overhead projector, a record player, and a tape recorder. Unfortunately, our smaller rooms are so distant that it is impractical to use part of a class period for large group instruction and part for small.

"An essential part of our plan is the scheduling of one period per day for teacher planning.

"We are using the same course of study in our tenth and eleventh grades as are all the other tenth and eleventh grade English teachers of the city."

Response to the plan as submitted by the teams: "We have had numerous favorable comments from pupils, but actually we have not asked for many opinions, feeling that taking acceptance for granted was more politic. Parents are curious and interested but have shown no opposition. Actually the responses of both groups may stem from the prestige that the system seems to have among students. They feel grown up, as they have been told they must be, and they seem contented with their situation."

Evaluation: "We have never been able to have a control group by which to measure our results. We have, however, measured one area of our work by giving the Dora V. Smith Essentials in English test to the entire eleventh grade the first week of school the year we started the plan. This gave us an accomplishment index for an entire class taught traditionally. Last September we gave the test again to the entire junior class, about two-thirds of which had been involved in the team plan. Although the results are not startlingly different, they were slightly better for the latter group. This seems encouraging, because the type of material covered on the test (grammar, usage, sentence structure, punctuation) is exactly what is more likely to receive less drill under the team plan than in some other situations."

"We believe that the instructional team offers many advantages in improved teaching provided that the personnel problem is solved. We have had a very happy experience because our team members are congenial, work well together,

will accept criticism from each other, and are enthusiastic about the whole idea. Many teachers would be miserable on a team. We believe, too, that every team needs someone in charge who can advise, comment, and occasionally make decisions. It has worked out well for us to have someone who is not one of the regular teachers. Given a reasonably able teacher with enthusiasm for the idea, a team can succeed. We like team teaching."

d. Use of Washington Elementary School as a Laboratory School

For the past four years the Board of Education and the School of Education, University of Wisconsin, have co-sponsored a series of innovations in the education of children, kindergarten-grade six. At the present time there are projects in team teaching for each grade level combined into primary and intermediate teams, programmed learning, and the use of visual aids. Opportunities for observation of the projects, intern teaching, and the use of instructional secretaries are a part of this study.

e. Preparation of a Teacher's Guide to Teaching Handwriting, Kindergarten to Grade Nine

For the past three years a committee of thirty-six teachers and administrators have made a study of handwriting in the Madison Public Schools, kindergarten-grade nine. This year a new guide has been prepared by the committee working in cooperation with five hundred other Madison teachers. The guide is a compilation of many concepts in manuscript and cursive handwriting, and of effective methods in teaching handwriting suggested by our Madison teachers. The guide suggests expectancies and learning activities by grade levels that give scope and sequence to the teaching of handwriting, as well as a systematic program of handwriting. The guide recommends procedures, materials, and a philosophy of instruction in handwriting.

f. Preparation of a Guide to the Teaching of Spelling

A committee of thirty teachers working in cooperation with all elementary teachers, over a period of three years, prepared a new guide in spelling. Spelling is an important tool of communication and is a part of the language arts program, in which teaching in each aspect of the subject reinforces teaching in the total program (listening, speaking, grammar and usage, reading, composition, literature, handwriting, and spelling). The eight divisions are taught as situations

arise, they are correlated with various subject units, or they are taught directly. The language program stresses the attainment of a few definite standards each year. The guide states that spelling should be an inseparable part of written expression and not purely an end in itself.

- g. A Study of the Home Economics Program, Grades Seven through Twelve

The teachers of home economics have continued their meetings during the year to study the home economics curriculum in Madison junior and senior high schools. Special attention has been given to the scope, sequence, and learning experiences in all grade levels. Considerable time was spent in developing effective instruments for evaluation and testing.

- h. A Study of the Industrial Arts Program, Grades Seven through Twelve

The teachers of industrial arts have continued their study of the curriculum in industrial arts for grades seven through twelve. Special attention has been given to the preparation of new and revised instructional units for grades seven, eight, and nine.

- i. Preparation of a New Language Arts-Social Studies Guide, Grades Seven, Eight, and Nine, Correlation--Literature, Composition and Social Studies

This guide was written during the summer of 1962 by a committee of junior high school teachers of language arts and social studies. After four years of study, the teachers agreed on a tentative scope and overview, together with a suggested time allotment. Through study groups, questionnaires, and a worksheet for recording suggested units and learning activities, all junior high school language arts-social studies teachers have had an opportunity to participate in the preparation of this guide. It is hoped that this guide will offer flexibility and enrichment activities for the many objectives and understandings developed in each unit. The guide emphasizes the teaching of writing in correlation with literature and social studies. The excellent suggested learning activities and supplementary materials should provide pupils many experiences for an effective language arts-social studies program. The major aim of the guide is to help the student to write logically and lucidly.

j. Preparation of a Teacher's Guide, General Science, Grade Eight

This guide was written during the school year of 1961-62 and the summer of 1962 by the teachers of general science, grade eight. The guide is a revision of an old guide but is new in format and content. The units covered in general science deal with broad aspects of the scientific world about us. The units center on such areas as energy, the surface of the earth, living things, the sky, and communication. Throughout the course students are helped to develop concepts and scientific attitudes and to understand basic principles. The unit approach has been used in this guide, giving an outline of content, major concepts, learning experiences, and resource helps.

k. Participation in the Biological Sciences Curriculum Study

Each year for the past four years over six hundred students in five Madison junior high schools have been enrolled in a "new" biology course for ninth grade students. The project is supported by the National Science Foundation, the University of Wisconsin, and the Board of Education. Madison is one of fifteen centers throughout the country participating in this study. The aim of the project is to make the study of biology an introduction to the scientific method of inquiry rather than, as formerly, an exercise in remembering names of structures and processes, and textbook definitions and explanations. A key element in the new program: "laboratory blocks" requiring six weeks of investigation, with all class work centered on the single subject under investigation. Our new program of studies for grade nine requires all pupils to take biology. We have enough evidence from this project to support its aims, methodology, and teaching materials. This coming school year all Madison ninth grade biology classes will participate in this program.

l. Preparation of Science Tests, Kindergarten-Grade Six

The committee of teachers working on science tests, kindergarten-grade six, have developed science tests which measure basic understandings, the scientific method, and the problem approach. The tests place emphasis on behavioral outcomes. This committee has a difficult assignment and will continue its study during the coming school year. Experimental editions have been given to selected grade levels. An item analysis will be made of the results, and revisions made accordingly.



- m. Preparation of a Handbook and Guide to Homework, Grades One to Six

Continued study and revision has been made by a committee of elementary school principals in developing a handbook and guide to homework for the elementary schools. This guide is ready for printing and should be helpful to parents, teachers, and pupils.

- n. Preparation of a Student Handbook and Guide, Junior High School (Grades Seven, Eight, and Nine)

During the past three years the junior high school principals have studied and prepared a new student handbook for all of Madison's junior high schools. This handbook should give teachers, pupils, and parents information about the junior high school curriculum and the purposes and goals of Madison junior high schools.

- o. Preparation of a Student Handbook and Guide, Senior High School (Grades Ten, Eleven, and Twelve)

The vice-principals of the senior high schools have been studying and developing a new student handbook and guide for students in grades 10, 11, and 12. This guide gives information about the curriculum and subject offerings in our senior high schools. It should be a helpful guide for teachers, parents, and students.

- p. Teacher Internships

Madison schools are participating in the school intern program. Washington Elementary School and East Senior High School have interns paired with senior teachers. It is our hope that this plan may be expanded as senior teachers participate in the internship summer program offered by the School of Education, University of Wisconsin. The interns have completed the four year college program and with one semester of internship plus graduate study at the University they may receive a master's degree and a teaching certificate.



### VIII. A Description of the 1962-1963 In-Service Program for Madison Teachers

The process of cooperative curriculum study by many teachers and administrators becomes one of teamwork for the purpose of improving classroom instruction. Written materials and guides are the product of many minds working toward agreed classroom objectives. Curriculum study should help teachers to evaluate their classroom teaching and establish their own goals for effective teaching.

Madison public school teachers are working as a unit from kindergarten through grade twelve. Curriculum study groups have representatives from all grade levels and are working toward goals and values which are important for quality education in our Madison schools.

- A. Curriculum study and publication of teacher's guides have been described in Section VII, Special Projects and Activities for 1962-1963. This includes experimental programs in modern arithmetic and mathematics, grades one through twelve; new procedures for teaching modern languages; instructional team teaching in both the high school and the elementary school; new courses of study in handwriting, spelling, home economics, industrial arts, language arts and social studies, grades 7, 8, 9, and general science. Also, there were publications in the following areas: handbook for homework, and student handbooks in the curriculum of the junior and senior high school. There was also participation in the biological sciences curriculum study, preparation of science tests, kindergarten through grade six, and instructional teams.
- B. Each school or building developed in-service education projects voted as important or needed for a particular school. This included many of the above areas for further implementation, but also such concerns as problems in remedial reading, provision for individual differences, the problem of acceleration and the education of the slow and the gifted pupil, improvement of instruction in subject areas such as reading, mathematics, science, language arts, modern languages, etc.

### IX. Brief Outline of Plans for In-Service Education of Teachers 1963-1964

Teacher committees will:

1. Conduct city-wide workshops for orientation and strengthening of new approaches to the instruction of:

- a. Modern arithmetic, K-6
- b. Modern mathematics, grades 7-12
- c. Use of new instructional techniques in the teaching of modern language, grades 4-5-6 and 7-12.

We have selected our own teachers as chairmen and leaders for these workshops. Workshops may be substituted for travel credit or for general in-service teacher education.

2. Develop or revise instructional guides and teaching materials in health education, grades 7, 8, and 9. Experimental units will be taught at La Follette High School.
3. Review and study the entire accelerated and regular modern mathematics program, K-12.
4. Study the place of individualized reading in the Madison school program.
5. Study how to handle individual differences in many subject areas with special study in spelling, handwriting, reading, literature, and science.
6. Make suggestions for creative writing, poetry, and study of literary heritage in various grade levels, kindergarten-grade 12.
7. Study concept-problem solving, and critical thinking in all grade levels and all subject areas.
8. Develop a guide in art education, kindergarten-grade 12.
9. Develop a guide in vocal music, kindergarten-grade 12.
10. Study in-service instruction in better use of the multiple period, grades 7, 8, and 9.
11. Continue the use and study of television instruction in arithmetic, algebra, and beginning French.
12. Hold city-wide meetings to consider instructional materials and procedures in modern mathematics and for slow and accelerated learners.
13. Study improvement in evaluation instruments for science, social studies, language arts, and arithmetic.

14. Make better use of curriculum materials. During the last decade there has been a changing concept in the use of curriculum materials. A textbook was sufficient for a curriculum that could be defined in terms of facts to be learned and basic skills to be acquired. With the broader approach to learning, resource units with ample supplementation are being used in developing a better learning environment.
15. Conduct in-service workshops or city-wide meetings on the teaching of reading K-6, and use of our new curriculum guides.
16. Continue study and appraisal of the senior high school courses of study, including ability grouping, courses for honor students and the slow learner, quality education for the pre-college student, and new emphasis in subject fields such as science, mathematics, language arts, and modern language.
17. Continue study and appraisal of the most effective program for our junior high schools. Considerable in-service education is needed for effective classroom instruction, especially in the multiple period social studies-English classes.

#### X. Recommendations

1. Continued permission to have qualified teachers work on curriculum production material as summer work projects.
2. The assignment of some resource teachers or supervisors for the primary grades.
3. The assignment of resource or helping teachers or supervisors for the junior and senior high schools.
4. Permission to delegate subject area supervision vertically, K-12, to a number of qualified principals and teachers in science, mathematics, social studies, and the language arts.
5. The employment of an assistant to help with publications, statistics, research, and testing.
6. The employment of a clerk II to handle the additional load in our testing program, T.V. program, and assembly of teacher's guides produced and distributed by our department.
7. The full time service of a materials center librarian. (We now employ one on a three-fourths time arrangement.)

Acknowledgments

My eight years in the Madison Public Schools have been most pleasant. There are many to thank:

The Board of Education, Superintendent Gilberts, Assistant Superintendent Waller, the staff at the central office, principals, supervisors, department personnel and teachers, who have been resource persons and co-workers in developing the best curriculum possible for Madison's boys and girls.

Respectfully submitted,

ARTHUR H. MENNES

**THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin**

**ANNUAL REPORT  
DEPARTMENT  
OF  
HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY**

**Presented to the Board of Education  
by  
HAROLD A. METZEN, DIRECTOR**

**September 1963**

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the year 1962-63

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

Health education is an integrated part of the curriculum in all physical education classes, as it is in some areas of science, home economics and social studies. Elementary teachers also teach units of health education as part of their total curriculum. Two years ago a Health Curriculum Guide was developed by a committee of staff teachers for elementary grades. First Aid and Health Education are taught at the eighth grade level in some schools, and West and Central offer a course at the eleventh grade level. These are taught by physical education staff.

This summer, Miss Patricia Browning was assigned to develop a health education guide for seventh and eighth grades. This is a very comprehensive course and will be taught twice a week at those grade levels at the new LaFollette school by Miss Browning and Mr. Peter Olson. This is an excellent guide, and we are hopeful that this program can be extended to all seventh and eighth grades in the city next year. It will be our recommendation to establish a similar guide for the high schools next year.

As in the past, our office is the headquarters for recording physical examinations and chest x-rays of all staff members and board of education employees. With the approval of the Board of Education and the superintendent, the new state law relative to physical examinations went into effect in September 1958. Following are the regulations:

Section 40-30 (10m) (a) of the Wisconsin Statutes requires as a condition of entering or continuing employment a physical examination including a chest x-ray or tuberculin test of every employee of the district. "Additional physical examinations shall be required thereafter at intervals determined by the Board. A chest x-ray or tuberculin test shall be required once a year; if the reaction to such tuberculin test is positive, then a chest x-ray shall be required. The employee shall be examined by a licensed physician in the employ of or under contract with the district."

In accordance with the afore stated law, all board of education personnel is required to have a physical examination and a chest x-ray or tuberculin test at least once every three years. The board of education will pay the physician, not to exceed \$7.50, for this service. Most of the chest x-rays are taken in the Health Department mobile unit. Authorization may be obtained at our office to have a 14"x17" chest x-ray at three different x-ray laboratories for which the board of education will pay \$3.00 for each x-ray, providing the miniature x-ray is positive.

Previous to September 1958 a corps of local physicians and dentists has examined all high school boys who take part in the interscholastic program. The expense of this project was paid by the board of education. In the spring of 1958 the Dane County Medical Association went on record as favoring the discontinuance of these examinations and recommending that each boy be

examined by his family physician. It was felt that this procedure would result in a more complete examination. As a result of this action by the Dane County Medical Association, all boys must have an examination by a physician of his choice and pay the fee himself. The Dane County Dental Association is continuing to examine the boys under the previous mass procedure with six junior high schools being added for examinations. These examinations are made at Central, West, East and LaFollette high schools previous to the start of football in the fall.

The Board of Education requires a physician to be present at all home senior high school football games and, through the cooperation of the Dane County Medical Association, physicians were assigned to all home games.

As in previous years, we have enjoyed fine cooperation in all matters pertaining to school health from Dr. C. K. Kincaid, the City Health Director, and his staff.

Based on information received from Dr. Kincaid and the City Health Department, some of the highlights of that department that took place in our schools or involved our students are as follows:

1. 20 1/2 different nurses plus two supervisors were assigned to all public schools. The amount of time spent in each school varied, depending upon the size of enrollment.
2. Physical examinations are no longer given in the school, but by family physicians. Teachers encourage this procedure in the third, sixth and ninth grades. Through the summer round-up all entering children are examined. Some children who do not meet the above requirement are referred to the Health Department by the school nurse and classroom teacher. The Health Department then makes arrangement for an examination.
3. A dental survey is made of all children in grades one, three, six and nine and referral to the family dentist is in order, if the need is evident.

The following statistics are taken from Dr. Kincaid's annual report on school health services for 1962:

Home visits - individuals (total)	7 444
Home visits regarding infants	374
Home visits regarding pre-school children	1447
Home visits regarding school children	5415
Home visits regarding handicapped children	208
Office visits - individuals (total)	17 126
Office visits regarding infants	13
Office visits regarding pre-school children	44
Office visits regarding school children	17 019
Office visits regarding handicapped children	50
Medical exams of school children in physicians' offices	8 876
Exams of school children in dentists' offices	7 863
Number of conferences with pupils referred by teachers	7 193
Demonstrations to teachers	21
Demonstrations to volunteers	125
Teacher-nurse conferences	2 651
Parent-teacher-nurse conferences	23
Planning conferences (Health Department & School)	221
First aids by professional staff	1 553
Vision tests	22 057



## Health, Physical Education, Recreation and Safety -3

Scalp inspections by professional staff	20 994
Other inspections by professional staff	11 689
Hearing screening tests	7 962
Hearing screening re-tests	2 752
Tuberculin tests given in school:	
Negative	4 044
Positive	29

The following health committees, appointed by the superintendent, have been available when the need presented itself:

- Central Health
- Periodic Physical Examinations
- Follow-up Physical Examinations
- Disease Control
- Observation of Children
- Physical Education and Recreation
- Emergency Health and Accident Care
- Elementary Health
- Health Instruction
- Sanitary, Healthful School Plant
- Health of School Employees
- School Health Committees (one for each school)
- Medical Advisory

### Physical Education

The children in the Madison public schools are fortunate in having an opportunity to enjoy a very fine physical education program. We have 52.7 special physical education teachers (26.0 women and 26.7 men). All teachers are physical education majors and many of them have had a wide range of teaching experience. In addition to a fine staff of professional teachers, we are fortunate to have a superintendent and Board of Education who believe in the importance of physical education in the school curriculum. In most schools, good facilities have been provided for boys and girls at all grade levels. Much time and money have been allocated to physical education facilities such as gymnasiums, all-purpose rooms, showers and locker rooms, store rooms, hard top areas outdoors and, in general, adequate and well arranged playground space. It is recommended that plans for future facilities be carefully checked to ascertain whether both indoor and outdoor areas are large enough to promote excellent programs of physical education and recreation. Some of our buildings barely meet minimal standards.

With a few exceptions, due to inadequate facilities, physical education is taught once a week in grades one, two and three. Boys and girls at these grade levels are not required to wear uniforms or take shower baths, and classes are combined with both boys and girls meeting together.

Grades four, five and six average physical education classes three times a week and boys and girls are required to wear uniforms and take shower baths. At present, a few schools are not able to meet this standard. Classes for boys and girls are separated at this level and men teachers are in charge of the boys and women teachers in charge of the girls. Grades five and six have an extensive program of intramural activities. This program is optional and is offered twice a week from 3:30 to 4:30 p.m.

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Grades seven, eight and nine have physical education classes two or three times per week (varies according to facilities in the three high schools). In addition, a well-rounded program of intramurals is offered to both boys and girls. In three schools health education and first aid was taught once a week at the eighth grade level during the school year.

Grades ten, eleven and twelve have physical education classes twice a week with some time spent in health classes at the eleventh grade level. Intramurals are offered to the girls and a fine program of interscholastics for the boys.

The time allotment for special teachers in physical education conforms to the formula set up by the Board of Education; that is, in grades one, two and three one special teacher (art, music and physical education) for each twelve grades. This results in a less amount of time for each physical education teacher to spend with grades one, two and three but there has been some supplementation of the special teacher's time with the classroom teacher.

Physical education skill guides for all grade levels have been completed by teacher committees as of September 1960. The elementary guide, prepared in 1958, was evaluated and revised in 1959, 1960 and 1961. The guides are used by all physical education teachers in determining their program outlines. The guides are proving to be very helpful, particularly to new teachers and are valuable aids toward a uniform physical education program in the Madison schools. A revision of the existing guides is planned in the near future.

The interscholastic program for senior high school boys includes a wide variety of sports - football, basketball, baseball, track, volleyball, wrestling, golf, tennis, cross country, ice hockey and curling.

A modified program of interscholastics is also offered in the junior high schools for ninth grade boys. The sports include football, basketball, track and tennis. It is recommended that an attempt be made to add golf and volleyball to this program. All competition is limited to Madison schools with a strict limitation on number of contests per season and length of playing periods.

The interscholastic program is under the joint jurisdiction of the high school principal and this department. We work closely with the principal and coach in the operation of the program.

Facilities for conducting a good program of physical education and athletics are good at most of our schools. It is hoped that the recent trend to establish more teaching stations will continue. Smaller auxiliary gyms and the swimming pools make it possible to offer a well-rounded program. The additions of junior high gymnasias have also enhanced our programs in the combination junior-senior high schools. The pool program is excellently directed by William Slater and is in operation for twelve months a year, serving youth and adults.

The physical education program at Central High School varies somewhat from that at East and West High Schools in that there are no outdoor facilities at the school. To compensate for this, busses are available during the outdoor season to transport boys and girls for physical education class work at Central athletic field and Brittingham Park for outdoor activities. In addition, the YMCA swimming pool is made available to Central High School boys and girls for swimming class instruction. This has been a very fine part of its program.

The program of physical education includes many phases of health and safety, as well as specific physical education activities such as sports, games, dance, stunts and tumbling, self-testing activities, body mechanics and physical fitness. An attempt is made to contribute in every way possible to the total development of every child. The main objectives of the physical education program include the development of:

1. Physical fitness - strength, agility, flexibility, balance, endurance, neuro-muscular coordination
2. Intellectual fitness - rules, strategies, reasoning, judgments
3. Social fitness - attitudes, appreciations, understandings, mental health.

Soon after his inauguration, President Kennedy appointed a Youth Physical Fitness Council composed of physical education professional people to study and make recommendations as to ways and means of improving the physical fitness of our youth. This Council is concerned about the need for increased attention to the physical fitness of our youth. Although the young people of today are fundamentally healthier than the youth of any previous generation, the majority have not developed strong agile bodies. Real effort is going to be made starting at the federal level, then to the state and local levels to urge all physical educators to stress fitness for all boys and girls, especially those who are "not fit". Screening tests composed of "pull ups", "set ups" and "squat thrusts" are suggested tests and for those who did not pass the test, special emphasis is to be made to improve their performance. Every effort was made to comply with this national movement during the 1962-63 school year. It is felt that through our fine physical education program that our youth are reasonably fit, but we shall continue to stress fitness for all students.

Professional staff meetings are held once a month during the school year. These meetings are devoted to general information, professional studies, curriculum development, workshops and professional speakers. Most members of the staff participate on active professional committees.

While, in general, we have a fine physical education program at all grade levels, there is still room for improvement. As stated previously, the greatest need is for ample teaching stations for an adequate physical education program, particularly in the combination elementary and junior high schools. Other suggestions for improving the total physical education program are:

1. A better professional attitude on the part of all staff members, including a continual effort of teachers to do a better teaching job.
2. Better cooperation between physical education teachers, coaches, principals and academic teachers.
3. Improved supervision with more time spent on supervision from the central office staff.
4. A department head at each school to work closely with our central office. Such a position would be titled "Director of Physical Activities" and is presently on a one year trial basis at the LaFollette High School.

Safety

For the sixteenth consecutive year the Madison public schools have made the National Safety Council's "Honor Roll" which certifies that we have met all the suggested required standards set up by the Council in our over-all safety program in our schools.

One of the main functions of this department is to process all accident reports. The Board of Education requires each school to fill out and send to the superintendent's office a report, with details, concerning each accident that occurs on school property. This office tabulates the accident with the following information at hand - school in which accident occurred, grade, part of body injured, where accident occurred, ways in which the accident occurred and suggestions for prevention of accidents. Each month a summary is made of the above information and a copy is then sent to each school. It is felt that this process is valuable to teachers, principals and students in making everyone more safety conscious.

Following is a summary of reported accidents for the school year 1962-63: There were 1914 student accidents reported for the year 1962-63. Of these accidents, 1062 necessitated the loss of school time, services of a physician, or both. Based on the February 1963 enrollment, this is an accident incidence of 7.1 per 100 students. Compared with the previous school year, this is an increase in accident incidence of .3 per 100 students enrolled.

## Past yearly accident incidence:

1957-58 - 8.3 per 100 students enrolled  
 1958-59 - 6.6 per 100 students enrolled  
 1959-60 - 6.9 per 100 students enrolled  
 1960-61 - 7.6 per 100 students enrolled  
 1961-62 - 6.8 per 100 students enrolled  
 1962-63 - 7.1 per 100 students enrolled

Accidents by schools

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Feb. 1963 Enrollment</u>	<u>Accidents per 100 enrolled</u>
Sherman junior	74	48	122	555	22.0
Schenk junior	66	22	88	523	16.8
Cherokee junior	72	42	114	715	15.9
Franklin junior	10	7	17	107	15.9
Franklin elementary	48	15	63	458	13.8
Sherman elementary	55	26	81	611	13.2
*West junior	37	49	86	660	13.0
Central senior	79	21	100	817	12.2
Glendale junior	13	0	13	114	11.4
Schenk elementary	65	51	116	1096	10.6
Silver Spring junior	3	2	5	50	10.0
Marquette junior	12	11	23	235	9.8
Van Hise junior	47	14	61	630	9.7
*East junior	49	26	75	794	9.4
*Lowell	48	16	64	744	8.7
Randall	28	20	48	569	8.4
Lakewood junior	1	4	5	61	8.2
*Central junior	36	13	49	606	8.1
*Longfellow	16	11	27	352	7.7
Dudgeon	19	10	29	384	7.6
Badger junior	1	2	3	41	7.3
Cherokee elementary	8	6	14	212	6.6

## Accidents by schools (contd.)

	Boys	Girls	Total	Feb. 1963 Enrollment	Accident per 100 enrolled
Mendota	24	16	40	624	6.4
Midvale	29	17	46	726	6.3
Allis junior	7	6	13	212	6.1
East senior	62	34	96	1783	5.4
Lincoln	9	3	12	227	5.3
Van Hise elementary	26	19	45	847	5.3
Nakoma	12	10	22	422	5.2
*Washington	12	7	19	374	5.1
Emerson	23	12	35	716	4.9
West senior	44	43	87	1784	4.9
Shorewood junior	2	1	3	66	4.5
Hawthorne	17	8	25	576	4.4
Shorewood elementary	12	7	19	442	4.3
Spring Harbor	14	8	22	511	4.3
Lake View	13	6	19	466	4.1
Allis elementary	19	10	29	722	4.0
Marquette elementary	16	9	25	624	4.0
Crestwood	11	5	16	422	3.8
Odana	9	6	15	470	3.2
Sunnyside	2	5	7	220	3.2
Hoyt	10	4	14	446	3.1
Lakewood elementary	3	5	8	225	3.1
*Lapham	6	10	16	519	3.1
Orchard Ridge	14	13	27	913	3.0
Stephens	4	6	10	350	2.9
Badger	4	2	6	235	2.6
Gompers	5	5	10	378	2.6
Elvehjem	5	3	8	381	2.1
Silver Spring elementary	0	5	5	263	1.9
Glendale elementary	10	2	12	739	1.6
	<u>1211</u>	<u>703</u>	<u>1914</u>	<u>27017</u>	

\* Specials included

21 Trainables at Kiddie Camp not included in total

## Accidents by grades

	Total	Feb. 1963 Enrollment	Accidents per 100 enrolled
Kindergarten	43	3278	1.3
First	137	2649	5.2
Second	131	2392	5.5
Third	146	2384	6.1
Fourth	161	2220	7.3
Fifth	161	2107	7.6
Sixth	157	1994	7.9
Seventh	251	1849	13.6
Eighth	214	1742	12.3
Ninth	210	1733	12.1
Tenth	104	1818	5.7
Eleventh	81	1432	5.7
Twelfth	95	1134	8.4
Specials	22	306	7.2

Part of body injured

Fingers, hands, arms	684
Head	679
Toes, feet, legs	427
Back	85
Neck	54
Shoulder	26
Abdomen	22
Chest	15
Hip	3
Groin	2
Bruises to body	1

Where accident occurred

Playground (exclusive of apparatus)	663
Gymnasium	523
Classroom	222
Corridor	68
Stairs	68
Shop	54
Building entrance	50
Off school grounds	34
Auditorium	24
Locker room	24
Pool	22
Sidewalk	18
Playground apparatus	17
Lavatory	16
Laboratory	8
Shower	8
Cafeteria	7
Bus	4

Principal ways in which accidents occurred

Falling on grounds	331
Ball hitting person (attempting to catch, etc.)	263
Falling in gymnasium	218
Collision on grounds	154
Hurt self with a tool	128
Pushed by another	86
Falling on stairs	79
Falling from apparatus	78
Fighting for scuffling	74
Hit by thrown object	70
Collision in gymnasium	68
Running into object in building	54
Pencil puncture	54
Falling in classroom	49
Pinched finger in door	42
Collision in corridor	31
Falling in corridor	30
Running into object on grounds	22
Foreign body in eye or ear	17
Bitten by animal	16
Playing football	15
Falling in shower or locker room	13

Principal ways in which accidents occurred (contd.)

Collision in pool	10
Diving into pool	4
Falling on way to school	3
Stepped on tack	3
Collision in classroom	2
Became ill in school	2
Cut on glass of window or door	1
Stepped on glass	1
Finger pinched in pump	1
Running into object off school grounds	1
Shelves falling on student	1
Falling in lavatory	1
Hit by car	1
Finger pinched in window	1
Infected toe nail	1
Car rolling off jack	1

It is again urgently requested that in the very near future, serious consideration be given to adding a safety specialist to the central office staff. With the rapid growth in our school population and the many obligations the staff has in health, physical education and recreation, not enough personnel is available to adequately handle all the safety problems. It is possible that at the start a combined Health and Safety specialist be employed to coordinate both phases of these problems, and also assist in the general recreation program.

One of the very worthwhile projects of this department is the annual bicycle safety program conducted in all elementary schools each spring. All fourth and fifth grade boys and girls (4337) take part in this program. It is divided into four main parts as follows:

1. Sergeant Graves of the safety division of the police force visited each fourth and fifth grade, talked and showed movies to the children on bicycle safety.
2. The knowledge part of the program was presented by the fourth and fifth grade teachers and consisted of instruction in bicycle riding, city ordinance as applied to bicycle riding and general information on safe bicycling.
3. A performance test given by the physical education teacher which consisted of actually riding the bicycle, balancing, starting, stopping, hand signals, etc. (5th grade only)
4. A mechanical test given by Sergeant Graves which included care of bicycle, condition of wheels, tires, spokes, saddle, handle bars, etc. (5th grade only)

The Bicycle Safety Booklet was rewritten this year, and is now completely up to date.

The police department has been most cooperative and it feels that the program has resulted in more careful bicycle riding on the city streets.

A number of our staff feel we should consider offering this program to third graders, due to the fact that many of them have bicycles. However, when this program was set up it was the feeling of the committee that bicycle riding should be discouraged below the fifth grade. However, the knowledge part of the program was given to both fourth and fifth graders. Continued



evaluation of the program will be made by the bicycle committee.

We have had excellent cooperation from the local police department in all matters relative to school safety. This is especially true of Sergeant Robert Graves and Captain Walter Randall of the safety division. John Bunch, city traffic engineer, has also been helpful. The police department cooperation has manifested itself in the following projects:

1. Arranging for and assigning school crossing guards
2. Working with PTA groups, principals and teachers for the best and safest route to and from school
3. Assisting with our bicycle safety program
4. Audio-visual presentation to students
5. Short talks to pupils on safety
6. Traffic control near schools
7. Assisting with student safety patrols.

In addition to the fine cooperation from the police department, the American Automobile Association (AAA) has been helpful in working with our student safety patrols. We have also had fine assistance from PTA groups, especially the safety chairman.

#### School Safety Patrols

There is no way of estimating the amount of good that our safety patrols do. Not only do they assist boys and girls across busy streets near our schools, but they are active in helping to prevent accidents in the school buildings and on the playgrounds. Recognition Day was discontinued this year. Trips to Wisconsin Dells and Washington D. C. were awarded to outstanding leaders.

#### Recreation

The city of Madison is fortunate in having its recreation program under the jurisdiction of the Board of Education. The major advantages are:

1. The Board of Education is vitally interested in fulfilling the basic recreational needs and interests of the community. It believes that recreation is closely related to education, and is an integral part of education for all age groups.
2. Dr. Robert D. Gilberts, superintendent, is aware of the many problems facing us in this area. He has a sound philosophy of recreation and has offered consistently sound advice and counsel in the administration of this department.
3. The Mayor and Common Council have cooperated, particularly in the consideration of the recreation budget.
4. No community anywhere in the nation has finer cooperative arrangement and understanding between a recreation department and the city parks department than we have in Madison. Three-fourths of the outdoor areas and facilities used in our recreation program are on park property. These areas are serviced and maintained in an excellent manner by the parks department which include softball and baseball diamonds, football fields, playgrounds, hockey rinks, skating rinks, curling rinks, tennis courts, golf courses and other outdoor areas. We are especially appreciative of Mr. James Marshall, superintendent of parks, and his entire staff.

5. We are thankful, too, for the fine cooperation of all departments in our own school system, some of which are vital to us in the operation of our program. Those which have been particularly helpful are the business office, buildings and grounds department, the music, art, curriculum and child study departments and the superintendent's office.
6. Cooperation is also in evidence with such city agencies as YMCA, YWCA, Boy Scouts, Girl Scouts, neighborhood centers, church organizations, all PTA groups and the Community Welfare Council.
7. The director is especially thankful for the fine cooperation and loyal attitude of all full time department assistants. With the rapid growth and expansion of our program, an effort has been made to place more responsibility on each member of the staff for certain specific phases of our work. Following is a list of the main responsibilities of all full time assistants:

Gene Wendland - The director of the sports program which includes men's baseball, men's basketball, men's softball, men's volleyball, men's touch football, Four Lakes football, basketball and volleyball, golf, marbles and winter sports. Gene also serves as publicity director for the department.

Jess Lyon - physical education and recreation supplies and equipment which involves ordering, inventory, delivery and repairs, planning and working with architects on physical education and recreation facilities and equipment for both new and old school buildings, parochial school athletics, supervision of physical education and all phases of the recreation program.

Shirley Anderson - women's sports which include volleyball, basketball, softball, tennis, bowling and women's afternoon recreation classes and general supervision of all phases of our recreation program and recruiting, assigning and supervising our physical education staff and program at all grade levels.

Curt Reis - full time dramatic director of the Madison Theatre Guild.

Mary Ann Lockhart - six-tenths time in all the activities of our Senior Citizens Clubs.

Kermit Bliss - full time director of the Madison Community Center with responsibility of all phases of its operation.

Erin Karp - full time assistant at the Madison Community Center with emphasis on the Loft.

Wilbur Johnson - full time assistant at the Madison Community Center with emphasis on the young and older adult groups.

In addition to the full time program assistants, we are appreciative of the fine work of Mrs. Eva Kuhlman, Mrs. Luella Barsness and Cromer Chapman, secretaries to the staff in the central office and to Mrs. Faith Richter and Mrs. Neomi Wilson who supplement our clerical staff on a part time basis. James Freeman and Joseph Meyers who handle the equipment and shop have been most cooperative.

Following are brief accounts and highlights of the program we have and will offer on a year-round basis:

#### Adult Baseball

The city adult baseball program drew 23 teams, two more than during the 1962 season. Six teams played in the top-ranked Major League and six more in the second-ranked Pacific League to form a 12-team Major-Pacific League setup. Each team played a 16-game schedule, meeting every team in its own division twice and every team in the other division once. The Senior A League was comprised of six teams, while the Senior B League had five teams. They played 15 and 12-game schedules, respectively. Games during the season were played at Guy Lowman Field, UW Freshman Field, Breese Stevens Field and the city's new baseball installation, Warner Park. The latter was particularly well received with its new lighting and excellent baseball facilities.

The season started June 17 and concluded with the annual city tournament the week of August 12. Twelve teams entered the tournament and the Cardinals successfully defended their city championship by defeating Nedrebo's in the tournament finals.

During the season, all games were of seven inning duration with no new inning to start after one hour and 50 minutes of time had elapsed. Double-headers were played each scheduled night of the season at Breese Stevens and Warner, starting at 6:30 and 8:30 p.m. Single games at unlighted Lowman and Freshman Fields started at 6:15 p.m.

Approximately 414 men played in the city baseball program, competing in the 171 games which were scheduled. A staff of twelve umpires, six supervisors and numerous score keepers, scoreboard operators and ball shaggers also helped make the season a successful one.

The City Baseball Commission, consisting of Gene Calhoun, Bob Harris, Clifford (Bud) Kenison, John Roach, Jim Mott and Robert (Red) Wilson, again helped place the teams into leagues and ruled on protests and player eligibility. It is recommended that a new baseball installation, similar to Warner Park, be planned for the city's west side in the not too distant future as there is much baseball interest in that location.

#### Men's Basketball

A total of 90 teams, competing in fifteen leagues, comprised the men's basketball program. For the fifth year, the East and West High School gymnasium facilities were not sufficient to carry on the program; hence, the Schenk school was used three nights per week. The program started in late October and continued through mid-March, Monday through Thursday nights. Eligibility rules prohibit high school youth from participating and all players must be residents of Madison, work 35 hours a week in the city, or live within a 5 1/2-mile radius of the Capitol. University of Wisconsin students were not eligible unless registered from Madison. One Truax Field team was permitted to play in the Major League. Approximately 1000 men played in the program and 900 games were recorded during the regular season. The annual city tournament drew 64 teams. The tournament was a 110-game affair that included play in the championship bracket, consolation bracket and first round winners consolation flight. Burr Oaks Bowl was awarded the Charles J. Young Memorial Trophy for "sportsmanship, performance and cooperation during the annual city tournament". Octopus Car Washes successfully defended its city championship by defeating Monona Grove Lakers in the tournament finals. The managers elected August Vander Meulen, Vito Schiro and Phil Schwartz to two-year terms on the city basket-

ball commission and A. J. Barrett, Dr. D. L. Williams and Lowell LaMore to one-year terms. Gene Wendland represented the Division of Recreation as secretary-treasurer. It is recommended that the program be continued without change, as it was considered a very successful season.

#### Men's Softball

The men's softball program again continued to be one of the most successful and popular activities in the recreation program. The program attracted 158 teams and they played in 22 leagues. Two of these leagues were for slow pitch teams and four other leagues for high school boys. Nearly 3000 men played in the program which started the first week in May and concluded the last week in August. A total of 1253 games were recorded during the course of the season. The annual city tournament, concluding the program, drew a record total of 84 teams. Twenty preliminary games reduced the field to 64. The 110-game tournament for those 64 teams included a championship bracket, consolation bracket and first round winners consolation flight. The finals were held on Thursday evening, August 29 at Franklin Field with 1650 fans looking on. Octopus Car Washes successfully defended its city championship by defeating Stevens Super Market in the tournament finals.

A team of Madison Softball All-Stars defeated the reknowned Eddie Feigner and his four-man team, "The King and His Court" in an exhibition game on Sunday, June 23 at Breese Stevens Field. This was the fourth year that this program has been sponsored by the Division of Recreation.

The 1963 City Softball Commission was comprised of Chuck Carey, Vito Schiro, Lowell LaMore, Dr. David L. Williams, Bob Goodman and Bill O'Brien. The latter three were elected to two-year terms on the commission. Gene Wendland represented the Division of Recreation on the commission and served as its secretary-treasurer. The commission had the responsibility of placing teams into leagues, ruling on protests, player eligibility and suspensions and drawing up the pairings for the annual city tournament.

#### Men's Volleyball

The volleyball program grew from three to four leagues and from 20 to 24 teams during the past season. The Major, Industrial, Open and Teachers Leagues each had six teams and each team played a 15-match schedule. The program started in December and finished in March. Sixteen teams entered the city tournament, a double elimination event. The Madison Turners No. 1 team won the city championship for the seventh time in the last eight years. A total of 288 men played in the program. All matches were played at the Cherokee and Lapham school gymnasiums.

#### Adult Touch Football

The 1962 adult touch football program drew nine teams. Five of these played in the Major League and four in the Minor League. Each team played an eight-game schedule with all games being played on the lighted outfields of the two Franklin Field softball diamonds. The program started September 18 and concluded October 30. A total of 39 games were played with 106 men participating throughout the season.

### Golf

The annual city men's golf tournament was sponsored by the Sports Office in cooperation with the Madison Parks Department, Nakoma Golf Club, Blackhawk Country Club, Maple Bluff Country Club and Madison Newspapers, Inc. Tournament entries included fifteen players each from Public Links, Nakoma, Blackhawk and Maple Bluff for a field of sixty. The city men's golf tournament committee voted to hold the tournament on the second weekend in August and that that schedule be maintained on a permanent basis for future meets. The 1963 tournament was held on August 9, 10 and 11 with the 60-man field starting with the first 18 holes at Odana on Friday and continuing with 18 more on Saturday at Nakoma. The field was then cut to 30 for the final 36 holes, 18 of which were played Sunday morning at Blackhawk and the final 18 at Maple Bluff Sunday afternoon. The tournament was particularly successful and enjoyed large galleries throughout. In a fitting finish, Phil Johnson of Nakoma defeated clubmate Warren Dailey in a "sudden death" playoff after the two had tied at the end of regulation play with identical 283 scores. The latter was a tournament record. Trophies and merchandise awards were made following the final playoff.

### Junior Boys Golf

The second annual junior boys' golf tournament was held on August 5th and 6th at Maple Bluff and Blackhawk Country Club courses. Sixty players, fifteen each from Public Links, Maple Bluff, Blackhawk and Nakoma entered the meet on the bases of qualifying scores at their home courses. Eighteen holes were played the first day after which the field was cut to the low 36 scores. On the basis of those scores, players were placed in groups of nine into the championship, first, second and third flights. Trophies were awarded to the first and second place winners in each flight and a luncheon served after the meet was over. Mike Plautz, a Public Links representative, won the tournament. There was much interest in the boys' meet and it is recommended that it be continued.

### Junior Girls Golf

The second annual junior girls' golf tournament was held on August 26 and 27 at the Monona and Nakoma Golf Club courses. Thirty-four entries representing Public Links, Nakoma, Blackhawk and Maple Bluff entered the two-day meet. As in the boys tournament, players were placed into the championship, first, second and third flights after the first day's 18 holes of play. Jackie Molinaro of Nakoma easily won the tournament for the second year. Her score of 73 during the first day's play is a tournament record. Trophies were awarded to the first and second place winners in each flight and a luncheon served after the final day's competition. It is recommended that the junior girls' golf tournament be continued, but that representatives at each club stimulate more interest among girls to enter the tournament.

### Four Lakes Program for High School Boys

The Four Lakes program for senior high school boys is one of the finest projects sponsored by the Division of Recreation's Sports Office. It affords any boy, who has the desire, an opportunity to represent his school in interscholastic competition, even though he doesn't have the ability or the time to play on his respective varsity team. Central, East, West and Wisconsin High schools all entered teams in the program which plays Saturday mornings. Well over four hundred sophomore, junior and senior high school boys participated in the program last season in the two sports offered.

#### Four Lakes Program

Football - The football program included eleven teams, four from East, four from West, two from Central and one from Wisconsin High. Two teams from East, two from West and one from Central, comprised of junior and senior boys, made up the five-team Mendota League. Each team played a six-game schedule on Saturday mornings at East or West High Schools starting at 9:30 a.m. Two West sophomore teams, two East sophomore teams, one Central sophomore team and the team from Wisconsin High made up the six-team Monona League. Games were held at 9:00 a.m. at East, West and Central fields. To speed up the program, games at East and West were "sandwiched" with the Mendota League games at 9:00, the Monona League teams taking the field at 9:30 immediately after the first half of the Mendota League games. Three WIAA officials were used on all games and the Varsity coaches at each school field were used as supervisors of the program.

Basketball - The basketball program had the same number of teams, 54, for the 1962-63 season as it did in 1961-62. West entered 27 teams, East 16, Central 7 and Wisconsin High 4. Games were played at East Senior High, West Senior High, Wisconsin High and the Hoyt and Franklin grade school gymnasiums on Saturday mornings. The schedule was so arranged that one of the teams in each game was at home so as to cut travel and supervisory help to a minimum. Boys who were on varsity squads, but who saw little or no opportunity to participate in varsity games, were permitted on rosters in the Mendota League, as it was considered the top league as far as ability was concerned. A tournament concluded the program at the end of the season.

#### Marbles

The annual city marbles tournament, sponsored jointly by the Sports Office and The Capital Times, was again conducted by having each elementary and junior high school hold its own tournament and send the three top players to the sectional meet. The first, second and third place winners in each of the four sectional tournaments were then qualified to compete in the city finals. More than 1600 boys took part in the program which extended over a four-week period. The sectional tournaments and city finals were held on successive Saturdays on specially prepared courts in the University of Wisconsin Field House. The department is especially grateful to the men teachers who acted as officials, to the University of Wisconsin Athletic Department who made the facilities available and to Mr. Joe Betlach of the University of Wisconsin Athletic Department maintenance crew for his work and cooperation in preparing the courts. Madison again acted as headquarters for District No. 9 for the state marbles tournament which is co-sponsored by the Wisconsin Recreation Association and the Milwaukee Journal. Gene Wendland conducted the Madison program and was supervisor for District No. 9. The Madison champion, David Lease of East Junior High School, represented District No. 9 in the state tournament at Milwaukee and finished sixth among the sixteen district champions. It is recommended that this program be continued and that an early notice be sent out to the schools that have recently been annexed to the city for school purposes.



### Ice Hockey

Ice hockey clinics at four different locations were held on Saturday, January 19 and again on Saturday, January 26 for all boys in grades five through nine. The clinics were held at the Olbrich and Tenney rinks on the east side and at the Franklin and Vilas rinks on the west side. The clinics started at 10:00 a.m. and lasted until 12:00 noon. Ice hockey fundamentals were stressed during the first hour of the clinic period, followed by an informal supervised scrimmage during the second hour. The clinic instructors, all well qualified, were Ray Waterworth at Tenney, Dick Keeley at Olbrich, John Yost at Vilas and Jim Quinlan at Franklin. Boys who attended the clinics provided their own skates and hockey sticks.

The adult hockey program was discontinued this year, because the five teams who played in the 1961 league informed the recreation department that they would play in their own industrial league at the new Commercial Ice Rink.

### Ice Skating

The 1963 ice skating instructional program on the Madison city rinks was started on January 7 and continued through February 17. Once again, a combination of good, but cold, weather and the excellent ice conditions provided by the Madison Parks Department enabled the instructors to carry on another fine season. Mr. Fritz Balsley was the instructional ice skating program supervisor and he is to be commended for an outstanding job. He selected a staff of ten instructors as his aides. These instructors were on duty, as per schedule, seven days a week at nine different rinks. Week days, instruction was offered from 3:30-5:30 p.m. and on Saturdays and Sundays from 10:00 a.m.-12:00 noon and from 2:00-4:00 p.m. Basic fundamentals in ice skating and figure skating were stressed by the instructors while they were on duty. Although much of the instruction was geared to children, an adult class was held evenings at Tenney Park and met with fine results.

Three preliminary and a final speed skating meets were conducted during January. One preliminary meet was held at Tenney Park and the other three meets were held at Vilas Park where the Parks Department had prepared some of the finest speed skating facilities. These meets were held for all grade levels, kindergarten through twelve. Adult participation was eliminated this year, due to lack of interest.

### Tennis

The Madison closed tennis tournament drew 140 entries. The Madison Tennis Club (not under the auspices of the board of education) assisted with the setting up of the tournament and officiating the finals. The cooperation of this Club was sincerely appreciated and helped considerably in running a successful tournament.

### Women's Basketball

Six teams played in the basketball program this year. A double round-robin tournament was held at the Marquette school with about forty women participating every Tuesday night from October until March. Trophies were awarded to the winning team.

The senior physical education majors from the University of Wisconsin assisted with the officiating of the games and their help is greatly appreciated.



### Women's Softball

Ten teams participated in the softball round-robin tournament. The enthusiasm and participation was greatly improved this summer. All teams were non-sponsored and were managed and officiated by young women. Trophies were awarded to the winning team.

### Women's Volleyball

Volleyball continues to be the most popular sport in the women's program. Approximately 200 women participated in the sixteen-team schedule on Thursday nights at the Marquette school. The University of Wisconsin senior physical education majors again assisted with the officiating of the volleyball games. Their contribution to the volleyball program was very beneficial and sincerely appreciated. Approximately 75 women attended a banquet at the end of the season at which time the winning teams were honored.

### Women's Golf Instruction (summer)

Golf instruction for women was given at Glenway, Monona and Odana for eight weeks during the summer season. The average attendance was twenty women per session. Beginning classes were held from 11:00 a.m.-12:00 noon once a week at each course with an intermediate course once a week at Odana. A \$2.50 fee was charged for the 8-weeks session.

A women's city tournament was held for the sixth year with play conducted at Maple Bluff, Nakoma, Blackhawk and Odana Hills golf courses with approximately seventy women participating.

The Women's Municipal Association continued its fine program, playing on Tuesday mornings, alternating between the Monona and Odana Hills courses.

### Women's Teachers' Bowling League

Fourteen teams entered the teachers' bowling league for the 1962-63 season. Six teams bowled at the Bowl-a-ward Lanes and eight teams at the new Schwoegler Lanes on Tuesdays at 4:15 p.m. A banquet was held at the conclusion of the season at which time prizes were awarded to the winners. Over sixty women teachers participated in the bowling program.

### Parochial School Interscholastic Leagues

The division of recreation conducted the parochial elementary (7th & 8th grades) athletic leagues in touch football, basketball and softball. Seven Catholic schools and the Madison Lutheran School participated in the program.

Twenty-one touch football games were played at Tenney and Vilas parks during the months of September and October. Twenty-eight games of basketball were played on Saturday afternoons at the Lowell School gymnasium during the months of December, January and February. Thirty-six games of softball were played at Tenney, Vilas and Wingra parks during the months of May and June.

Washington, Lowell and Midvale school gymnasiums were made available to parochial schools not having gymnasiums for basketball practice between 5:00 and 6:30 p.m. during the basketball season.

### Boys' Baseball

In its twentieth year, the Madison boys' baseball program enjoyed a fine season. Continuing in its established pattern, the program grew as the city is growing. This year the growth exceeded that of the previous six years as the program expanded from 190 teams in 1962 to 207 teams this year. Contributing greatly to this growth was the establishment of a new age division, the Flyweights, for boys from 8 1/2 to 10 years of age. In all respects this new division was successful and plans for including it in the 1964 program have already been made. With the addition of the Flyweight division, the boys' baseball program now provides recreation for boys between the ages of 8 1/2 to 15 years of age. Along with the Flyweight division the program includes the Midget division for boys between the ages of 10 to 13 and the Junior division which includes boys between the ages of 13 to 15.

During the summer of 1963, a total of 3100 boys participated in the program. These boys contributed to the formation of 207 teams: 44 Flyweight, 128 Midget and 35 Junior. These teams played in 28 leagues which functioned for a total of seven weeks, excluding the annual city tournament in each division. Four days out of each week were taken in scheduling and games were played at 9:00 a.m., 10:30 a.m., 1:30 p.m. and 3:00 p.m., respectively. Each day of operation saw 56 games played in the 28 leagues that were established. In all, a total of 1600 baseball games were played during the summer of 1963. These games were supervised by fourteen umpires and one supervisor and were played before approximately 90,000 spectators at eleven playing sites. During the season, eight injuries were reported, none of which were classified as serious in nature. These injuries ranged from lacerations requiring several stitches to a dislocated thumb.

At the conclusion of the regular playing season, the 28 league champions played in a city tournament in their respective divisions. As a result of this tournament, a city champion was crowned in each division. In the Flyweight division, Hertz-Rent-A-Car was crowned champion. Shamrocks became champions in the Midget division and the Elks were crowned champs in the Junior division.

In all, the Madison boys' baseball program continued to function as it has in the past. The objective of providing opportunities, facilities and organization for the boys of the city of Madison to play baseball was realized and success and enjoyment are the only terms that can be used to describe the entire season.

### School Community Centers

Adult - Starting in October and closing the latter part of March, nine schools were opened once a week for a diversified program of recreation for adults. The offerings of the recreation department were supplemented by the Vocational School classes at the same schools. The following schools offered programs as listed:

- Allis - Tuesdays--Bridge instruction, golf instruction
- Cherokee - Tuesdays--Athletics for men, bridge instruction,  
Holiday crafts, golf instruction
- East High- Wednesdays - Cabinet work and furniture refinishing
- Franklin - Thursdays - Athletics for men and women
- Midvale - Thursdays - Athletics for men, bridge instruction,  
fly-tying instruction, golf instruction,  
social dancing
- Mondays & Tuesdays - Holiday crafts
- Wednesdays - Women's recreation and exercise class

School Community Centers (contd.)

Schenk -	Thursdays -	Athletics for men, golf instruction Holiday crafts
Sherman -	Tuesdays -	Athletics for men, bridge instruction, golf instruction, social dancing, Holiday crafts
Van Hise -	Thursdays -	Athletics for men and women, bridge instruction, golf instruction, Holiday crafts
West High -	Tuesdays -	Art metal work, cabinet making and furniture refinishing.

In addition to the recreation program, the Vocational School offered classes in costume jewelry, interior design, rosemaking, cake decorating, general clothing, knitting, draperies and lamp shades and fur remodeling.

Badminton, Adult

The co-ed badminton program was held at the West High School for two nine-week sessions under the same plan as the adult center programs. Approximately forty people registered for the program with an average attendance of about twenty per night. Instruction for beginners was given every Tuesday night from 7:00-7:30 p.m., open play for beginners from 7:30-8:00, open play for intermediates from 8:00-9:00 and open play for advanced players from 9:00-10:00 p.m. This arrangement proved to be very satisfactory, everybody having an opportunity to play.

Junior High School Recreation Centers

Starting early in November and continuing until late March, the following schools were used for junior high school community centers for seventh and eighth graders on Fridays from 3:30-5:30 p.m. - Allis, Central, Cherokee, Badger, East, Franklin, Glendale, Lakewood, Schenk, Sherman, Shorewood, Silver Spring, Van Hise and West. Approximately six sessions were held for each grade level in each school.

The following schools were used on Friday or Saturday evenings from 7:00-10:00 p.m. for ninth graders - Central, Cherokee, East, Schenk, Sherman, Van Hise and West.

The most popular activity offered was dancing. In some centers, table games and informal activities in the gymnasiums were held. The attendance at several of the centers ran as high as several hundred per session. In most centers, student committees planned and organized the programs with teacher supervision.

The operation of centers for seventh and eighth graders on Friday afternoons from 3:30-5:30 worked well. The evening sessions were reserved for ninth graders. Occasionally, the eighth graders met with the ninth graders in the evening.

There was a director in charge of the program in each center with assistants helping in a variety of activities.

### Elementary School Saturday Play Centers

The following schools were used to conduct a recreation program for elementary school boys and girls from November through mid-March:

Lapham, Marquette, Schenk, Washington - 9:00 a.m.-12:00 noon;

1:00-4:00 p.m.

Allis, Cherokee, Hawthorne, Longfellow, Lowell, Mendota, Midvale, Orchard Ridge, Randall, Sherman, Van Hise - 9:00 a.m.-12:00 noon

The activities included sports and games in the gymnasium, group games, table games, handicraft, story telling, dramatics, movies and stamp collecting. As in the case of the junior high school centers, a director was in charge with four to ten assistants. Training workshops for all leaders and directors were held previous to the program. These workshops proved to be valuable and it is highly recommended they be continued.

This "go to school on Saturday" is very popular with the elementary school children and it is not unusual to have attendance of several hundred at a given center.

### Summer Playgrounds

The 8 1/2-weeks summer playground program is always one of the highlights of the year. We operated fifty-one playgrounds with supervision starting on June 19 with a 2 1/2-day training clinic for the staff and closing August 16. This year the city was divided into five districts with a supervisor for each district, one district consisting of tot lots only. There were approximately eight to ten playgrounds per district. Mr. Carroll Lohr was over-all supervisor of the playgrounds. Staff meetings within districts were held each Monday night for in-service training. With the city in districts, closer supervision and guidance was made possible for playground leaders, resulting in improved playgrounds. A new salary schedule for playground leaders was set up which should prove beneficial in hiring qualified personnel.

Some playgrounds operated from 9:00 a.m. to 5:00 p.m.; others from 12:30-9:30 p.m. and a few from 9:00 a.m. to 8:30 p.m. Twenty-two playgrounds were open for a half day only. These included the nine tot lots which were located on smaller areas where there was a predominance of younger children. Of the fifty-one playgrounds in operation during the summer, thirty were on park areas and twenty-one were on school grounds.

A diversified program of activities was offered on all playgrounds, including high organized sports, low organized games, checkers and other table games, handicraft, story telling, etc. Inter-playground competition was held in a variety of sports and games, plus the city-wide Decathlon meet at Breese Stevens Field. Special events included family pot luck suppers, doll shows, bicycle parades, pet and hobby shows, picnics and carnivals. Many playgrounds had a Mothers Club organization which was helpful in furthering the playground. Two city-wide lantern parades were held. District talent shows and craft displays were also part of the summer program. The cooperation of the city branch libraries in allowing space for the craft displays was greatly appreciated.

### Stagecoach and Youth Summer Theatre

The Youth Summer Theatre with over one hundred active members was much in evidence during the summer. Under the direction of Mrs. Kathryn Harkins and two assistants, the boys and girls were divided into different casts to produce the three plays which were used on the Stagecoach. A solution was to double-cast the plays using eighty-four actors, twelve stage managers, fifteen worked backstage and gathered costumes and properties, designed, built and painted scenery, applied make-up and composed and recorded music for two of the three children's plays and the adult show.

The Stagecoach was pulled to playgrounds on a schedule of four shows a day, some mornings and some afternoons. The shows consumed about twenty minutes and frequently the boys and girls on the playground supplemented the show with some local talent presentations. A total of 117 performances were presented during the summer with a total attendance of 14,083 for the season. At the conclusion of the summer program, a play for adults was presented at the Central High School auditorium with 200 in attendance.

### Day Camp year

The sixth of Day Camp at Olin Park was a very successful one with an average attendance of fifty children per session. Mr. Ralph Harley directed the Camp with a staff of four full-time counselors. Children between the ages of nine and twelve were bussed to and from the Camp from the different playgrounds or schools. A \$2.00 fee was charged to cover the cost of milk and transportation. It was necessary to turn down over one hundred applicants because of lack of space. We will need to either extend the season or open another camp site in order to take care of all the children who want to attend this popular program.

Activities at the Camp were of the outdoor nature with hiking on the Turville property and cooking being the most popular activities. Boat safety, rowing instructions, swimming, nature study, outdoor craft, singing and games were also included in the program.

### Swimming

The 1963 summer swimming program was a real success. There were eleven instructors assigned to the thirteen public beaches for a period of eight weeks. Robert Harris supervised the program. There were 3827 boys and girls enrolled in the program and a large percentage of them were beginner swimmers between the ages of six and nine. The total attendance for the eight weeks was 47,293. In addition to the instruction program, we held three city-wide swimming meets at the B B Clarke beach. The first two were qualifying meets and the third, the finals. The competition was for all aged boys and girls in a wide variety of strokes, plus diving.

A very successful program was launched at the West High School swimming pool which started in September 1961. In addition to the use of the pool by West High School pupils, extensive use was made of the pool for recreational swimming. This included elementary, junior and senior high school boys and girls, as well as adult participation. William Slater headed a very excellent staff.



### Summer Teen-Age Activities

Canoeing - An average of fifteen boys and girls reported at the University boat house for a three-week morning instruction program in canoeing. The lessons included swimming tests, basic bow strokes, launching, basic stern strokes, bow and stern control, change places, trim, paddle alone, swamp rescue and tripping.

Tennis - Tennis instruction was given on the courts at West High, East High, Vilas, Tenney and Odana for boys and girls in junior and senior high schools. The sessions were held in the afternoons from 1:00-3:00 p.m. for six weeks. At the end of the six-week session, a doubles tournament was held for all persons who participated in the tennis program. Attendance at all courts was excellent with the exception of Tenney Park.

Golf - Golf instruction was given twice a week at Glenway and Odana Hills golf courses and once a week at Monona course. Instruction included the fundamentals of the game, golf etiquette and an opportunity to play the courses. A tournament was held at Glenway for all interested students at the end of the instruction period.

Due to excellent instructors, the canoeing, tennis and golf programs were very well received.

Teen-Age Dances - Four open-air record dances were held this summer for junior and senior high school students. Two dances were held at the Vilas Park shelter and two at the Tenney Park shelter. Over four hundred boys and girls attended the dances each night. The playground leaders at both parks worked cooperatively with the recreation department in sponsoring the dances. Because of the big success of these dances, it is recommended that they be held again next summer.

### Madison Community Center

Very little has been done to the building because of the policy of emergency maintenance only. New treads were put on the front stairs to eliminate a hazard. A lock was put on the basement door after having problems with program participants going into the stair well. Some roof repair was done to slow down the leaks. New tile was put on the ramps and entry way where the matting was worn out. These items were paid for from budget funds. Organizations in the building put new draperies in the library, a new counter top on the snack bar and purchased material for some minor wall repair.

The Loft purchased a new pool table to augment our game room facilities, the Lapidary Club purchased silver-working equipment for the lab, Photo Club remodeled its lab and purchased a new enlarger. A used snooker table was obtained, two typewriters, one new and one used, were purchased to replace existing machines that were in bad shape, and a small rebuilt thermo-fax machine was added to the office equipment.

Total attendance figures for the entire building were 2200,330, an increase of 883 over the preceding year. All sponsored organizations with the exception of Young Adult Club had a very satisfactory year, both in attendance and membership. The Young Adult Club suffers from a very specific problem caused by the great difference in the style of music desired by two segments of the age group that it was designed to span. A major reorganization of its program was developed during the latter part of the year. Future program is designed to meet specific needs of the smaller groups. A new organization, "The Grad Club" is now in the planning state and will open this fall. We feel that these changes will solve the problems that Young Adult Club has faced.

The Grad Club, although it held no meetings during this report year, was organized and a schedule starting in September has been established. The group is designed for immediate post-graduates from high school, up through twenty-one years as an age group. It will operate a program more closely related to The Loft than the previous Young Adult Club program. Record dances and orchestras playing the style of dance music currently popular will be featured with game room activities and special entertainment built around the dance program. A volunteer committee has already met and is working closely with the staff. At this time, it appears that the program is based on a definite need and has a good chance of success.

Two special workshops were added to individual club programs during the year. George Gamsky of the University of Wisconsin Photo Laboratory is operating a workshop in monochrome printing on Wednesday evenings. The Lapidary Club has been operating a workshop in casting techniques using centrifugal machines and the "Lost Wax" process. At this time twenty persons have participated in this class. The Photo workshop has operated for the past eight months.

During the period from September 4, 1962 to the end of the report year, the Community Center operated short one full time staff member because of the transfer of Mr. Wendland to head of the Sports Department. Several problems interfered with finding a suitable replacement. However, at the end of the year, Mr. Wilbur Johnson was hired and will start work on August 1. Several aspects of our over-all program and services have suffered by the shortage of staff.

Our most pressing problem has been a shortage of space in which to provide adequately for our teen age program, "The Loft". During the summer the problem was alleviated by operating three evenings a week instead of two and curtailing the Young Adult Club program to make room in the schedule. This dropped average Loft attendance to about 400 per evening. The preceding summer, operating two nights a week, we averaged 667 per night. We have been looking forward to space in East and LaFollette High Schools to help alleviate this crowding.

Building problems continue to be serious. The policy of emergency maintenance only, has gone on for so long that much of the building is decrepit, both in appearance and in fact. Remodeling, to do any good at all, will have to be quite extensive. Roof problems such as built-in lakes, rusted out ventilators, inadequate drain facilities, cracking tar and rusted flashing have to be repaired before any interior redecoration is practical. Most woodwork is rotten, particularly sills and casements, we are under-powered electrically and the heating system is beyond renovation, although still functioning. Temporary paneling conceals some of the worst plaster and moisture problems; however, many are still visible. The upper part of the game room has not been painted in over fifteen years. A request for this painting has been removed from the budget on several occasions. Inspectors from the Board of Health have objected to crumbling plaster, exposed pipes over the snack bar and general condition in their last several inspections.

Our accident rate has been quite low. We did have one serious accident during the year involving a participant who fell down the basement stairs. This possibility is now corrected by keeping the door permanently locked, in addition to the "Staff Only" posting which was up at the time of the accident. Replacement of treads and matings helped a poor safety condition on our main stairs in front and an alert staff member caught a serious



structural failure in the support of our rear stairs before it collapsed completely.

Worn rubber mattings used in the kitchen were replaced by abrasive strips to reduce the hazards of slick surfaced tile floors. Health Department inspectors were not pleased with this solution, but did not order their removal.

New batteries were purchased for the emergency lighting system to keep it in top condition in case of a power failure.

In summary, the program is generally good, building conditions continue to deteriorate. No easy solution appears possible, short of major remodeling or replacement when the decision is made that this building will be a permanent location for a downtown Center. No progress is visible in providing any other suitable downtown facilities, either in an auditorium or elsewhere. The need for some final decision on the building is rapidly approaching a critical point. At any moment, failure of some of the deteriorating heating, lighting, plumbing or physical equipment in the building could necessitate emergency repairs involving considerable expense which would not really solve the problem, just one of the symptoms.

#### Madison Theatre Guild

There were five productions during the 1962-63 season as follows:

October 1962	Separate Tables -	6 performances	5181
November 1962	Music Man -	7 performances	6977
February 1963	Best Man -	6 performances	5024
March 1963	Miracle Worker -	7 performances	6123
April 1963	Fiorello -	7 performances	5783

There were a total of 25,258 season tickets issued, 4294 cash tickets sold, 530 season complimentary tickets issued and 182 cash complimentary tickets issued, giving a total of 31,508 total tickets issued. Actual attendance was 29,088 broken down as being 23,106 season tickets paid, 4148 cash sales, 590 complimentary tickets and 1244 invitational preview viewers. The average season tickets at each show would therefore be 5052 issued and 4621 in attendance. We sold a total of 5173 season tickets with 4199 being spring sales @ \$6.00 and 974 fall sales @ \$6.50.

We had budgeted expenses of \$40,935.00 and income at \$43,500.00 with actual expenses being \$39,544.71 and income being \$41,814.62. This brought a surplus of \$2,269.91 of which \$2000.00 was budgeted immediately to new lighting equipment which was badly needed by our group. The lighting equipment has since been purchased and used. We have budgeted expenses at \$41,000.00 for our 1963-64 season, including new lighting equipment and our income at \$41,900.00.

Our permanent staff for 1962-63 season included full time (for nine months) a Director, Technical Director, Business Manager and Box Office Girl. There was a small amount of part-time office help used during the season and the Business Manager was hired on a one and one-half part time weekly schedule during the summer months of 1963.

A total of 27,238 1/4 hours of volunteer help were contributed during our season toward show production. Of this, 12,938 1/2 were cast hours with the balance of 14,299 3/4 hours being workshop of one phase or another as broken down on show reports given our department.

There was a total participation of 8611 or an average of 175 for each show which could be approximately estimated as 105 different men, 165 different women and 20 children (under 18), using our paid membership roster as a guide. There were 220 hours put in by our play-reading committee for the 1963-64 season and acting classes held during May and the first week of June 1963 three evenings a week. Average attendance at the classes was fifteen each night for a period of four hours.

There were five general meetings, one being the Christmas party at which no actual attendance was taken. The average attendance at the general meetings was 36 men and 39 women.

There were nineteen Board of Governors meetings, always attended by a majority of the total sixteen members. This does not include the numerous meetings held during May, June, July and August regarding the hiring of new Directors, both Artistic and Technical. There were also various meetings of committees of the Board of Governors members settling budget, crew organization, etc. for our 1963-64 season.

On the whole, the 1962-63 Guild season was successful and the participation and enthusiasm of the participants thus far into our new season give all indication of this being the most successful Guild season yet.

#### Publicity and Public Relations

Through the media of newspapers, radio and television, the Madison Recreation Department again received some excellent publicity for all phases of its program. The two daily newspapers, The Wisconsin State Journal and the Capital Times, were most generous in the space allotted to recreation department events. These included sports reports, announcements, schedules, news stories about seasonal programs and feature articles. In many instances, pictures accompanied the stories which created good reader interest and more response in the program. The department's publicity representative also kept radio stations WISM, WKOW and WIBA informed as to coming events, meetings, schedules and any other activity that could be announced on public service time broadcasts or sports casts. Several programs on television stations WISC-TV, WMTV and WKOW-TV were also prepared for the purpose of telling the public about coming seasonal recreational department programming. Again, and in compliance with the Board of Education's policy, no television appearances were made on programs sponsored by beer, liquor or cigarette concerns. Once again, we were particularly grateful to all radio and television stations for announcing softball and baseball postponements. This service was greatly appreciated by the more than 3000 men participating in that phase of the program.

Several times during the year, the publicity representative also distributed informative circulars on seasonal recreation department programming for both children and adults to principals in the Madison parochial school system. Public school principals received their circulars for distribution through school mail. From a public relations standpoint, the recreation department also received good coverage as informative talks about the department's program were presented to numerous service clubs (Lions, Optimist, Rotary, etc.), high school assemblies, University of Wisconsin recreation classes, Mothers Clubs, PTA groups and any other organization interested in hearing about the city recreation program. Wherever possible, the department's colored slide collection was used in conjunction with the talks to these groups.

## Summary of Recreation Activities and Attendance - September 1962-August 31, 1966

Baseball, Adult . . . . .	15 022
Baseball, Boys . . . . .	87 500
Basketball, Men . . . . .	17,647
Basketball, Women . . . . .	1 111
School Centers . . . . .	60 331
Adult . . . . .	6 500
Badminton . . . . .	333
Elementary (Saturday school centers) . . . . .	34 999
Junior (7th grade) . . . . .	7 254
(8th grade) . . . . .	6 144
(9th grade) . . . . .	4 908
Women's Recreation & Exercise . . . . .	193
Four Lakes Program . . . . .	6 323
Basketball . . . . .	4 271
Football . . . . .	2 052
Madison Community Center . . . . .	185 527
Senior Citizens Clubs . . . . .	8 739
Madison Theatre Guild . . . . .	30 491
Marbles . . . . .	260
Parochial Schools Program . . . . .	11 712
Basketball . . . . .	5 150
Intramurals . . . . .	1 213
Softball . . . . .	2 808
Touch Football . . . . .	2 541
Picnic Kits . . . . .	20 577
Softball, Men . . . . .	73 651
Softball, Women . . . . .	2 046
Summer Activities . . . . .	212 315
Day Camp . . . . .	1 475
Golf Instruction, Adult . . . . .	347
Golf Instruction, Youth . . . . .	1 009
Playgrounds . . . . .	156 132
Swimming Instruction, Beaches . . . . .	47 293
Swimming Meets (3) . . . . .	3 920
Teen Dances (4) . . . . .	1 450
Tennis Instruction, Youth . . . . .	689
Touch Football, Adult . . . . .	2 373
Volleyball, Men . . . . .	2 503
Volleyball, Women . . . . .	3 254
West High Pool . . . . .	27 360
Instruction, Adult . . . . .	1 703
Youth . . . . .	11 311
YWCA . . . . .	1 211
Life Saving Courses . . . . .	503
Life Guard Course & School . . . . .	469
Police Training . . . . .	140
Water Safety Course . . . . .	137
Recreation, Adult . . . . .	2 000
Youth . . . . .	5 098
Family . . . . .	2 259
Rentals . . . . .	990
Vacation (Christmas & Vacation) . . . . .	1 539
Winter Sports : . . . . .	2 527
Hockey, Adult . . . . .	11
Skating Instruction, Youth . . . . .	1 504
Skating Meets (4) . . . . .	1 012

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Total . . . . . 769 882

**THE MADISON PUBLIC SCHOOLS**  
**Madison, Wisconsin**

**Annual Report**  
**of**  
**INDUSTRIAL ARTS DEPARTMENT**

**Presented to the Board of Education**  
**by**  
**ROBERT J. HULL**  
**Administrative Assistant to the Superintendent**  
**JULY 1963**

# THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

## ANNUAL REPORT

For the school year 1962 - 1963

### INDUSTRIAL ARTS DEPARTMENT

#### I. GENERAL:

During the past year there has been at least one general meeting of all Industrial Arts Teachers called each month. The meetings were held at a different school each month, so that all of the teachers would be familiar with the shops throughout the city. Those meetings were held for the following purposes:

1. Worked on the revision of the tentative Junior High Guide for Industrial Arts. The chairmen of each division gave a comprehensive report and then the group gave its approval or recommended changes. There was substantial participation and as a result the Guide will be rewritten this summer under Mr. Mennes direction. Mr. Porter will do the rewriting as part of the summer work program. We have now completed a 5-year program of curriculum work for the Junior and Senior High School level.
2. We are studying the possibility of arranging a course for three credits with the University School of Engineers.
3. We continued to work with Mr. McDaniels and his staff on the further standardization of consumable supplies purchased annually. We would like to report that most of the supplies for 1963-64 have been delivered, checked and stored away by the teachers prior to the summer vacation.

#### II. SPECIAL ACHIEVEMENTS:

1. Nine comprehensive general shops are in full operation at Cherokee, Sherman, Schenk, Van Hise and West Junior High Schools. These shops contain areas for woodworking, metalworking, drafting and electricity.
2. Several shop teachers have attended special one day seminars at Stout and Platteville State Colleges.
3. The number of boys electing Industrial Arts in Grades 8 & 9 is increasing in the Junior High Schools. There is a slight drop in enrollment in the Senior High level.
4. The quality of teaching in the comprehensive general shops has improved through the standardized curriculum, adequate tools and supplies and more interest and help from the principals.
5. Dr. Gilberts met with the shop teachers at their last meeting and gave the teachers some guide lines for the immediate future.
6. A trend toward General Unit Shops is in evidence by the reorganization of the Instructional program in the metals shops at both East and West High Schools and the Graphic Arts Department in West and East High School.



### III. SPECIAL PROBLEMS:

1. Because of the emphasis on college preparatory work many boys are not able to take classes in industrial arts. This coming year the teachers will undertake a study to determine the value of industrial arts on the basis of consumer education, employment opportunities, and pre-vocational training. From this study we would hope to be able to gear our program to the needs of the pupils.
2. The Madison Plan for industrial arts has not been successful. Boys for many reasons do not care to transfer to Central High School and participate in this good program. Perhaps we should consider abandoning this phase of the industrial arts program.

### IV. RECOMMENDATIONS:

1. Study the relationship of the industrial arts program to the total educational program, the community need, and the individual needs of the pupils.
2. Attempt to have the University School of Engineering work out a three credit course in metal work which will help the industrial arts teachers in their daily work as well as their improvement levels of the salary schedule.
3. Study the future of the Madison Plan for industrial arts.

### V. SPECIAL:

We would like to express our thanks to all of the Industrial Arts Teachers who have spent so many extra hours improving the program. Special thanks are also offered to Dr. Arthur Mennes, Mr. McDaniels, Mr. Powers, Mr. Mitchell and Dr. Carl Waller for the valuable help they have given to the Industrial Arts Department.

We all appreciate the way Dr. Gilberts expressed feelings about the industrial arts program in relation to the total educational program.

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
SCHOOL LIBRARIES DEPARTMENT

Presented to the Board of Education  
by the Director  
Margaret Moss  
July 1963



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year, 1962-63  
School Libraries Department

BOOK HOLDINGS

SUMMARY OF BOOK HOLDINGS, ADDITIONS AND WITHDRAWALS  
SUMMARY OF CATALOGING OF TITLES NEW TO THE SYSTEM

June, 1962 - May, 1963

Additions

Elementary and Junior High Schools	20,342
Extension	0
High Schools (Senior)	2,576
Main (Professional books)	17
	<hr/>
Total	22,935
Added by annexation*	8,632
Grand Total	<hr/> 31,567

Withdrawals

Elementary and Junior High Schools	3,442
Extension	0
High Schools (Senior)	1,177
Main (Professional books)	0
	<hr/>
Total	4,619

Book Holdings

Elementary and Junior High Schools (Exclusive of uncataloged books - Ba & Si)	191,388
Extension	99
High Schools	30,597
Main (Professional books)	354
	<hr/>
Total	222,438

\*Excludes uncataloged books at Badger and Silver Spring

\* \* \* \* \*

New titles cataloged for the school library system	
Elementary and Junior High School Books	1,636
Senior High School and professional (Main)	1,330
	<hr/>
Total	2,966

## BOOK STOCK - ADDITIONS, WITHDRAWALS, MAY, 1962- MAY, 1963

<u>School</u>	<u>On Hand</u>	<u>Additions</u> <u>Reg. - Annex.</u>	<u>Withdrawals</u>	<u>Book</u> <u>Holdings</u>
F. Allis	10,017	701	51	10,677
Badger		630		630 *
Cherokee	7,092	459	-	7,551
Crestwood	6,243	402	63	6,582
Dudgeon	6,200	239	149	6,290
Emerson	7,942	372	291	8,023
Elvehjem	-	1,491	-	1,491
Franklin	6,676	468	152	6,992
Glendale	4,884	588	295	5,177
Gompers	2,742	478	-	3,220
Hawthorne	3,041	589	9	3,621
Hoyt	3,418	241	10	3,649
Lakeview	2,188	724	-	2,912
Lakewood	-	266 & 515	-	781
Lapham	6,959	304	-	7,263
Lincoln	4,563	184	274	4,473
Longfellow	6,422	256	257	6,421
Lowell	6,986	364	164	7,186
Midvale	7,854	456	21	8,289
Marquette (Elem. & Jr. High)	9,045	1,608	350	10,303
Mendota	4,633	361	43	4,951
Nakoma	6,595	324	314	6,605
Odana	3,072	464	27	3,509
Orchard Ridge	3,577	705	-	4,282

## Libraries - 3

<u>School</u>	<u>On Hand</u>	<u>Additions</u> <u>Reg. - Annex.</u>	<u>Withdrawals</u>	<u>Book</u> <u>Holdings</u>
Randall	8,458	356	204	8,610
H. Schenk	9,892	1,306	20	11,178
Sherman (Elem. & Jr. High)	9,876	750	180	10,446
Shorewood		545 & 4,934		5,479 *
Silver Spring		384 & 3,183	1	3,566 *
Spring Harbor	3,483	620	1	4,102
G. Stephens	1,490	1,043	-	2,533
Sunnyside	4,561	149	29	4,681
Van Hise (Elem. & Jr. High)	6,138	1,030	7	7,161
Washington	7,799	417	510	7,706
Central Jr.	5,206	456	332	5,330
East Jr.	7,500	262	67	7,695
West Jr.	6,836	509	75	7,270
X Collection	99	-	-	99
<b>Totals (Elem)</b>	<b>191,487</b>	<b>20,352</b>	<b>8,612</b>	<b>212,610</b>

\* - Cataloged. Plus other uncataloged books

## SENIOR HIGH SCHOOL AND PROFESSIONAL (Main)

Central Sr.	6,290	552	643	6,199
East Sr.	12,261	898	377	12,782
West Sr.	10,651	1,126	157	11,620
Main	337	17	-	354
<b>Totals</b>	<b>29,539</b>	<b>2,593</b>	<b>1,177</b>	<b>30,955</b>

PROCESSING SECTION

Mending, Lettering, and other steps of processing  
new, used and rebound books, May, 1962 - May, 1963

New books pasted and lettered 22,950

New books requiring backing 1,285  
(Recently crystaljacs have been  
substituted for back stripping)

Books rebound (Lettering and pasting) 3,420

Mending 4,909

Total number handled, not including the  
1,285 back-stripped above 31,279

CIRCULATION OF BOOKS FROM SCHOOL LIBRARIES  
June, 1962 - June, 1963

<u>Elementary</u>	<u>Non-Fiction</u>	<u>Fiction</u>	<u>Total</u>
F. Allis	15,072	30,214	45,072
Badger	2,741	9,999	12,740
Cherokee	18,560	18,322	36,882
Crestwood	6,830	11,347	18,177
Dudgeon	9,576	11,606	21,182
Elvahjem	4,959	5,679	10,638
Emerson	13,872	20,290	34,162
Franklin	12,975	21,159	34,134
Glendale	14,169	24,975	39,144
Gompers	12,296	15,721	28,017
Hawthorne	11,100	19,199	30,299
Hoyt	10,678	15,124	25,802
Lakeview	8,103	9,820	17,923
Lakewood	10,365	8,416	18,781
Lapham	11,299	19,725	31,024
Lincoln	4,439	4,976	9,415
Longfellow	5,963	9,390	15,353
Lowell	14,091	20,320	34,411
Marquette	17,941	24,560	42,501
Mendota	13,520	12,946	26,466
Midvale	18,600	27,977	46,577
Nakoma	10,413	13,093	23,506
Odana	9,697	14,004	23,701
Orchard Ridge	15,243	28,006	43,249
Randall	12,808	13,388	26,196
H. Schenk	29,481	39,753	69,234
Sherman	21,745	23,044	44,789
Shorewood	12,827	15,633	28,460
Silver Spring	6,312	4,495	10,807
Spring Harbor	11,050	16,572	27,622
G. Stephens	5,787	15,004	20,791
Sunnyside	3,977	6,555	10,532
Van Hise	19,010	32,462	51,472
Washington	10,050	12,416	22,466
Total Elementary	405,549	576,220	981,769

continued

<u>Junior High</u>	<u>Non-Fiction</u>	<u>Fiction</u>	<u>Total</u>
Central Junior	5,637	4,091	9,728
East Junior	12,510	9,765	22,275
West Junior	<u>6,468</u>	<u>4,774</u>	<u>11,242</u>
Total Jr. High	24,615	18,630	43,245
 <u>Senior High</u>			
Central Senior	12,558	7,111	19,669
East Senior	21,635	9,806	31,441
West Senior	<u>17,323</u>	<u>8,423</u>	<u>25,746</u>
Total Sr. High	51,516	25,340	76,856
 Grand Total	481,680	620,190	<u>1,101,870</u>

SUMMER SCHEDULES  
1963

F. Allis	Community	Monday and Wednesday, 12:30-3:00
Cherokee	Community	Tuesday and Thursday, 12:30-3:00
Emerson	Community	Monday and Wednesday, 8:30-11:30
Franklin	Community	Tuesday and Thursday, 12:30-3:00
Glendale	Community	Tuesday and Thursday, 12:30-3:00
Gompers	Community	Tuesday, 12:30-3:00
Hawthorne	Community	Tuesday and Thursday, 12:30-3:00
Lapham	Community Reading Improvement	Monday and Wednesday, 12:30-3:00 Monday through Friday, 8:00-11:30
Longfellow	Community Reading Improvement	Monday, 12:30-3:00 Monday through Friday, 8:00-11:30
Lowell	Community Reading Improvement	Monday, 12:30-3:00 Monday through Friday, 8:00-11:30
Marquette	Community	Tuesday, 12:30-3:00
Midvale	Community Reading Improvement	Wednesday and Friday, 12:30-3:00 Monday through Friday, 8:00-11:30
Orchard Ridge	Community	Monday and Wednesday, 8:30-11:30
Randall	Community	Thursday, 12:30-3:00
H. Schenk	Community Reading Improvement	Wednesday and Thursday, 12:30-3:00 Monday through Friday, 8:00-11:30
Sherman	Community Reading Improvement	Monday and Wednesday, 12:30-3:00 Monday through Friday, 8:00-11:30

continued



Silver Spring	Community	Tuesday, 9:00-12:00
Spring Harbor	Community	Tuesday and Thursday, 12:30-3:00
G. Stephens	Community	Monday and Wednesday, 12:30-3:00
Van Hise	Community	Monday and Wednesday, 12:30-3:00
West	Reading Improvement	Tuesday, Wednesday & Thursday 8:00-11:30

As we look at our school libraries this we know that educational changes have revolutionized our concepts and our execution of planning and work.

The traditional emphasis on the teaching process shifts to the learning process as the most important concept.

The librarians role in any school must be toward helping others learn and to develop a taste for learning. Our guidance is often subject or topic centered but it should always be learner centered. Individual ability to get information on a topic or problem independently but under the general guidance of librarian or teacher is now most important and results in a communication of ideas as appropriate materials are shared.

The Knapp Foundation School Library Project demonstrating the value of a school library when it has resources and equipment to meet the National Standards for School Libraries will be not only interesting but challenging to follow.

We are just now beginning to be aware of what it means to live in a newly rich environment for learning. We need an awareness to provide more opportunities for independence in study and learning. We need to support the development of the learner who will make use of all materials which will add sense, satisfaction and significance to his research.

I should like to repeat what has often been said, "the school librarian is in a better position than others to know a student over a series of years as an independent person operating on his own. The librarian can observe a student out of class behavior and can know whether or not he stands on his own feet and turns to the library as a resource of learning and demonstrates intellectual curiosity which goes beyond the assignment. A program which fosters creative behavior is one in which the library effects all parts of the school and in which the librarian has time and opportunity to work with individual students."

#### Special achievements at the elementary level:

Children's enthusiasm for good books and the teachers challenge of children to reach beyond the basic text have been in evidence in all grades. Research even in kindergarten takes the form of questions asked and answers found.

Research has lead to puppet shows, original shows, festivals, displays, creative art and writing.

Books in foreign languages are used in increasing numbers. Some of the best books about other countries including their myths, fairy tales and literature portraying their background have been enjoyed at all levels of work.

There has been excellent correlation between library, art, music, and classroom.

Effective use has been made of indexes, film, film strip, projectors, tape recordings, record players and TV programs.

Better and more frequent access to this equipment would create more stimulating and challenging work and more eagerness to read.

Many creative tapes were made during the year from book discussions, dramatics and research.

Periodicals are an ever increasing source of up-to-the-minute materials. They are a challenge at all levels.

The constant use of background material in historical fiction and biographies has added depth to the study of ours and other countries.

In one of the schools an interest in poetry grew to such an extent that, for lack of time during the school hours, noon hours developed into exciting sessions.

In a school such as Washington the librarian works with individual pupils, slow readers, very advanced readers, mentally retarded children, physically handicapped, emotionally disturbed, youngsters from other countries who come not knowing a word of English, team teaching classes, University experimental research groups and just everyday children with classroom or individual needs and interests.

An effort is in continuous process to elicit from children an understanding that there is a quality found in reading Robert Lawson, E. B. White or Mary Norton which is more satisfying than that found in reading comics or the joke page of a magazine.

Units for better understanding and enjoyment of folk lore, listening to folk recordings and reading and discussing the background and origin of the music have been met with enthusiasm.

Teaching of library skills in a functional way has been accomplished by doing rather than saying and the results in pupils finding materials have been gratifying.

The all-over areas of learning at the elementary level include:

Learning the enjoyment of the best of children's literature.

Developing an appreciation of poetry.

Becoming acquainted with authors and illustrators.

Understanding life through knowing the characters in background historical literature.

Writing and producing plays from stories.

Choral reading of outstanding prose and poetry.

Becoming acquainted with noted people through book discussions.

Discussions about controversial books.

Learning the art of finding books through the use of the card catalog.

Learning how to use encyclopedias, year books etc.

Learning how to use indexes and through them make the best use of periodicals.

Learning how to take notes in research rather than copying.

A Library Aides' program has become effective at Odana and has been approved by the combined staff for further use. With teacher co-operation this program can eliminate up to 50% of the routine work which is always a detriment to the librarians work with teacher and students. Many of the activities are definite learning experiences for the library aides.

Activities and Responsibilities at the Jr. High Level:

Promoting current trends in providing better learning opportunities for students, individual instruction, team teaching, education for the gifted.

Folklore, mythology and poetry units correlated with social studies, reading lists for foreign language classes.

Biography lists for English and Social Studies.

Work for science units and term papers.

New references called to the attention of students and teachers.

Continued instruction in library usage for both teacher and student in connection with class work.

Individualized work with fast and slow groups.

At West Jr. the librarian did an excellent paper on the library's enrichment of the math program.

Include informational materials with poetry and authentic novels for unit work. When a student in biology decides to do her research on intelligence and the intelligence quotient and becomes particularly interested in the influence the environment exerts on the IQ and to what extent it can be altered, we believe that she knows the values of research.

#### Activities and responsibilities at the Sr. High level:

Senior high librarian says - she feels something of a bibliocentaur -  $\frac{1}{2}$  Pegasus -  $\frac{1}{2}$  work horse. Sometimes it's hard to know which end is which - have we lead or do we follow. Forward looking faculty co-operation has enabled librarian and teacher to meet much more adequately the demands of new directions in teaching

Satisfaction has been experience in conferences between librarian and department heads in planning book purchases, assigning library sessions and discussing the uses of materials.

Mathematics departments use of the libraries has more than tripled this year. Special interest has developed in materials on mathematics in music, mathematics in art, with concern for line, angles, abstractions, distortion, dimension, pattern, space and volume along with color values.

A notable increase in teacher assignments of literature to strengthen the informational materials in class work has been realized in all areas. It is seldom that we find a teacher still holding her class to the confines of the text.

Increased use of periodicals has given a better understanding of varied opinions on state, national and world problems.

Bibliographies are kept up to date for the best use of all materials.

Work continues to find materials to challenge the mature or gifted reader and to help the slow reader to reach his reading capacity without becoming frustrated.

There is a growing use of challenging so called adult books with many class discussions taking place in the library. This certainly is an indication of more mature thinking.

Paper backs have given excellent service in both secondary and elementary libraries. They are money savers when we have a need for short time use of numerous copies. Children like them but still choose hard covers. Their fragile construction makes it impossible to use them extensively.

#### Problems and recommendations:

Probably the biggest problem in some of our school libraries is the lack of space and materials. The smallness of Spring Harbor library has not allowed for an adequate library program or for its use as such by teachers. Credit should be given the librarian, teachers and pupils for outstanding work in forbidding quarters. Longer hours next year will allow classes to be spread thinner which will give opportunity for more satisfactory work. The book shelves are empty a good share of the time and books are exchanged from hand to hand.

At Stephens the library shared a classroom with the art classes. This was accomplished by excellent co-operation between the art teacher and the librarian. However balsa wood, paint, books and youngsters can create a good bit of disturbance. The slogan for the school became "Eyes Up!" because many exciting and useful exhibits of books were found on the spaces above the lockers in the halls.

Lakeview used the faculty room for a library this year and Elvehjem because of crowded conditions will find itself in that situation next fall. It appears that Odana will be in the same spot next year. The avid readers and researchers in these schools deserve better opportunities to use their abilities and to form a knowledge of children's literature.

The separate libraries at Van Hise this year have been very advantageous. Teachers and students have changed from near non-users to excellent users. It is impossible to combine primary and jr. high people in the same library and do good work.

The situation at Herbert Schenk remains the same with over 1,600 people K-9 trying to use the same room. We do need to re-possess the old elementary library.



The work of re-organizing the materials in the libraries of schools annexed last fall goes forward at a slow pace. In some schools books could be used very little for lack of any kind of organization. Teachers had tried, each in a different way to get books into workable order. Teachers have been very appreciative of the organization which has been done in these schools. The Processing Department deserves credit for getting materials in order at the same time the work in established schools and new schools must be kept going. A Multilith machine which has been on our request for two years would be an economy both in time and money.

It has become impossible administratively to do the amount of work for forty schools which was done for fifteen. With the uses of materials increasing daily as educational methods change we need much more in-service training than it is possible to give. More opportunity for discussion of problems and projects and the introduction of new methods and ideas would benefit the whole school program. The large turn-over of teachers means training in the best use of materials. This difficulty could be bettered by a good course in the School of Education in a knowledge and use of printed, taped and filmed materials. Too many new teachers have had too little opportunity to know the value of materials to expand and exhilarate the text book.

### Progress

Our school librarians evaluate all new books before they are added to the shelves. This work must be done but because of our tight schedules many evenings must be spent on evaluation and selection. This is a necessary and valuable part of our work and for the most part is done willingly by the staff. We do however with the increase in the number of schools need a professional person to spend full time to head up this work.

This year we had two days of orientation for our new librarians before the Superintendent's orientation for all new staff members. We found these two days very valuable and plan to expand this program next fall. Staff meetings at all three levels were held during the year to discuss projects and problems.

In March our office and Processing Dept. was moved to the Washington School basement to make way for the IBM machines. As this was the busiest time of the year it caused confusion but gave us more needed room. The room was newly decorated and the lighting is excellent. When mechanical devices are completed it should be a very workable area.



Personally the difficulty of communication between my office and the Curriculum, Personnel and Business offices is my problem.

Expanded space which will be ready this fall in both East Jr. and Sr. libraries will be appreciated giving an opportunity for better reference space and organization of materials.

The new libraries at Mendota and Glendale are looked forward to by teachers, pupils and librarian. They will make possible a more flexible program of services.

Many goals have been met. It is however a difficult task to weigh the value of intangibles in the everyday communication between librarian, student and teacher. Every year the quantity of knowledge grows in every area and it appears an over whelming task to keep up with it.

The school library must continue to be flexible in its program of services and in the scope of the materials of communication contained in its collections as it meets the changing needs of the school.

Each year the school library has become more an information guide and cultural center for Madison's young people. This could come about only with the co-operation of the library staff, the Superintendent of Schools, the Board of Education, teachers, directors of departments and the central office personnel.

Respectfully submitted,

Margaret Moss

**THE MADISON PUBLIC SCHOOLS**

**Madison, Wisconsin**

**ANNUAL REPORT**

**Music Department**

**Presented to the Board of Education**

**by the Director**

**LEROY KLOSE**

**August, 1963**

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1962-63

I. Significant statistical data

1. There are 2,609 pupils playing standard band and orchestral instruments; 95% of whom began their instruction in the Madison Public Schools.
2. The nine junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these music groups there are more than 1,150 voices.
3. Vocal music is elective in grades 9 through 12. There are over 1,600 pupils in these chorus classes and choirs.
4. All children of the primary grades receive a minimum of 40 minutes, upper grades 90 minutes per week taught by music teachers. The primary grades have an additional 40 minutes of music taught by the classroom teacher.
5. All 7th and 8th grades have 100 minutes of music instruction a week.
6. There are select choirs of 5th and 6th graders in each of the elementary schools totaling nearly 2400 voices.
7. These figures show a steady growth in pupils' interest in all forms of music education.

II. Special achievements

1. Over 2800 high school pupils presented a Biennial Spring Music Festival.
2. The musical organizations of all schools gave over 300 public and school performances.
3. The Choral Pageant of the Nativity was again presented by the combined high school choirs at the State Capitol. They were assisted by actors from Central and East, a brass choir from West, and ushers from Central and East. All music staff members make some contribution to this performance.
4. Seven junior and three senior high school bands paraded on Memorial Day, after which they (in mass) played a short patriotic concert.
5. Summer program
  - a. The elementary and junior high school instrumental summer school had 928 pupils registered.
  - b. The high school summer band of 82 pupils met for six weeks.

### III. Problems

- A. Large junior high vocal and band classes (85) (65)
  - 1. Programmed opposite physical education
  - 2. Over-crowded rooms
- B. Heavy teaching load
  - 1. Junior and Senior Instrumental music
  - 2. Junior Vocal
  - 3. More time for primary grades
- C. Heavy administrative load
  - 1. In 1944 -- 14 schools and 18 teachers, 11,400 pupils
  - 2. In 1962 -- 37 schools and 55 teachers, 27,600 pupils

### IV. Suggested Improvements

- A. Smaller junior high vocal classes (30)
  - 1. Avoid programming with physical education
  - 2. Provide two rooms
  - 3. Two teachers
- B. Large heterogeneous band classes (60)
  - 1. Divide woodwind, brass (30 each)
  - 2. Two teachers
  - 3. More music rooms (Central, Cherokee, Van Hise, Schenk and Sherman)
- C. More teaching power in the
  - 1. Junior and senior instrumental program
  - 2. Junior vocal
  - 3. Primary grades
- D. Administrative help
  - 1. At least half-time Elementary Supervisor
  - 2. Trained music secretary

**THE MADISON PUBLIC SCHOOLS**

**Madison, Wisconsin**

**ANNUAL REPORT**

**Public Information Department**

**Presented to the Board of Education**

**by the Director**

**MARGARET PARHAM**

**August, 1963**

## SUMMARY OF THE SCHOOL PUBLIC RELATIONS PROGRAM

Work on public relations activities and newspaper releases continued to be approximately the same this year as during the previous year. As heretofore, public relations activities of the director included working with various groups and individuals in the long-time program and answering requests for information by telephone and letter or directing requests to the proper departments.

Public-relations publications work increased many fold this year to replenish supplies depleted by the increasing numbers of children, parents, teachers, and schools. With four additional schools in the fall of 1961 and five in 1962, including those annexed for school purposes only, supplies diminished rapidly, upsetting schedules of revisions and reprints. To meet deadlines for publications, the director has been obliged to postpone work on the Biennial Report, which now must be completed as rapidly as possible.

### Publications

At the end of the 1961-62 school year, committees had been appointed to revise the Kindergarten Handbook and to prepare an Elementary School Handbook for Grades 1-6 in place of the Primary Handbook.

Before work was completed for the publication of either of these booklets during the past school year, it became necessary to do a hurried revision and reprint of Better Bicycling for use in the instructional program of fourth grade pupils during the spring. Although the Police Department supplied a few new pictures, we were obliged to use pictures we had on hand for most illustrations. We ordered 10,000 booklets to be printed and delivered in March.

The next deadline to meet was completing the Kindergarten Handbook for the spring kindergarten round-ups in the various schools. The Kindergarten Handbook committee completed work early in the second semester. As soon as the pictures were completed and the dummy made, specifications were sent to printers and the order for 12,000 copies was awarded. The booklets were ready for school delivery around spring vacation.

Although the committee for the Elementary School Handbook finished work on the booklet by the end of the school year, the dummy had to be made, specifications sent out, and the order for printing 15,000 awarded. The handbook will be ready for school opening.

Since copies of the Handbook for Teachers were also rapidly being depleted this spring, the director requested members of the Handbook committee to review the chapters for which they were responsible and to send in changes or additions or omissions. Most of these are now ready so that specifications for printing can soon be sent out for bidding.

### Pictures

Jules Rosenthal, part-time assistant, continued to take pictures during the school year for our publications and for newspaper stories. We also employed Carroll Hanson, free-lance photographer, to obtain pictures for us occasionally on appointments before noon.

### Newspaper Publicity

The Capital Times particularly printed many of our pictures in the Saturday school section of the paper. The Wisconsin State Journal printed fewer pictures, but continued to give us good coverage in educational news. David Bednarek is education reporter in place of Samuel Reynolds who is now political reporter.

### Radio and TV

The director did not help in producing any programs during the past school year, but sent spot news announcements to the stations occasionally, particularly during American Education Week.

Supt. Robert D. Gilberts was invited to take part in the first of a series, The PTA of the Air, February 5, 1963, from 9:30 - 10 p.m., Channel 27, WKOW-TV. Other participants were Mrs. Duane Topp, PTA Council president, Mrs. Donald Putz, state education chairman for the League of Women Voters, and Mr. C. F. Baime, principal of Nichols school.

### Cooperation with MEA Committees

The director of public information again served on the following MEA committees: Executive, American Education Week, the Bulletin, Lecture Course, Public Relations, and Social.

The Executive committee assists the president in formulating the program, policies, and business to be presented to the Council.

The director worked with the American Education Week committee in making general plans for the week including providing the schools with program leaflets and publicizing events. This is a joint committee partly financed by the Board of Education.

Working with the Bulletin committee, the director wrote articles for the news sheet and helped in the mailing distribution.

Since the revival of the lecture-course program some years ago, the director has assisted in planning programs, publicizing them, and assisting in their presentation. The director has acted as liaison member with the University.

The director has again worked with the Public Relations and Social committees in assisting in the orientation program for new teachers, presenting the fall party, the winter banquet, and the spring party. Supt. Robert D. Gilberts accepted the PR committee's invitation to speak at the banquet.

The Photographic and Radio-TV committees were inactive this year.

### Special Problems

The special problem of the public information department is insufficient clerical help. With more clerical help, even part time, the director could use her time to better advantage.



An acute problem this year has been brought about by necessary revisions and reprints of publications of a public relations nature because of the increasing numbers of pupils, teachers, parents.

Possible Improvements

With our rapidly growing staff, we probably need more intra-school communication. This in turn would call for more help, supplies, and consequently expenditures. There will be about 1350 on the teaching staff.

The director has secured prices on duplicating materials on the machines in the curriculum office and in the high schools. She will also get printers' estimates.