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Capital schools.

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CAPITAL SCHOOLS

Madison, Wisconsin

April, 1956

To Wisconsin Parents and Teachers:

On behalf of the Board of Education and staff of the Madison public schools I am delighted to welcome you to Madison. Together we have one of the most interesting assignments in the world: helping young people to "Build Today for a Better Tomorrow."

The doors of Madison's schools are open to you. Please feel free to visit. If there is work or activity you would particularly like to see or hear, confer with any building principal and he will be glad to direct you.

We are honored and glad to have you with us.

PHILIP H. FALK
Superintendent



Chicks provide motivation for learning.

Over the years Madison teachers, boards of education, and parents have been primarily concerned with providing the best education within budgetary limits for the city's children. They have also been aware that Madison schools should be among the best in Wisconsin because of their favored position in the capital city.

To provide the best educational opportunity for every pupil, curriculum offerings are varied to meet individual needs, interests, and aptitudes of children, including the gifted and the handicapped.

Among the basic requirements for every boy and girl are the language arts, mathematics, the social studies, and science. Art, music, and physical education are also part of the program.

Skill in the language arts, which include reading, language, writing, and spelling, is necessary to successful living. Therefore primary grade teachers concentrate in providing a good foundation for the children in these fields.



Story books encourage interest in reading.

Recognizing that children vary in the rate of development, Madison schools divide primary children into three groups within each grade for the important task of learning to read.

This enables the teacher to watch the development of each child more closely and to encourage him to work up to capacity. Since all three groups have the same teacher and are in the same class, a child can easily be transferred from one group to another if need be.

In the primary grades the teacher provides the children with experiences which help them to learn to read—telling of activities and listening,

telling stories, looking at picture books, taking excursions, and establishing good work habits.

While thus stimulating the interest of the children, the teacher writes words and short sentences on chalkboard and chart and reads them aloud. Soon the children recognize basic words. Finally when she gives them their pre-primers, they are delighted that they can read.

Primary pupils learn the manuscript or print-like method of writing. This makes both writing and reading easier for the young child. Change to cursive writing is made in the fourth grade.

As the children progress through the grades, more and more of their reading, writing, and language activities are integrated with their work in the social studies and science.

Getting out the school newspaper is a stimulus for writing.





Working in pairs, pupils drill on spelling lists.

Direct instruction in spelling is not introduced until the second grade, although first grade children learn to spell familiar short words through writing activities.

Soon children learn sounds of letters, how to find little words in big words, analyze beginnings and endings, compare words, and build words by adding prefixes or suffixes. Working together, they drill and check and learn.

Art is a means of expression and thus has a therapeutic value. Given the tools of art—paint, brushes, paper, crayons, and clay—the child's creative ability grows.

Art correlates with many areas of the curriculum. It is motivated by the work in the language arts, the social studies, and other activities. In turn art enriches the many subject fields as well as extra-curricular activities.

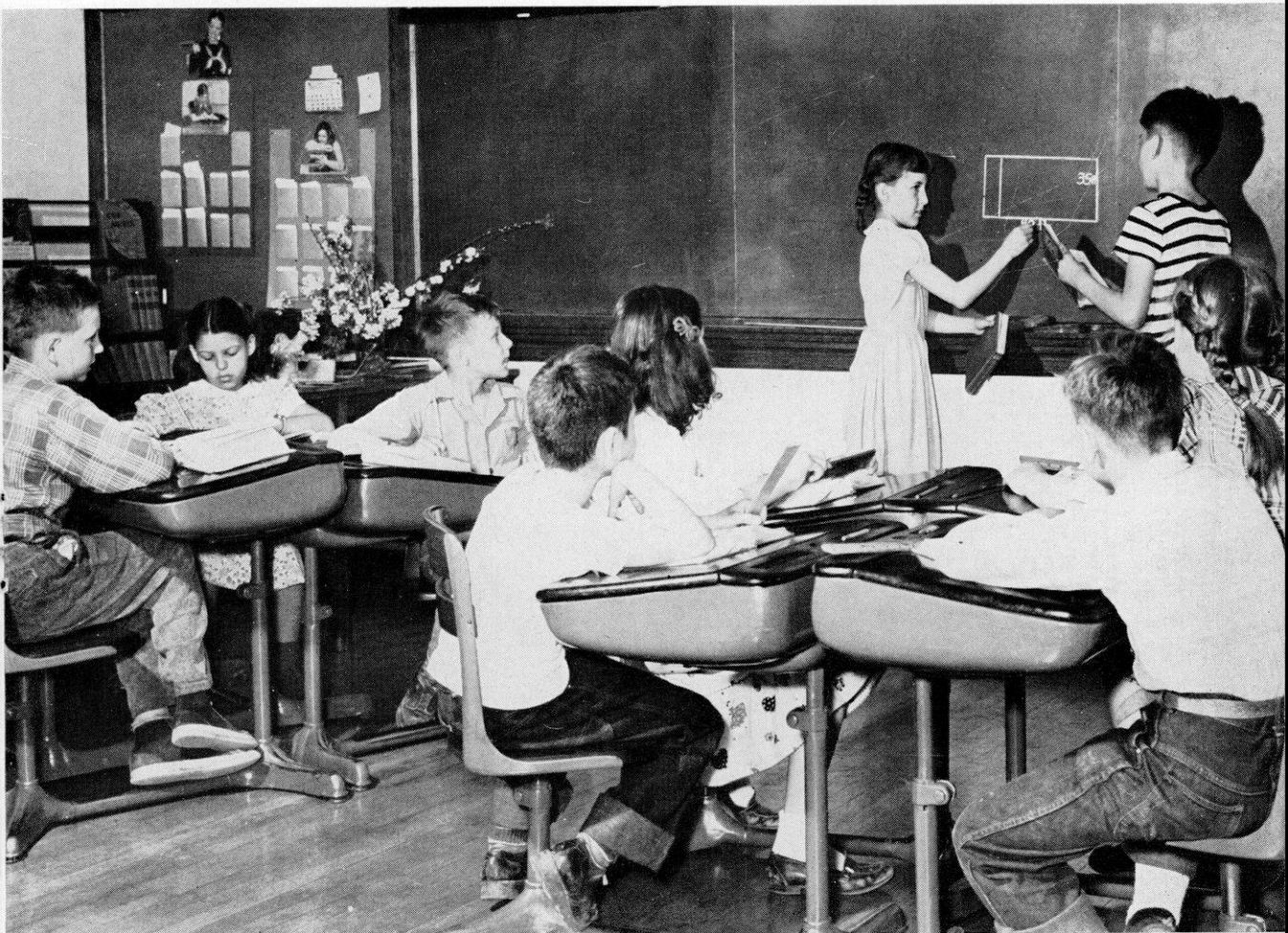
Art enriches other school studies.



A major aim of the social studies includes helping the children to learn to think in meeting new problems and situations in a changing world.

"Our own United States"





Sometimes problems are solved by a committee.

The social studies program in Madison begins with the social aspects of life with which he is most familiar—the home, the school, pets, the community—and enlarges to include the study of people, products, and areas of the whole world.

Teachers provide pupils with many arithmetic projects so that they can put into practice the skills which they have learned. Such activities enrich the program of youngsters who do not need additional drill.

In a world that is becoming increasingly technical and scientific, thorough mathematical training is essential. Even simple household chores, such as baking a cake, require arithmetic skill.



A boy and his violin.

Music is a required course up through the seventh grade. Children first learn by rote and soon after by note. Still later they learn part singing. Participation in school music groups is the reward for thorough study and practice.

Beginning with the fifth grade, instrumental music is offered thus giving the pupil the opportunity to develop a skill that he can enjoy both individually and in a group. Music affords a life-long leisure-time activity.

Physical education aims to develop skillful body movement in sports and rhythmic activities; to develop fortitude and endurance; to learn game rules and willingness to accept them; and to appreciate strong, healthy, and straight bodies

Good sportsmanship is part of the game.



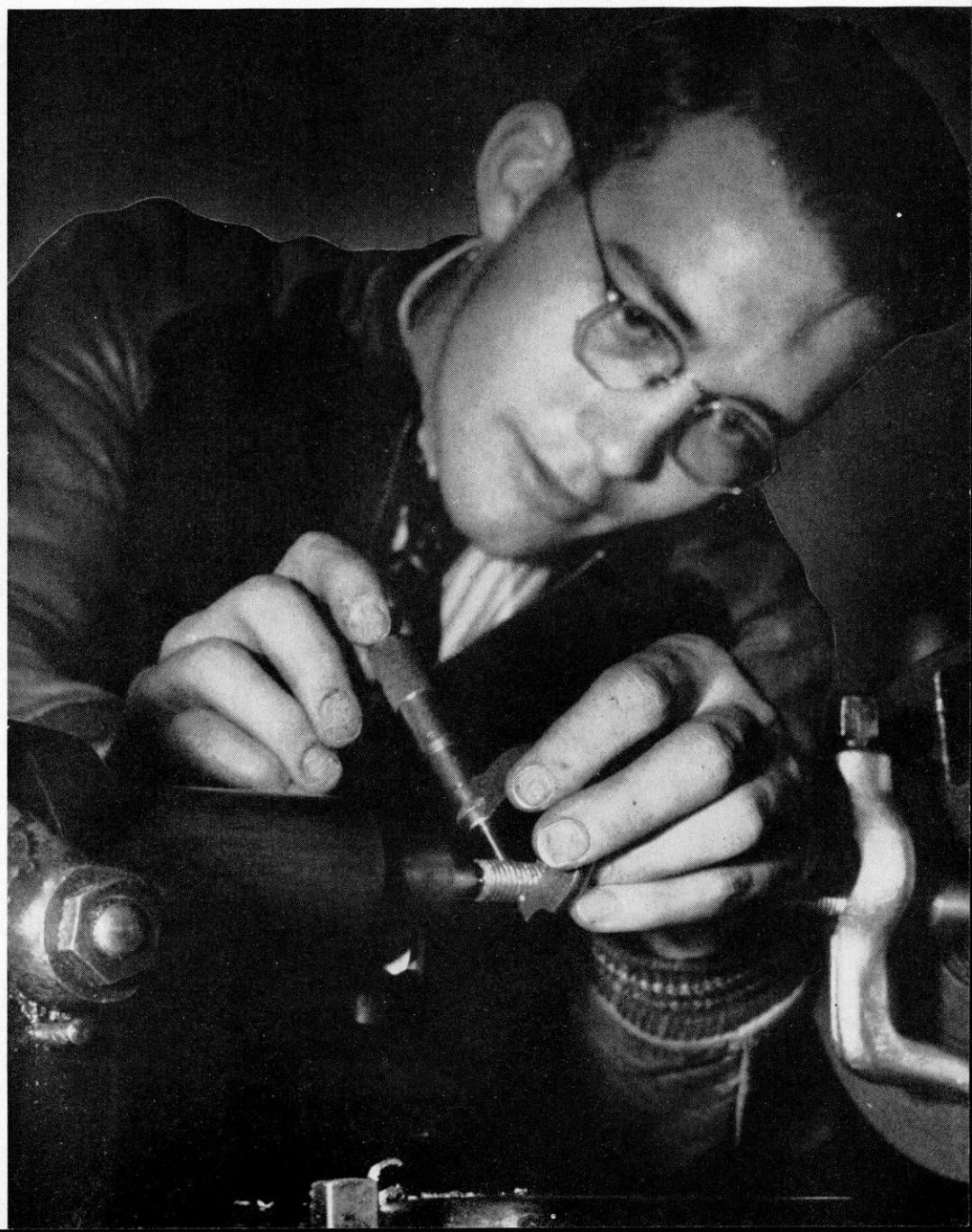


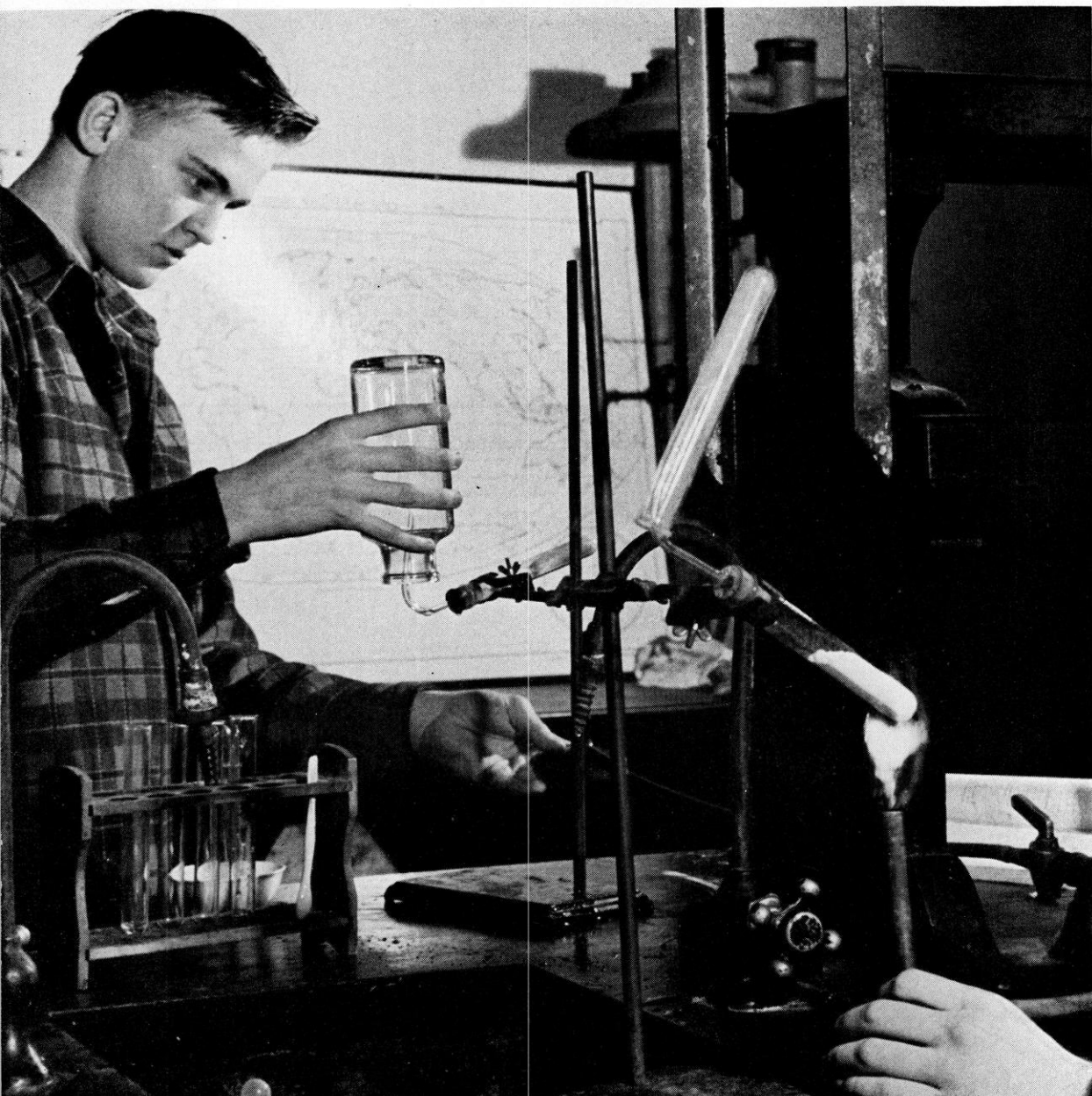
Many cooks will not spoil this pie.

Home economics is needed by the career girl as well as the housewife. Besides sewing and cooking, home economics today includes the study of textiles, design, color; foods and their effect upon health; home management, marketing, budgeting, and child care.

Applied arts aid youth living in an industrial age. That every lad may be able to make repairs and tinker a bit, industrial arts is a required course in seventh grade. Further offerings in this field include auto mechanics, general metal, sheet metal, electrical work, wood work, printing, and mechanical drawing.

Operation of machine tools is a necessary skill in mass production.





Collecting hydrogen in a bottle proves an interesting experiment.

Most pupils have an intense curiosity about the mysteries of science. Besides chemistry, science courses in the junior-senior high schools include general science, physiology, biology, and physics.

Although the planned program of science instruction begins in the fourth grade, primary teachers delve into science whenever the children's interests suggest it. Thus the study of the butterfly may grow out of the finding of a cocoon.

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