



Libraries of the Madison public schools: biennial report, 1956-58.

Madison, Wisconsin: Board of Education, [s.d.]

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LIBRARIES

of the Madison Public Schools



Libraries of the Madison Public Schools

Philip H. Falk, Superintendent

BIENNIAL REPORT

1956-58

BOARD OF EDUCATION

Madison, Wisconsin

December, 1958

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Books go home, too.



Foreword

Good teachers and good books are the two indispensables in the educational process. The younger the child, the greater the role of the teacher. The more mature the student, the greater his reliance on books. The teacher's function, therefore, is to make his services progressively unnecessary by bringing his pupil to the point where he can use books effectively. Once a student is able to use books well and wisely, unlimited educational opportunity is available to him.

The school library is a collection of good books. The librarian makes books available to pupils and teachers and, in cooperation with teachers, serves as a guide in their use. Certainly no function could be nearer the heart of education.

Since 1912 Madison has been a leader in public school libraries, especially in the elementary school. Madison is now seeking to set up a program in which central elementary library, classroom use of library materials, and so-called supplementary books are integrated with a common focus on pupil needs.

Regardless of modern means of communication, major emphasis in education must always be on books and how to use them.

This report, prepared under the direction of Margaret Moss, director of school libraries, with the assistance of Margaret Parham, seeks to describe and picture the place of the school library in Madison. We are very grateful to Miss Moss, Mrs. Parham, and all others who assisted. We trust this report will be helpful to the citizens of Madison when evaluating their schools.

The portion of the report "For the Record" is a summary of significant data and activities of the schools during the past biennium—1956-57—1957-58.

PHILIP H. FALK



The library is a good place to be.

LIBRARIES OF THE MADISON PUBLIC SCHOOLS

The school library is a vital part of the school as a whole. It functions to help boys and girls grow in every desirable way—to enlarge their intellectual interests and capacities, to understand and control their emotional responses, and to engage successfully in social relationships. To attain these ends, good teaching and learning require access to a wide assortment of books, periodicals, and other materials and services which the school library provides.

It means bringing together quantities of books adequate to the many purposes of every subject area; it requires quality and complexity of material suitable for pupils with a wide range of reading ability and with IQ's ranging from the low 70's to beyond 150. It means insuring variety to meet the needs and arouse the interests of the beginning reader enjoying his first books, the young mechanic, the budding scientist, or the serious student of mathematics or history. It is the aim of the school library to make possible individualized instruction designed to develop every boy and girl to the greatest degree consistent with his capacity and interests.

In planning the varied experiences for all pupils, the library takes each individual where he is and helps him to enlarge his perspective, to develop his intellectual interests, to become more self-reliant and more capable of dealing with his own personal experiences. It recognizes him as an individual unique in the combination of those attitudes, interests, needs, and abilities that make him the person he is. It understands that he may come from a home where books are complete strangers or from one where they are basic essentials of living. It accepts the challenge to serve every child well, to meet his particular needs, and to help him attain all of which he is capable.

Because education grows out of wide and varied experiences and because many of these cannot be had at first hand, the library becomes an important influence in training youth. Much of the past, from prehistoric times to the launching of vanguards, is out of reach for most pupils except through books, pictures, art, and music. Yet through these the student, young or old, can acquire information, understanding, and historic ideas vital to effective living and intelligent appreciation of today's problems.

Nor can anyone today, even with our great facilities of transportation and communication, become acquainted at first hand with all the aspects of his own society or country—not to mention those of the rest of the world or of outer space. Yet books and magazines can make these things real. It is for this reason that the school library provides materials to meet the needs for information of young human beings with every range of reading ability and with an almost infinite variety of interests.

Not only must the school library make materials available, but along with the work of the classroom, it must help enable children to make use of their

reading experiences effectively. To this end it must capture each child's interest to keep him enthusiastic about reading, both for pleasure and for more serious purposes. He must be helped to understand the significance of the changing ideas he meets. He must be aware of different attitudes and must learn to think reasonably about them, forming sound opinions and avoiding the prejudices which may result from the forces of propaganda or from the failure to think. From his first to his last day in school, this process of learning to evaluate what he reads must be fostered, so that he leaves the public schools an individual who will continue to grow intellectually and socially throughout his life.

To maintain itself as an active force in this continuous and ever-changing process of education, the school library must perform several services:

Provide Materials

Collections of books on all subjects for all grade levels must be carefully selected and organized. Other sources of information—pamphlets, magazines, pictures, recordings, and visual aids—selected with equal care and purpose, must also be made available.

At every grade level provision must be made for individual differences in both ability and interest.

Finally, all these tools must be organized so as to make them readily available for classroom use in problem solving, for enrichment of teaching units, or for a more informal but no less vital building of personal interests in individuals.

Stimulate the Use of Better Quality of Reading Materials

An integral part of growth in reading is improvement in taste. A librarian can know of the quality of materials a child selects and be familiar with the range of materials available. She can by suggestion, stimulation, and encouragement lead a child to seek and enjoy reading better books and references than he might select without guidance.

Provide a Good Place to Work

The school library can provide a pleasant, helpful environment in which the child becomes familiar with books. Here he finds materials organized for his maximum convenience and interest. In our Madison schools all elementary classes are scheduled to the library during definite periods. The junior and senior high students come by permit from classrooms or in class groups with the teacher for reference work. Any unscheduled time in the library is open to all students and teachers.

Locate Information

Librarians help teachers. They locate books, magazine articles, pamphlets, and newspapers which are essential to teaching the various units of study in the classrooms.

In addition to this, they serve the individual student, helping him find the books he wants to read, the materials he seeks for individual assignments and projects, or the information he needs for group interests and activities.

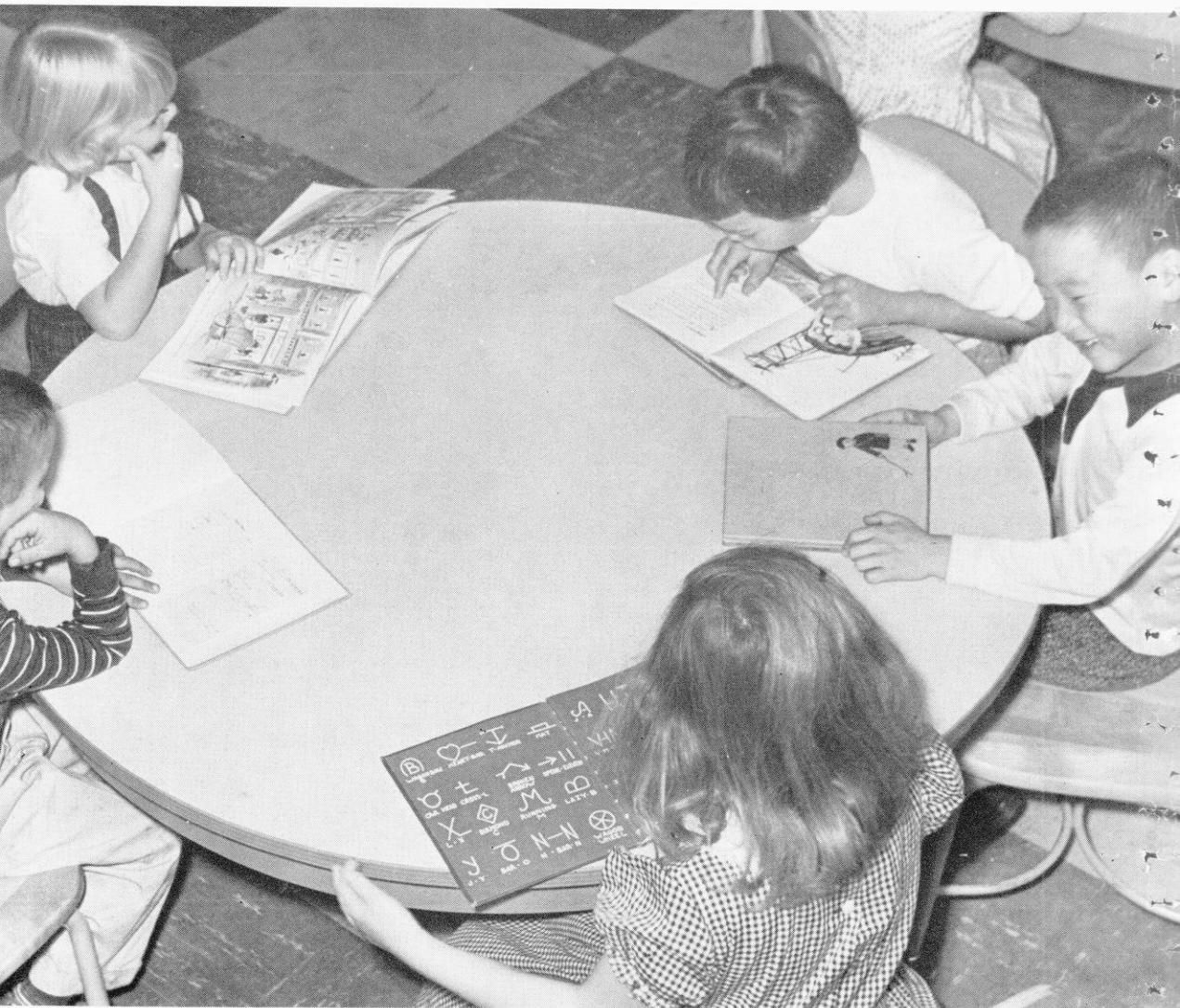
Teach the Use of the Library

The school library is far more than a room supplied with books and periodicals. It is a place where the child learns to use these materials and comes to understand the wealth of resources that are at his fingertips. Here someone helps him to choose the books which satisfy his interests on a level consistent with his ability. In the school library he is encouraged to read a book a little more challenging than the last book he read and to discover the pleasure of accomplishment. Here he learns that reading can be a delightful and satisfying experience.

A pupil learns how to find the materials he needs, how to use reference books, how to locate books and magazines through catalogues and indexes. The tools of the library are no longer a secret to him, and he is well on the road to doing his own research. He knows how to find the best materials on any subject, and the library becomes for him a lifelong source of self-education and pleasure.

Summary

1. The school library functions as part of the school to achieve its objectives of growth and development of every pupil.
2. The school library provides for a wide range of individual differences, taking each child where he is and helping him to grow. Growth involves continuous improvement in the quality of reading materials used.
3. The school library, through books, magazines, and pamphlets provides vicarious experiences for the child, so that he can appreciate the past and comprehend the world of today, and intelligently prepare for experiences of tomorrow.
4. The school library, by teaching how to find and use resource materials, provides the opportunity for the child to learn to help himself.
5. The school library encourages the mastery of research skills, to help the pupil become a critical reader and to help in solving his problems.
6. Because the textbook is no longer the sole source of information in the classroom, and because new dynamic procedures have developed, a much wider scope of reading material becomes imperative. The school library provides books and services to supplement and enrich the teaching and learning situation.



The age of discovery

Anticipation is high as kindergarten classes come to the library for the first time. The satisfied expressions tell the tale.

"What riches are here, what thrills, what roads to wander, what heights to ascend, what people to know"



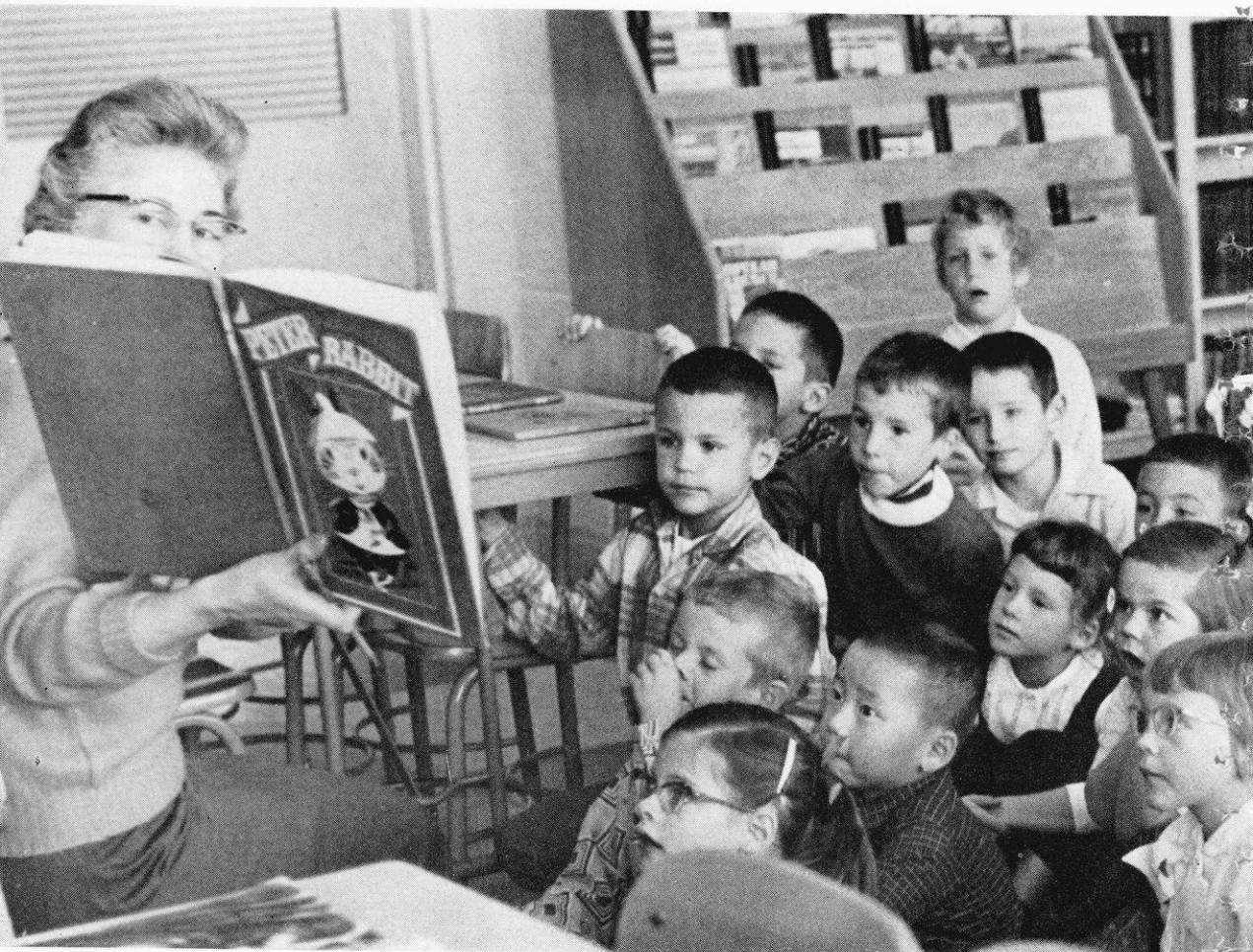
Mary in wonderland

There's a world of fascination ahead for the first grader when she starts to read.

"WHAT RICHES ARE HERE"

There's wonder in the story hour

A shared experience is exciting when the librarian, or teacher, or sometimes a boy or girl tells a story.





Who's afraid of that old troll

Primary youngsters develop creative ability when dramatizing stories. They read the story, talk about it, and choose who is to represent the characters.



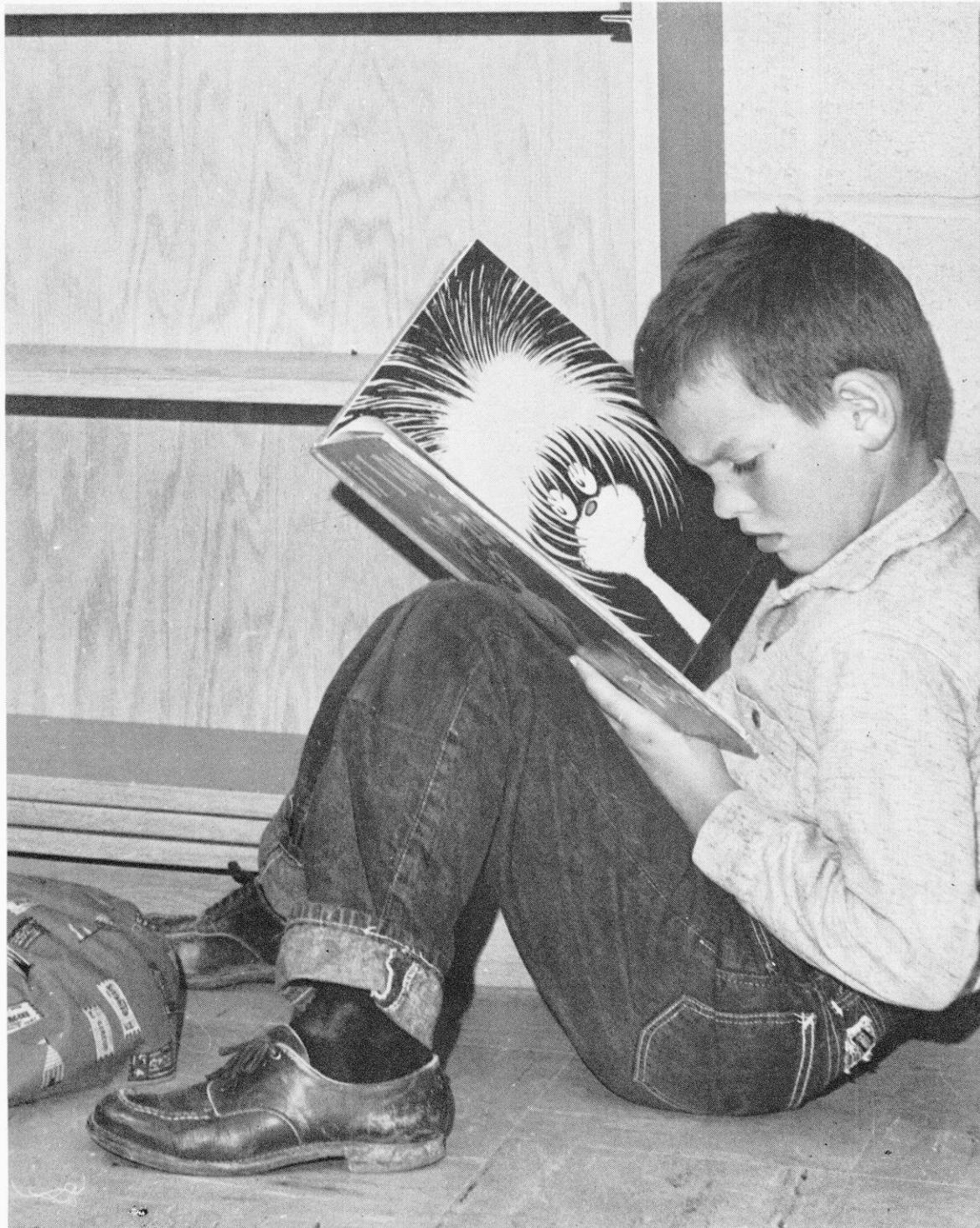
Relaxed reading on a library shelf

A good reader will read anywhere.

"WHAT RICHES ARE HERE"

Interest runs high

Second-graders become completely absorbed in the right book.





Book characters make good art subjects

Children choose their books from the library and do their designing in the art room. The characters tell the story.

"WHAT RICHES ARE HERE"

"America is people"

Representatives from a choral reading group show how people from every country of the globe gather in America to build a new democracy.





Right out of a book

In an auditorium program, children dress as book characters. To help the audience guess his identity, each child gives a bit of information about himself.

"WHAT RICHES ARE HERE"

Pandora's box

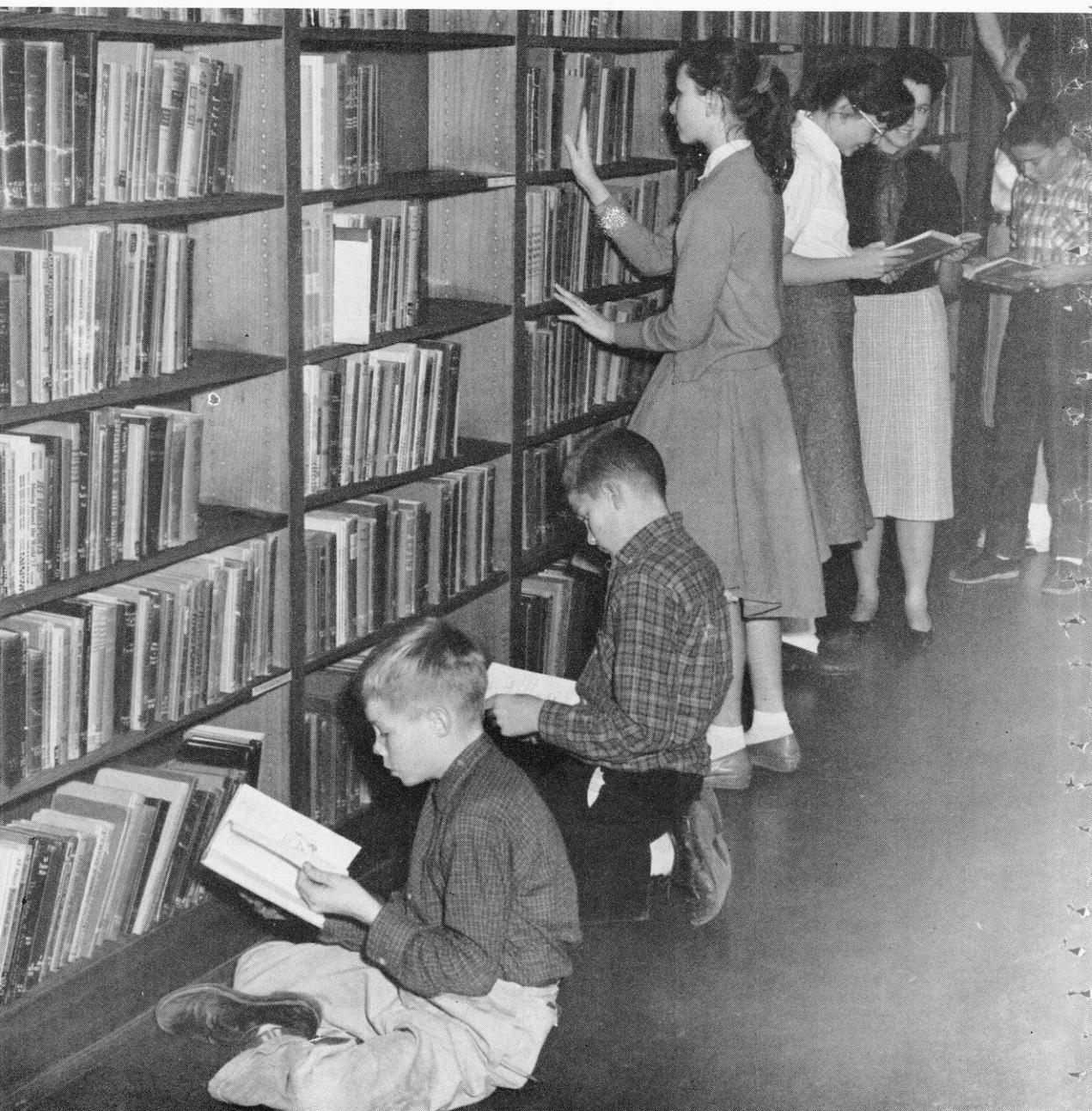
Drawing upon the resources of the library, sixth graders end their study of Ancient Greece with an adaptation of "Pandora's Box".



"WHAT RICHES ARE HERE"

Reader's choice

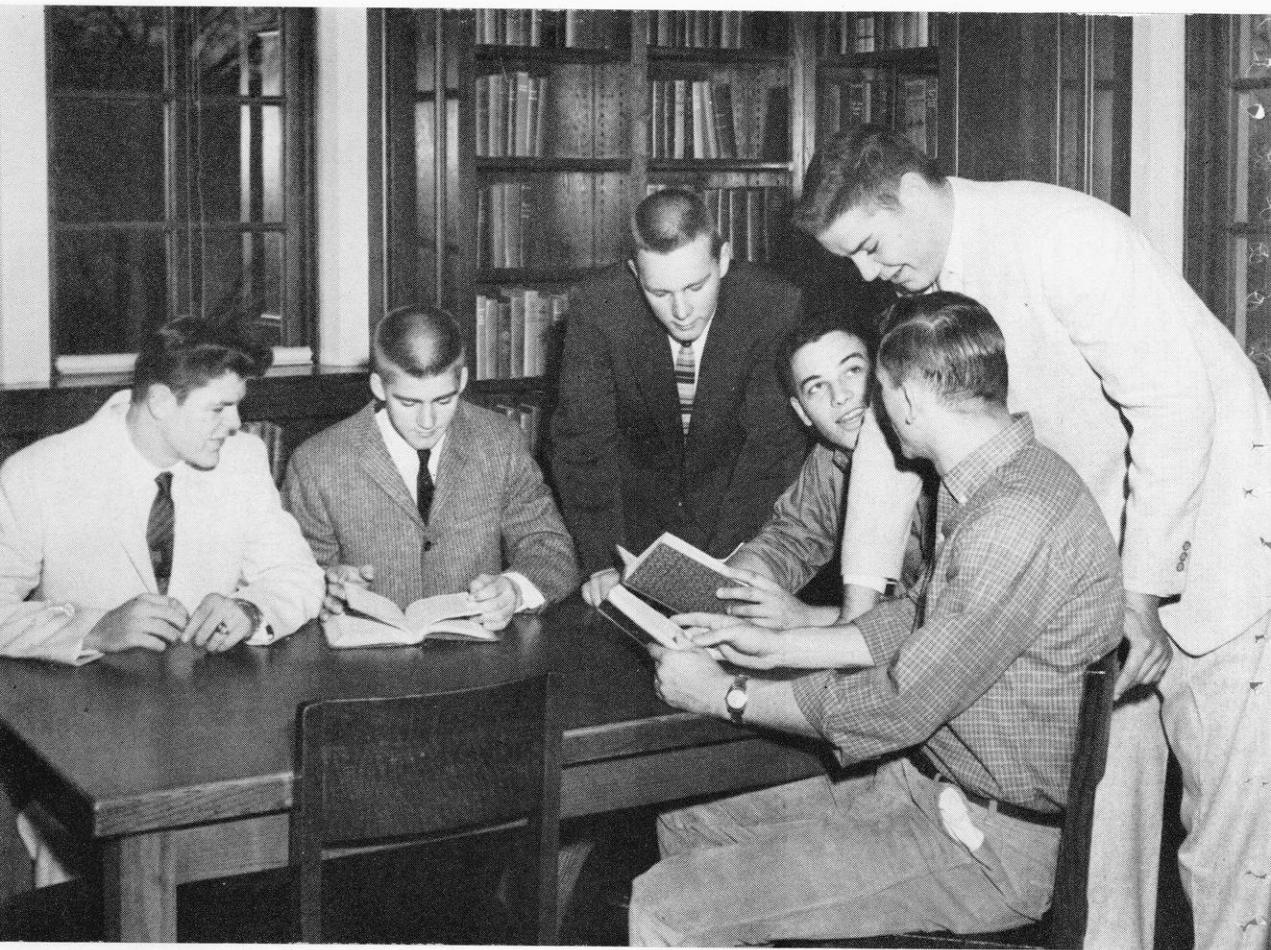
Every day boys and girls search the shelves for just the right book.





Fifteen minutes for news

These moments in the library before classes begin in the morning give a good start to the day.



Important issues

Before and after school, the library is a good place to meet and discuss interesting questions.

Developing Interest and Good Taste in Reading

Because children need to grow to maturity in reading as they do in physical proportions, the library tries to develop good reading as habits in every boy and girl.



Enjoying our first book

A good book is better when shared.



Look who came to school!

There were no rabbit stories unread when this young visitor went home.

DEVELOPING INTEREST

"This is going to be fun"

Reading in the library never seems like work when one likes to read.





Authors are real people

A letter from Author Carl Sandburg thrills a fourth grade group that had written to tell him how much they liked his stories.

"An elephant's faithful 100%!"

Dramatizing HORTON HATCHES THE EGG is a natural follow-up to enjoying the book in the library.





How does it end?

A Book Club member reads a story to primary children during the noon hour.

DEVELOPING INTEREST

"Button, button . . . who's got the button?"

Who could know that a study of buttons would take the reader to every country and to every period in American history through books?



DEVELOPING INTEREST

Telling others about a good book

Book reviewing awakens an interest in the book and may lead others to read it. It also helps a child to gain confidence in speaking before a group.





Learning to pull strings

Books are a help in making and operating puppets as well as in planning a good show.



The Library Honor Roll

Kristin Wold
Janet von Eshen
Charlene Henry
Robert Johnson
Robbie Hughes
Gilbert Hanace
Dale Landals
Judy LoSavio
David

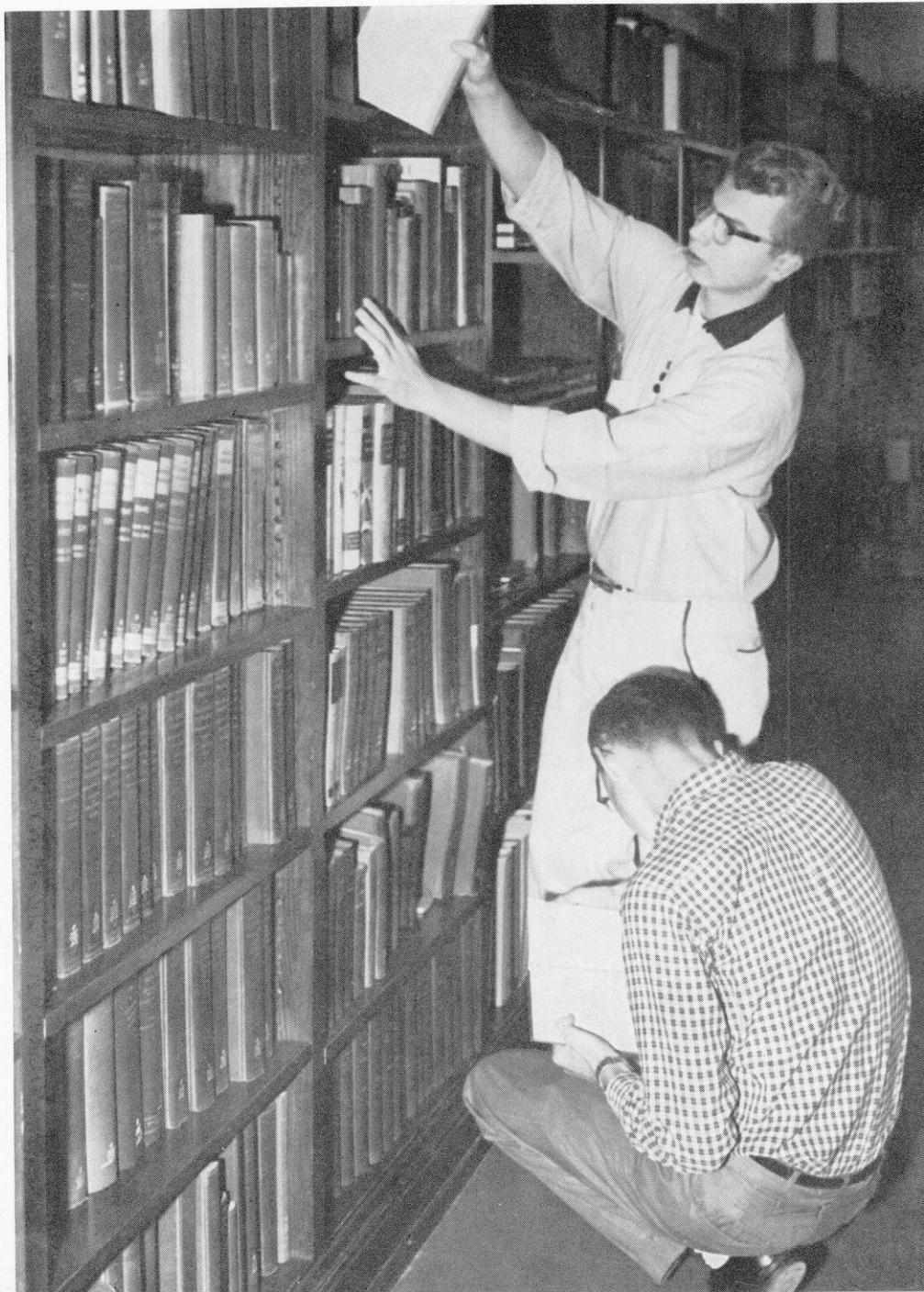
Only the best

The honor roll is one way of recognizing good readers and good reading.

DEVELOPING INTEREST

Cooperative reference

Choosing materials to take to the classroom.



Learning to Use the Library

As a child gains independence in finding what he wants in the library, he discovers for himself the many treasures it holds.

Hunting for just the right book

Often many books are looked at before the right one is found.





It's good to learn how

A group of third graders learn how to find books about the circus as a beginning step to finding books about any subject.

LOOKING FOR SOMETHING?

USE THE CARD CATALOGUE

Walter, ed.
cats; ed. and
pics by Walter
1952.
in verse and
very variety of
companies over one
Chandoha striking
books.

636.8
C36 All Kinds of cats

Chandoha, Walter, ed.
All Kinds of cats; ed. and with
photographs, by Walter Chandoha.
Knopf 1952.
85b. illus.

A combination of verse and
verse about every variety of feline
life, accompanied over one
hundred of M. Chandoha's striking
cat photographs.

636.8
C36 Cats

Chandoha, Walter, ed.
All kinds of cats; ed. and
photographs by Walter
1952.

A combination of verse and
verse about every variety of feline
life, accompanied over one
hundred of M. Chandoha's striking
cat photographs.



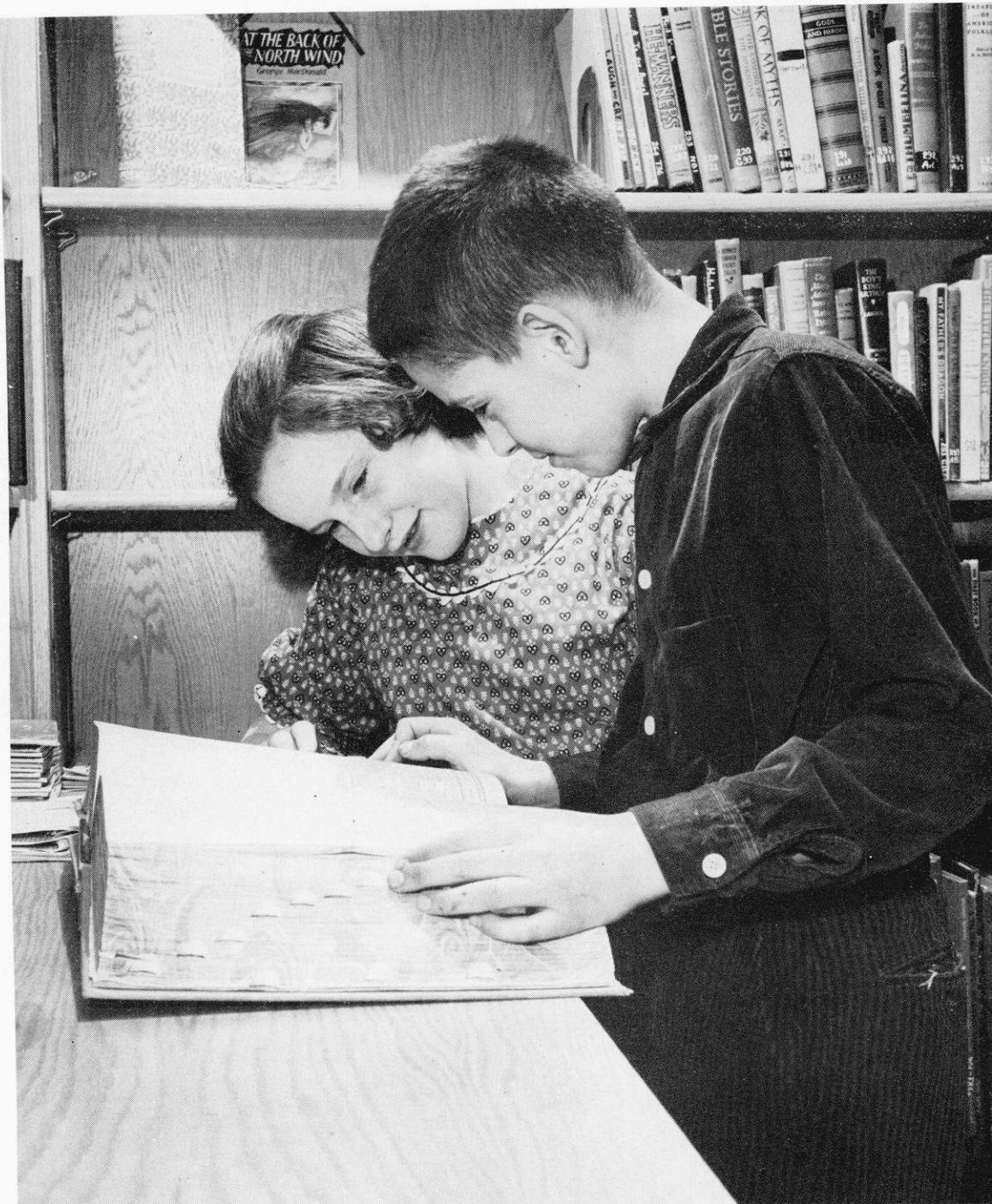
The search is on

Clues in the card catalog lead to the answer—the right book.

LEARNING TO USE THE LIBRARY

"Let's look it up"

The unabridged dictionary is a familiar tool in every school library.



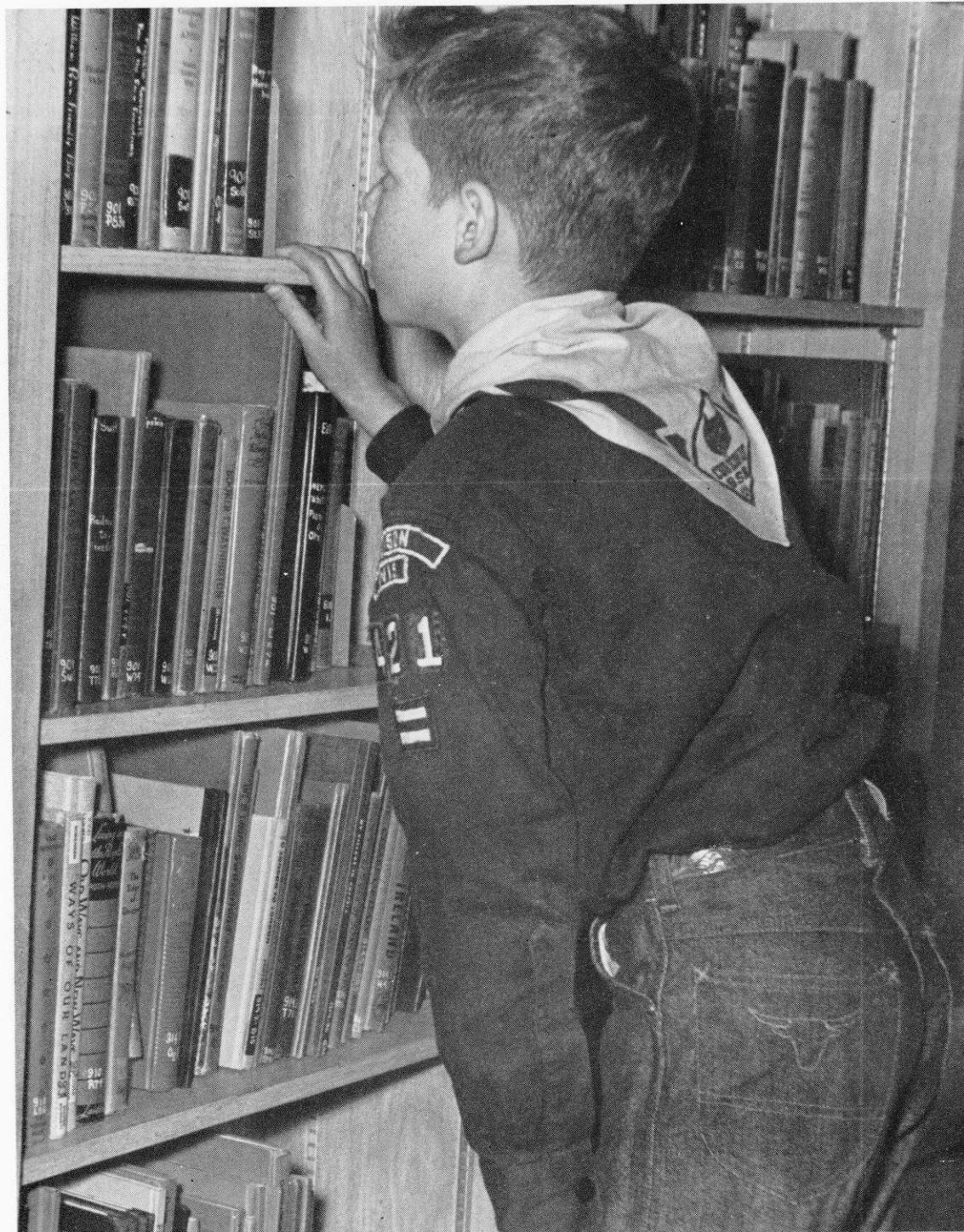


All resources are used

When a topic becomes interesting, the search for more information leads to the use of many pamphlets, encyclopedias, and books.

"It was right here yesterday"

It's a proud moment when a child knows where a book ought to be—even when it isn't there.





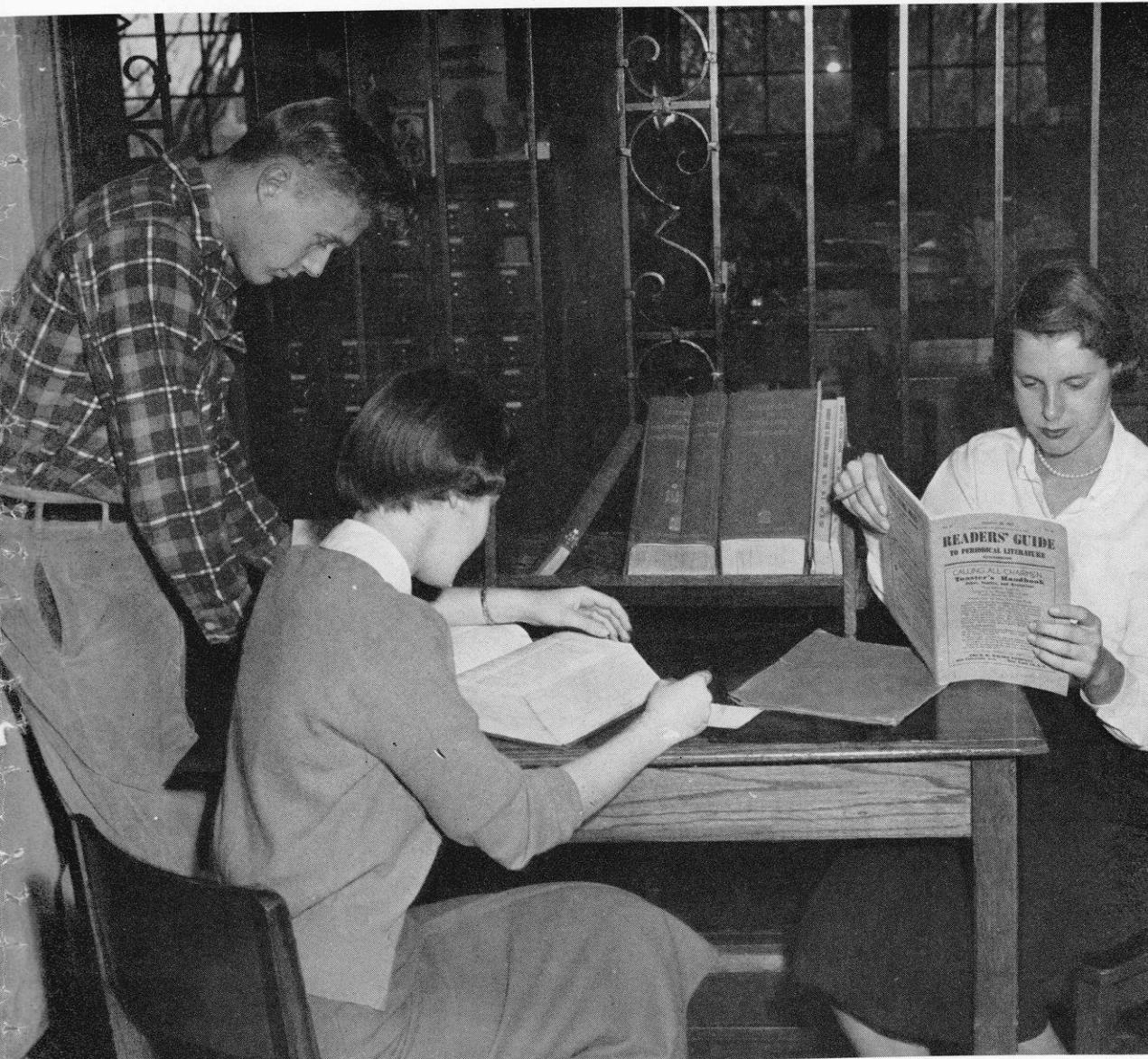
One way to beat the comics

A unit on magazines shows there are good stories and information in other periodicals.

LEARNING TO USE THE LIBRARY

Searching the magazines

With the index, *The Readers' Guide to Periodical Literature*, pupils can locate a wealth of information in magazines.



The Library and the Classroom Work Together

The library carries the learner beyond the textbook and helps him meet individual and group assignments.



Planning together

Teacher and librarian cooperation is continuous.

WORKING TOGETHER

They work together

Teachers and librarians search reviews for books they need.





**"Little Indian, Sioux, or Crow,—
Little frosty Eskimo,"—**

People, places, and things in the world come to life as youngsters recreate the books they read.

WORKING TOGETHER

"Operation deep freeze"

Reading is the source of much interest and activity as a fourth grade learns about the Antarctic.



1. Where is the moon?
2. What is it like?
3. Why does it change shapes?
4. How do we learn about it?
5. Why do we learn about it?
6. Why is the moon a satellite?
- 7.



The universe

A newspaper story on space started a third grade on a search in the library for information on satellites, moon, planets, missiles, and rockets.

WORKING TOGETHER

What do the books say?

With "Hot, Wet Lands" miles away, fourth grade geographers lean heavily on books and reading.





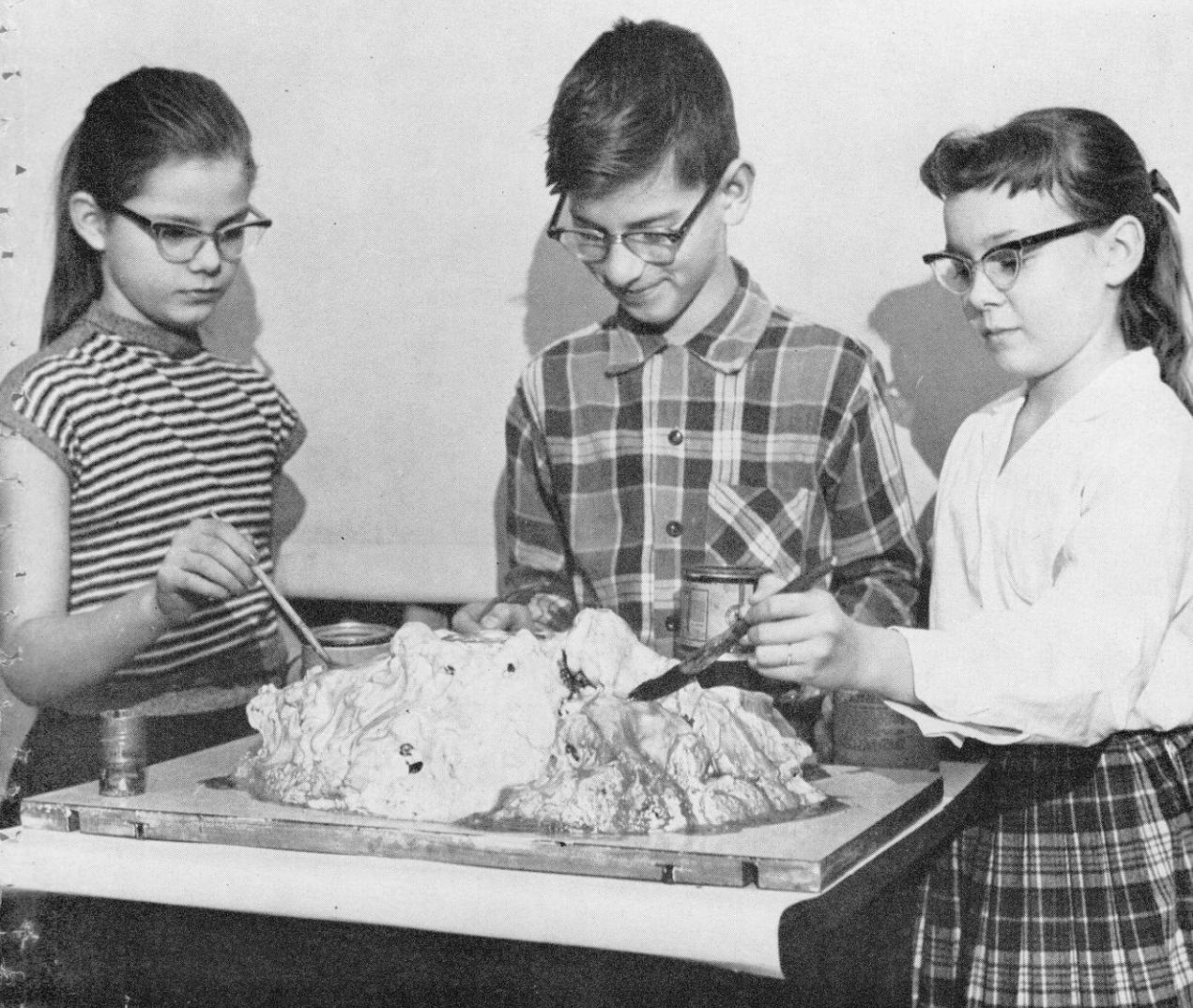
From book to potter's wheel

A how-to-do-it book from the library is a useful tool in the workshop at home or at school.

WORKING TOGETHER

"It works!"

Did you ever make a volcano? A fifth grade class is making one with the help of reference material from the library. And it works!





"What kind is he?"

When live snakes and turtles are brought to school, everyone goes to the library to learn more about them.

WORKING TOGETHER

"I can play it!!"

With materials from the art room, motivation from the music class, and information from the library, pupils sometimes make their own musical instruments.





Modern Wright brothers

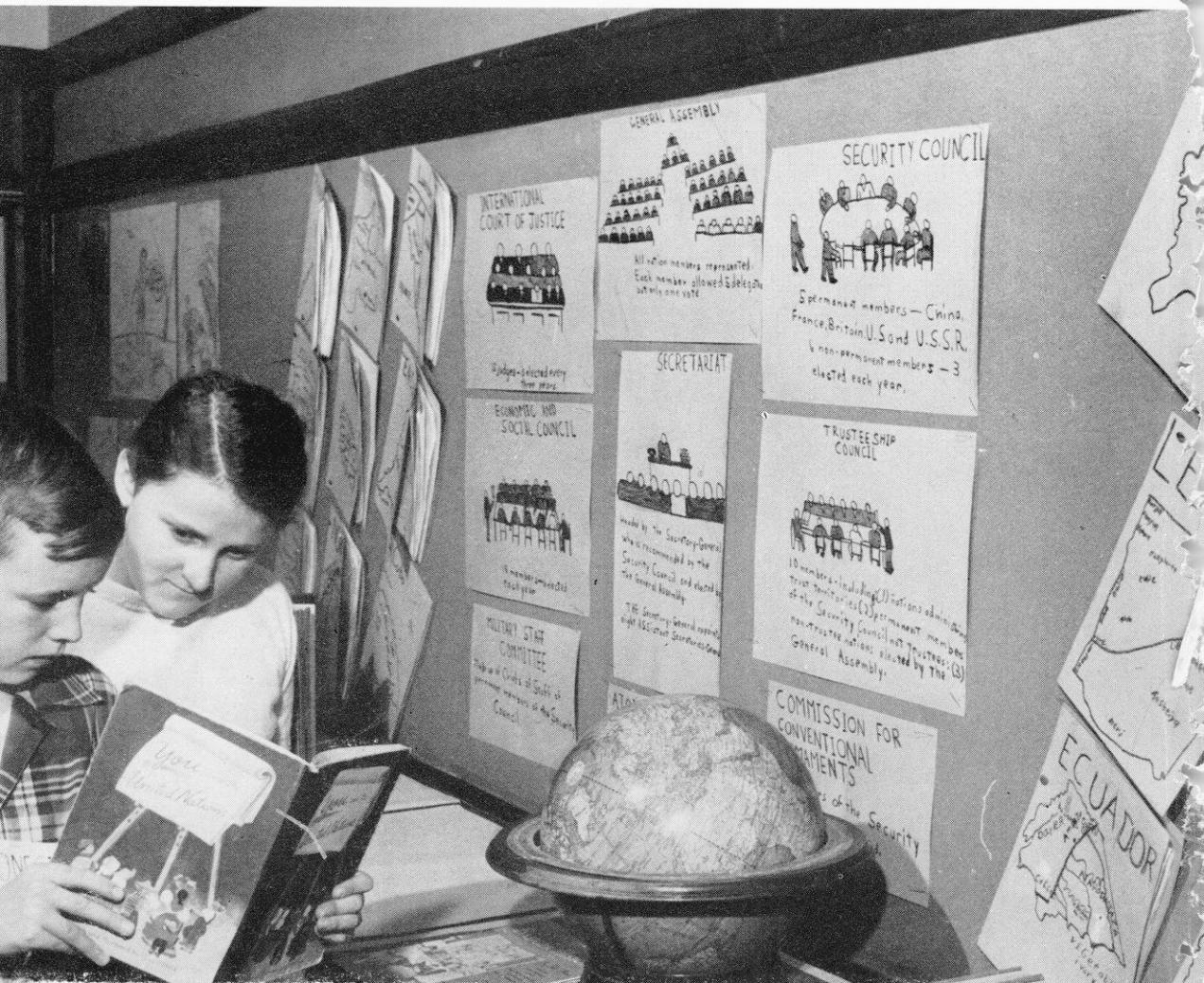
It takes a lot of research to learn to make a plane.

WORKING TOGETHER

Here come the answers

A fifth grade class returns to the homeroom with materials from the library to use with a unit of work.





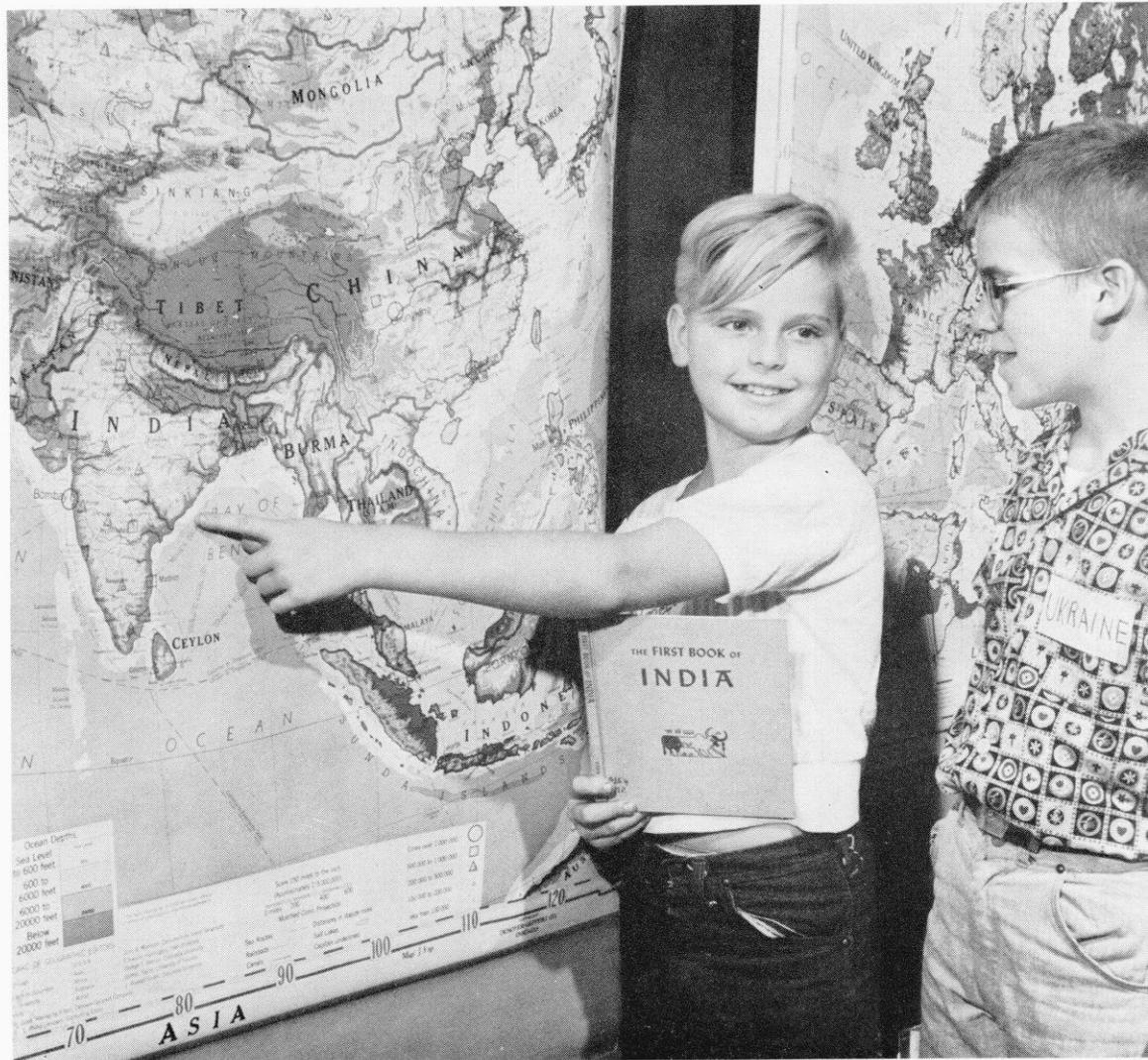
"Getting to know you"

Learning about others is one step toward world understanding.

WORKING TOGETHER

"The great grey green greasy Lim-Po-Po River"

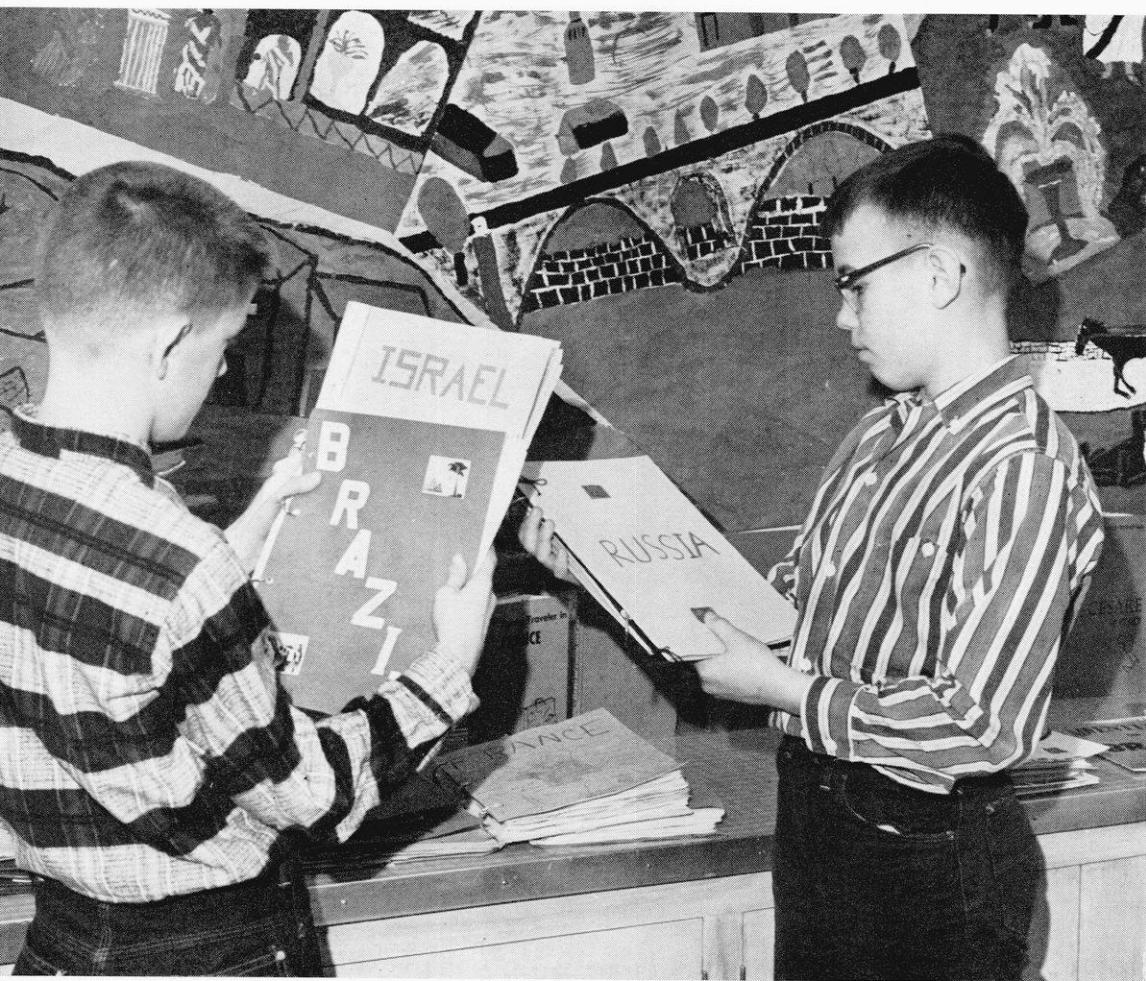
In the study of India, children's insatiable curiosity leads them to the land of the elephant's child.



WORKING TOGETHER

It's a small world

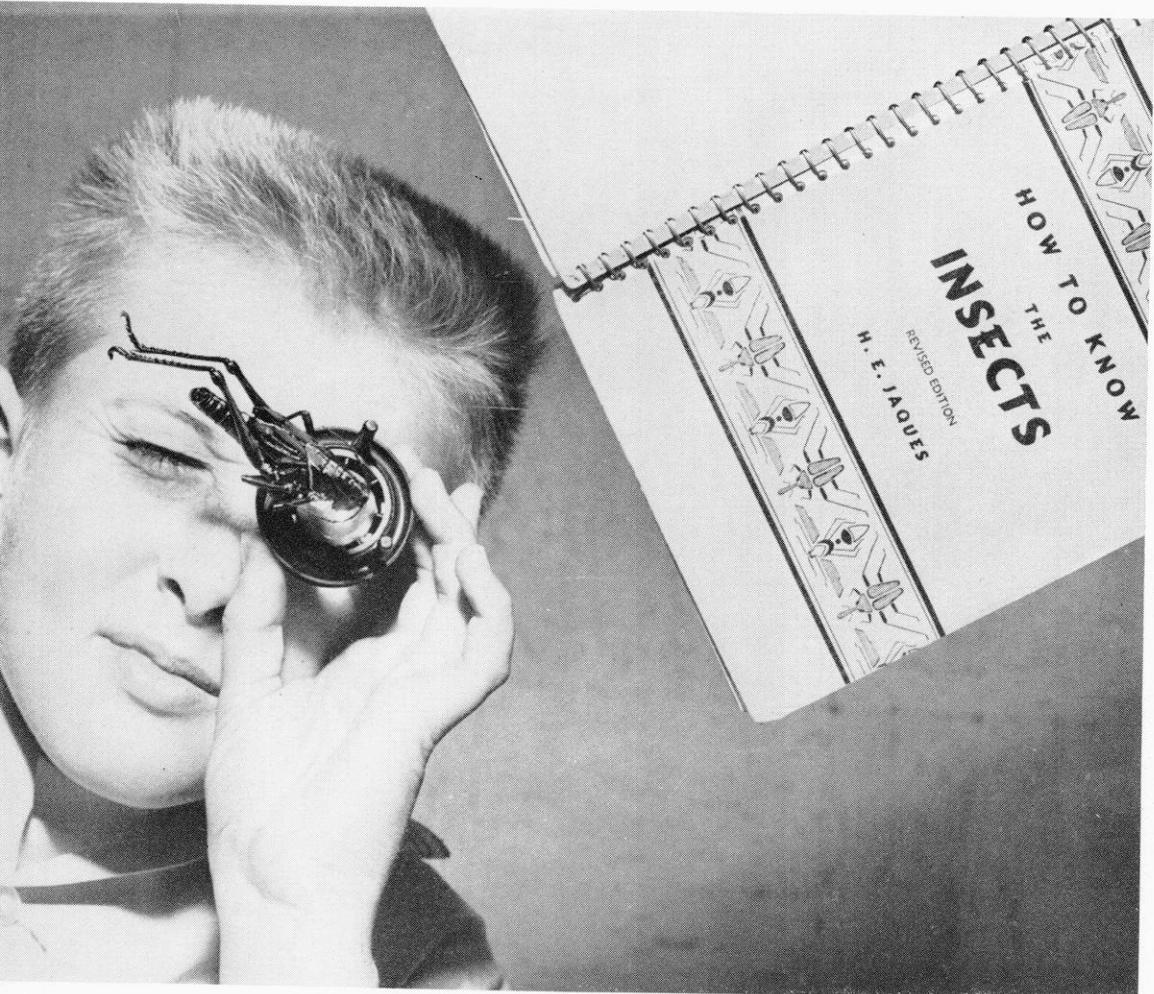
Boys and girls spend many extra hours in the school library gathering information on countries of the world. They also write letters to foreign embassies in the United States.





Who runs our government?

Ninth grade pupils search for information on civic problems in a variety of sources.



Using the scientific method

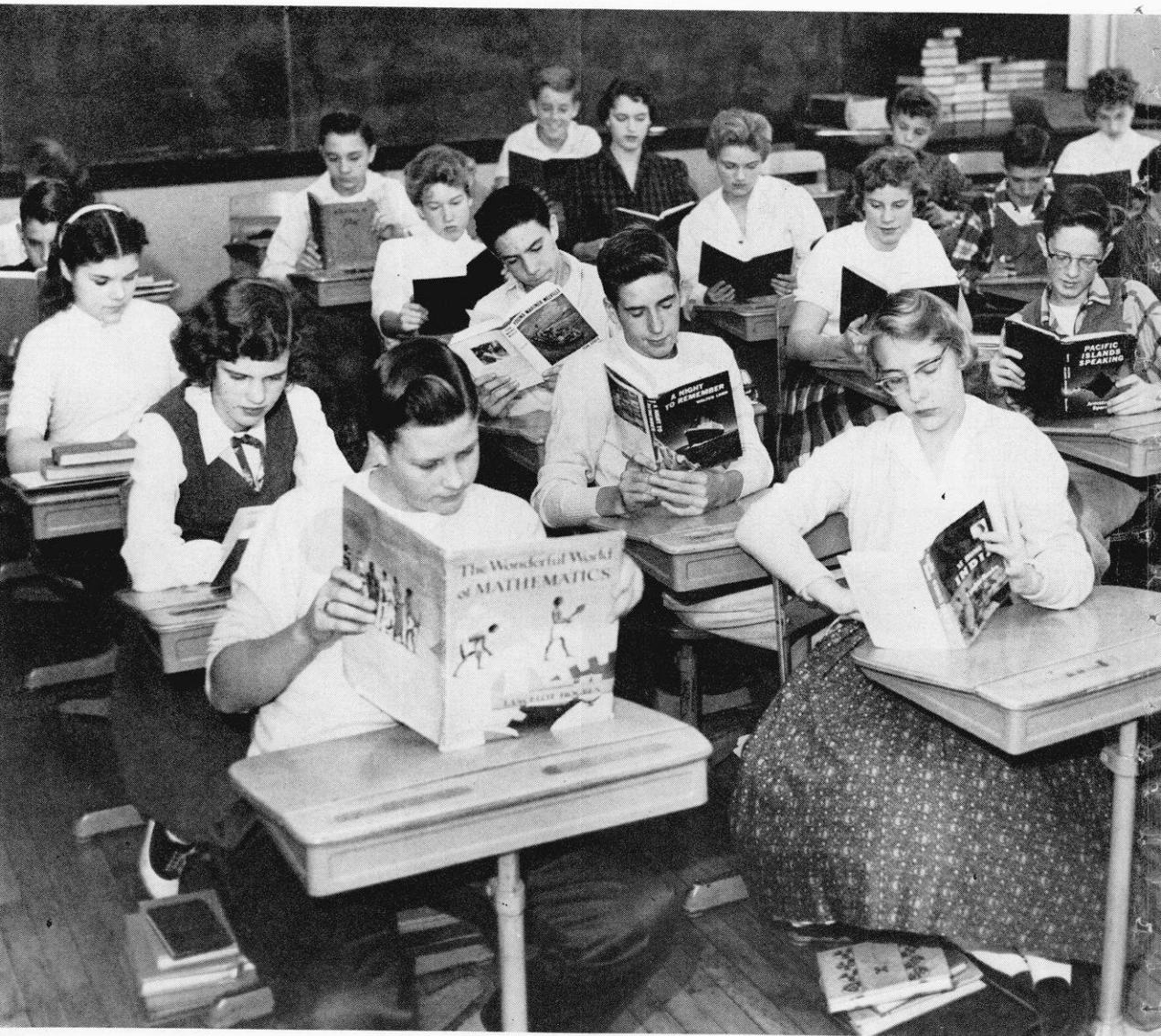
What is learned in books is verified through the microscope.

WORKING TOGETHER

Baby-sitters class

This group of junior high pupils learn to evaluate, properly choose, and use children's books. A good baby-sitter must know many.





"Reading maketh a full man"

A ninth grade English class just back from the library with books to challenge their reading abilities.

Wider Reading—A Wider Perspective

Authentic, up-to-date information that a pupil finds in the library helps to develop his intellectual interests.

Summer reading program

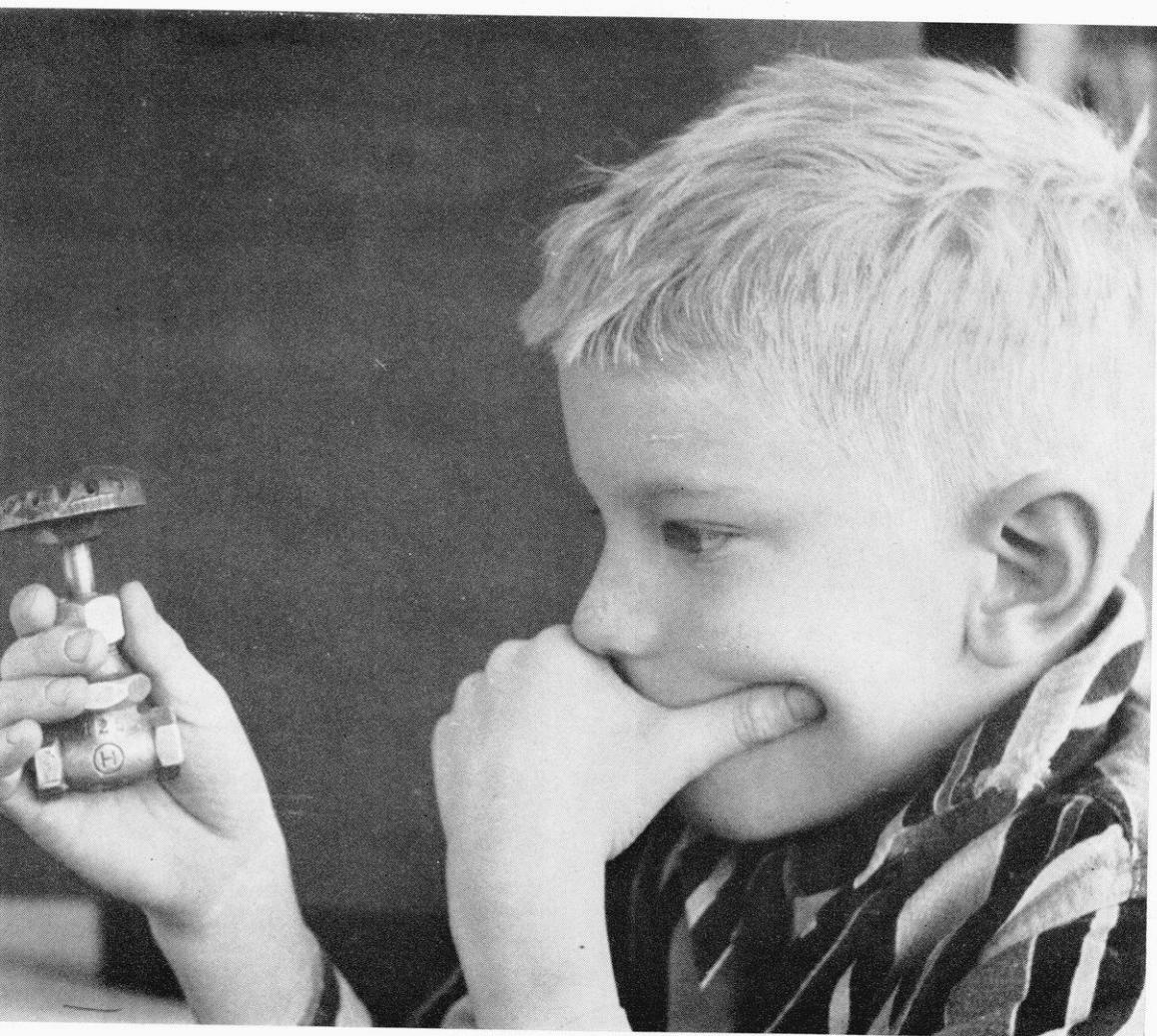
Reading to each other is a good way to become good readers.



WIDER READING

"Got anything on faucets?"

This budding scientist is learning early that the library is the place to go for help and encouragement in finding what he wants to know.





"Here's something"

Easy books in science carry simple diagrams, descriptions, and pictures.



Exploring Wisconsin

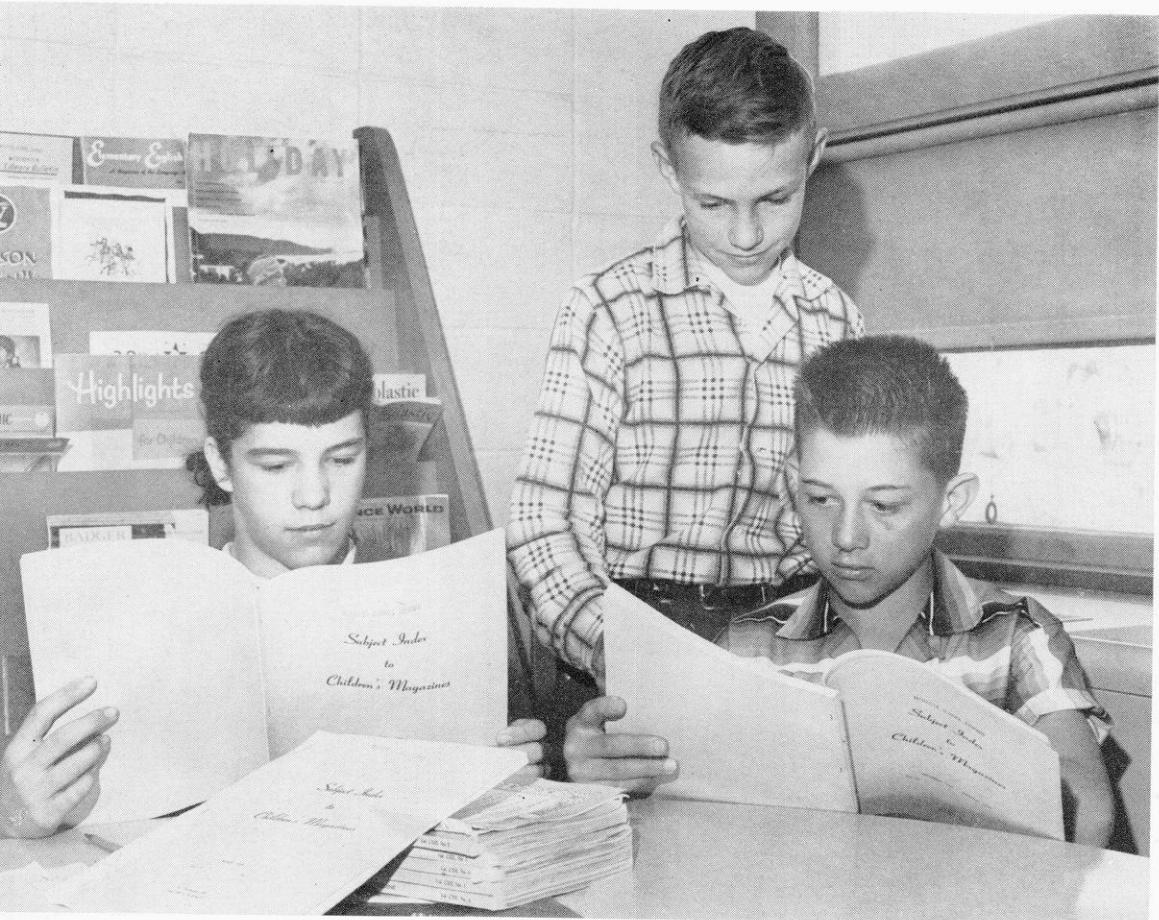
In the study of Wisconsin, fifth grade groups find the library helpful with its bulletins, maps, pictures, and books.

WIDER READING

The Library Club goes "on record"

When members of the Library Club turn their efforts to playwriting they find that the school library is their best source of knowledge.





Not a stone can be left unturned

Children begin to learn the value of reference tools when they comb the *Subject Index to Children's Magazines* for vivid, up-to-the-minute information on a particular subject.

WIDER READING

Editorial policies differ

A discriminating magazine reader learns to make his choice by style of writing, audience appeal, and comparative values.



Everything up-to-date

For information too new to be found in books, pupils turn to the latest magazines and pamphlets.





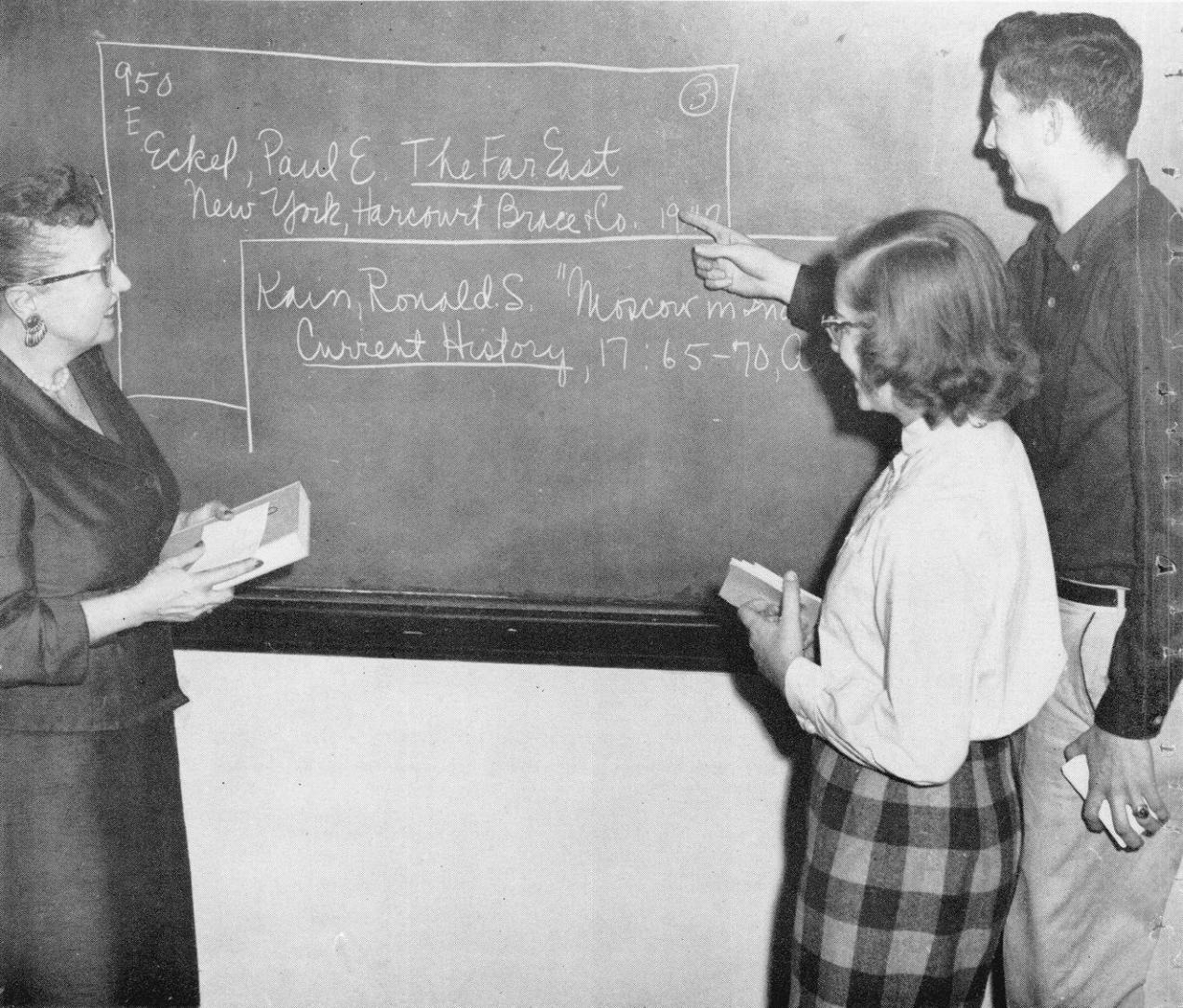
A research class in POD

High school seniors use the resources of the library—the pamphlet file, encyclopedias, reference books—in their study of problems of American democracy.

WIDER READING

References must be complete

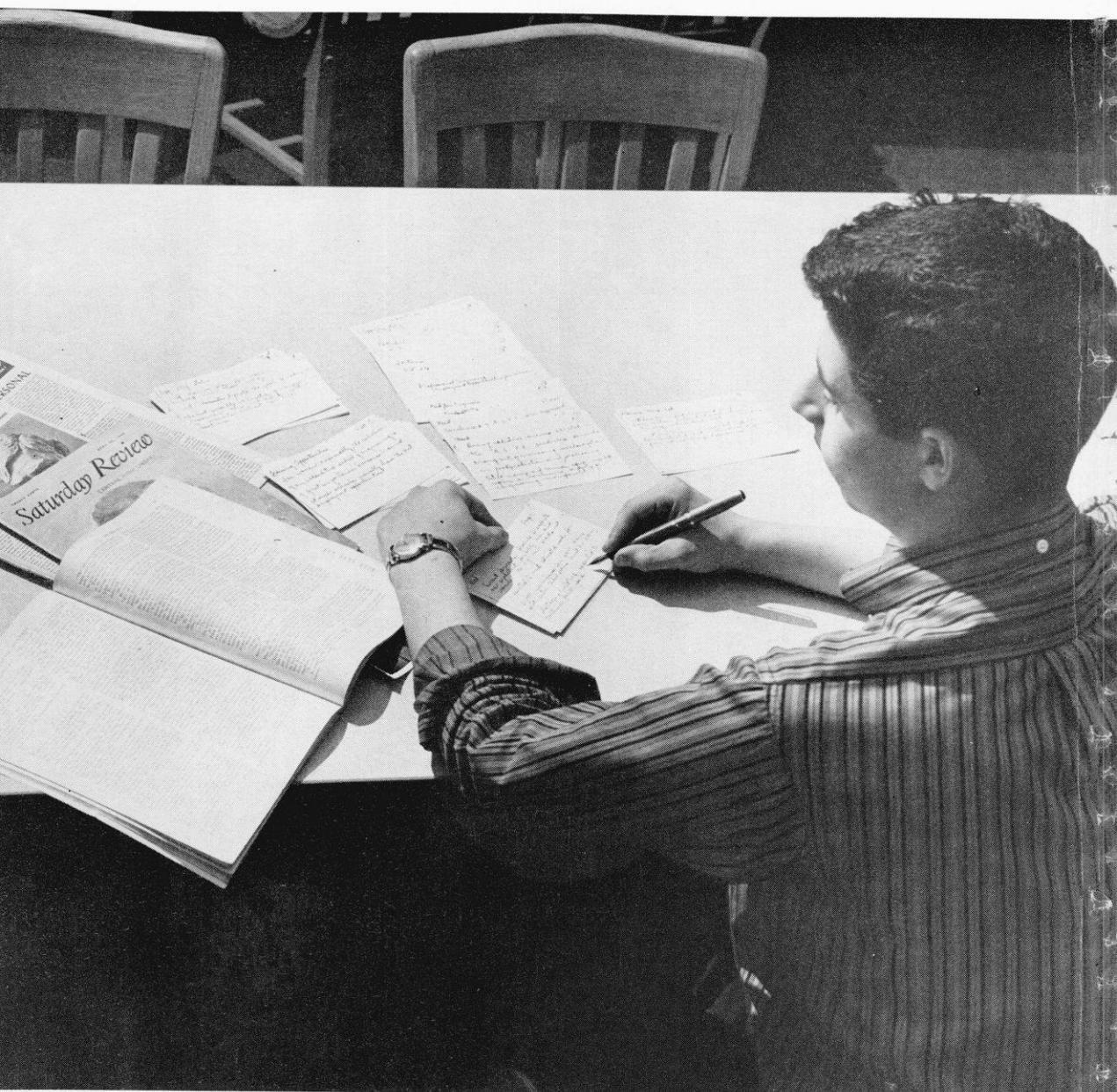
Senior students in English learn the correct form for keeping references and for organizing their notes.





What do the critics say?

Students become familiar with *The Reader's Guide to Periodical Literature* and *The Book Review Digest* to locate book reviews and criticisms of books they read.



Culling the criticisms

Getting the core of literary criticism is followed by careful note taking before ideas are presented in class.

College bound

When high school students have enlarged their own horizons in the library and have gained experience in methods of research, there comes the oral report in which they share their findings, their reactions, and their enthusiasms with their classmates.





Preparing news reports for speech

The Reader's Guide to Periodical Literature is helpful when students use periodicals to obtain different points of view on current questions.

WIDER READING

In the shelter of the stacks

Students use the library to find suitable material for group pantomimes and monologues, and then try out a possible situation in the shelter of the library stacks.





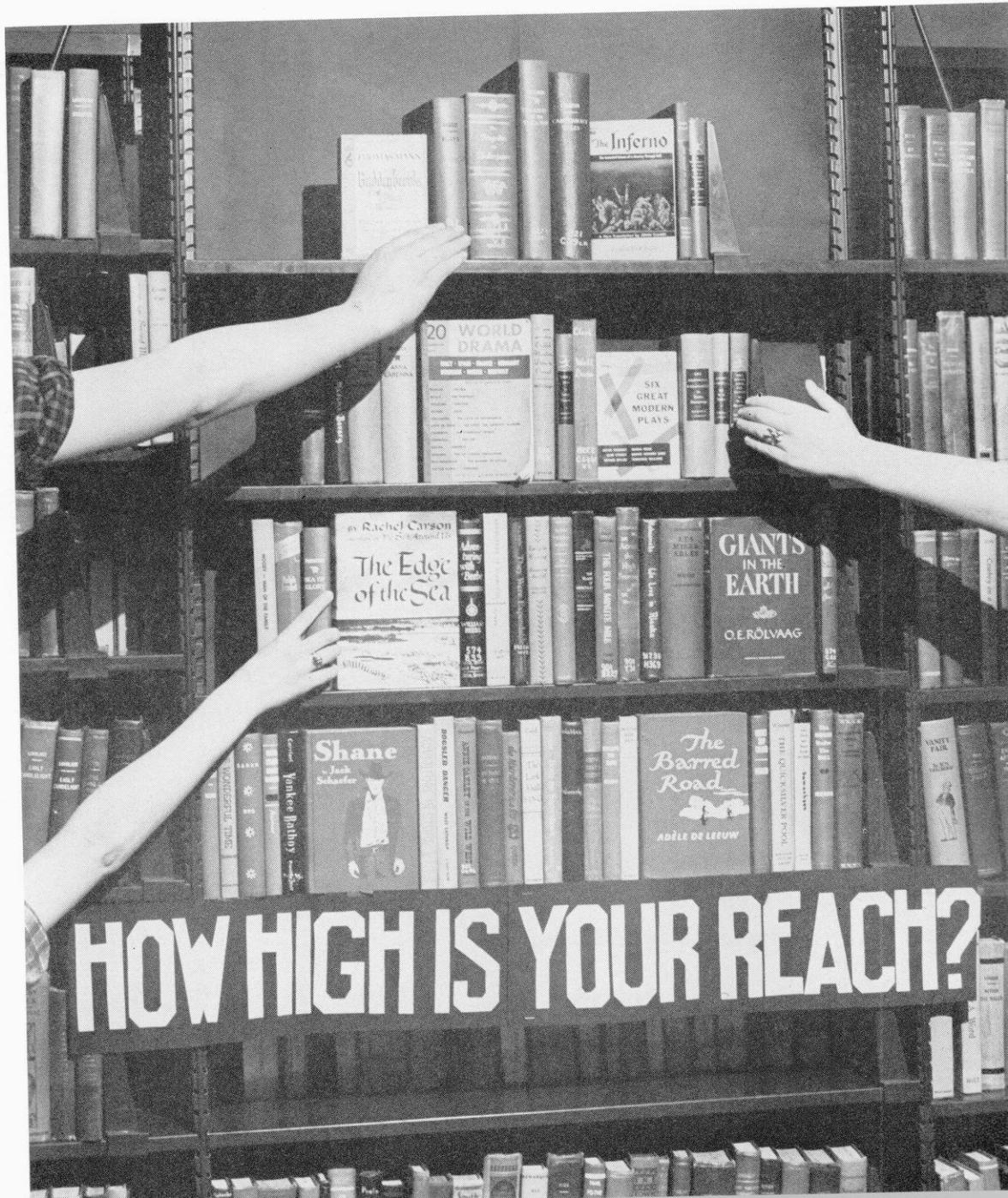
Looking toward the future

Facts and statistics gleaned from occupational books, pamphlets, and magazines help the student decide on a possible career.

WIDER READING

How high is your reach?

"You who read are the final judge of the value to you of the book you are reading."



Home and Summer Reading

Taking books home is a joy made possible by a large circulating collection in the library.



Before books go home

A part of each period in the library is used to choose books for home reading.

The love of books starts early

A dad and mother who have always loved books share their enthusiasm with a first baby.



HOME AND SUMMER READING

Mother takes a book

The parents' library corner is a good place to get books on child guidance and to exchange ideas with others.





"What time does the library open?"

The first day of the summer library program finds many eager patrons waiting for the doors to open.

HOME AND SUMMER READING

Dad wants to know how I'm doing

Parents are interested in the summer reading improvement program.



Helping in the Library

When pupils share library responsibilities they gain a new regard for books.

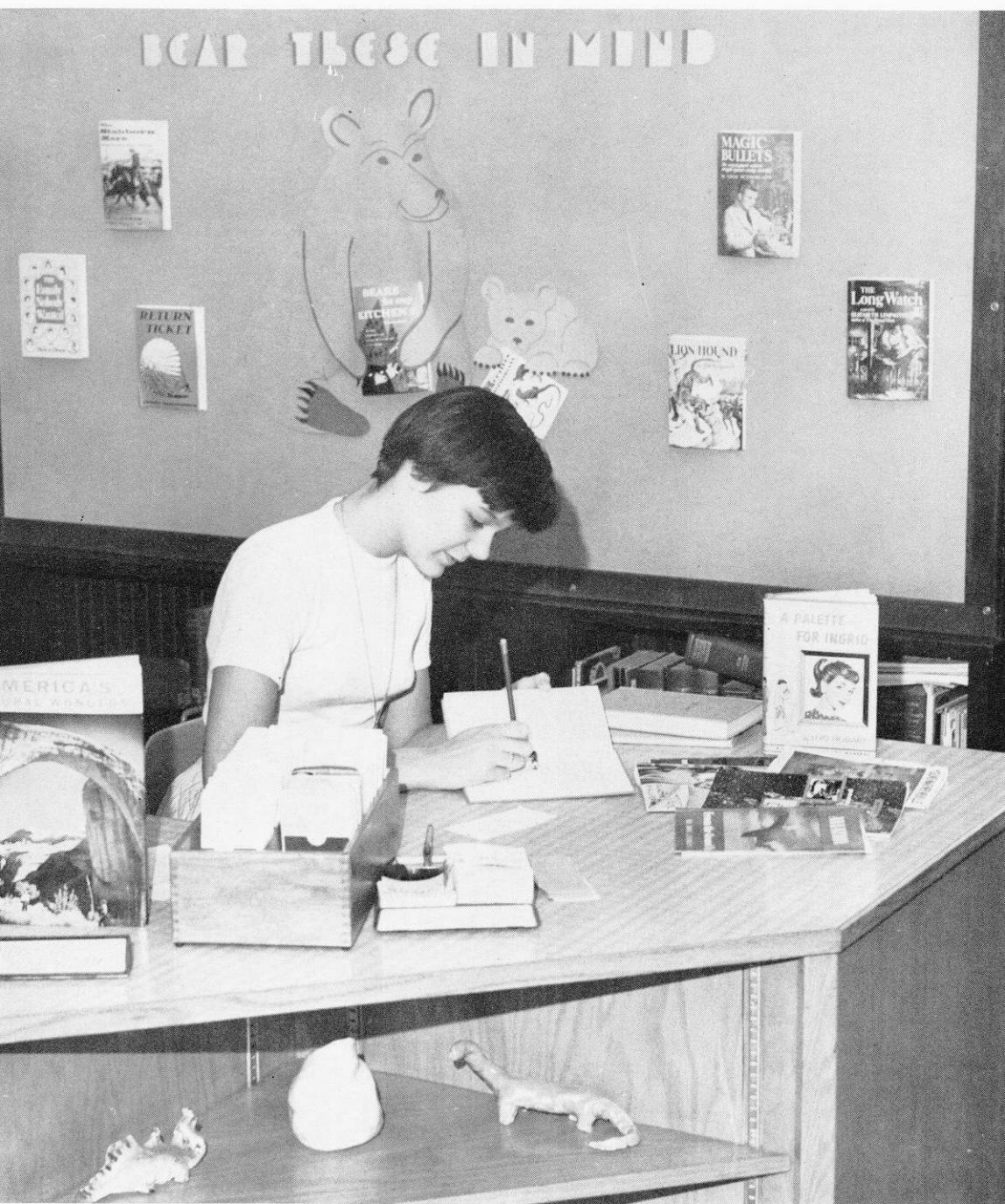


King for a day

It's a proud moment when a fifth grader turns librarian.

Checking out point

One part of the junior high service program is serving as a library monitor, checking books in and out.





Talking over responsibilities

Occasionally the Library Club meets for noon luncheon to talk things over and to plan together.

Behind the Scenes

Servicing school libraries is a cooperative task.



Just arrived

New books are checked against the bills as they arrive.

BEHIND THE SCENES

Many hands and many minds

Librarians and teachers put in long hours selecting and evaluating books.



"They make it tick"

A central office staff classifies, catalogs, labels, and pockets new books before they are sent to school libraries.





On the way out

Loading new books and delivering them to school libraries is the triumphant finish of work behind the scenes.



New books!

It will always be an exciting time when new books arrive.

History of Madison Public School Libraries

They were meager—those first collections of books in classrooms. Both librarians and school administrators, however, observed the successful operation of children's libraries and recognized that education through a wide range of books is essential for boys and girls. The conviction grew that libraries could be powerful educational tools. As early as 1882 Superintendent Samuel Shaw discussed the problem of making the city library available to the children in the public schools. He reported on the cooperation of the city librarian and a committee of teachers. The following year he expressed appreciation of the library service given, but said that the city library could not do everything for the schools. "There is a felt want in our schools," he said, "which it cannot as yet, if it can ever, fully meet."

Ten years later in his annual report for 1892, Superintendent R. B. Dudgeon stressed the importance of encouraging the reading habit by furnishing good reading materials for the schools. "I would not recommend a large appropriation," he wrote, "but would recommend that a few books be purchased each year for each school building. These books should be supplemental to the regular text books, and such as will inspire pupils to individual research in connection with the study of literature, geography, history, and elementary science."

After another ten years, Superintendent Dudgeon again reported on the library service in 1902-03, by quoting in full the report of the city librarian, Miss Julia A. Hopkins. She told about the establishment of a children's room in the city library, the school visitation program of the children's librarian, and the establishment of reserve shelves of books in the library reading room for high school classes.

First School Library

Limited though this service was, it was a sound beginning. By 1911-12 a library was formally organized for reference work in the Madison high school (now Central high school). During the summer of 1912, stations for the circulation of children's books were set up at Longfellow and Hawthorne schools. For several years the library sent duplicate collections of books to schools for circulation. In her annual report for 1915, Miss Mary A. Smith, librarian of the Madison Free Library, discussed at length the work with children.

"We give first place in this report to this work with children," she wrote, "because we believe it one of the most fundamental parts of a modern library's work. If a community wishes a citizenship that enjoys and knows how to use books, it must furnish books to children, and people to guide the children." Her report went on to show that in 1910 the children of Grades 1-5 read 9,101 books, whereas in 1915 they read 20,848 books. "The school teaches the child the art of reading," she said further. "The library places within easy reach that which enables him to perfect the art."

Superintendent Dudgeon's endorsement of the work of the public library in the schools was stated in his annual report for 1914-15, as follows:

"... We heartily agree with Miss Smith (the city librarian) that if a community wishes a citizenship that enjoys and knows how to use books, it must furnish books to children and supervise their reading in such a way as to create a liking for books and a taste for the best."

As has been mentioned, it was due chiefly to the vision of library service held by Miss Mary A. Smith that a reference library had been set up in the Madison high school, under the supervision of a professional librarian in 1912. One of the public library staff members was assigned to serve the school, and a small collection of about 600 books was provided by the library. The school supplied the room and furnishings. The next year the size of the collection was more than doubled.

The success of the high school library was immediate. In 1915, after three years of operation, the city librarian acknowledged that the high school library was the best known feature of the Madison Free Library. Educational leaders, eager to establish similar service, came from near and far to observe it. Shortly thereafter it was necessary to enlarge the room and the seating capacity, and to employ a second librarian to serve the school.

More School Libraries

Within the city other libraries were set up for reference service to schools: a junior high school library at Randall school in 1921; a well-equipped and staffed library in the newly opened East high school in 1922. In 1930 West high school opened with a large room functionally designed to accommodate both junior and senior high collections, and a separate junior high school collection was organized at Madison's first high school, now called Central high school. In 1932 an excellent library was provided in the new addition to East high school, and the old library quarters were converted into a junior high school library.

The year 1925 saw the emergence of the centralized elementary school library. It had been previously observed that the value of the school libraries depended upon the provision of suitable quarters within the school, the work and ability of the school librarian, and the encouragement of the classroom teachers in the use of library materials by their pupils. Classroom libraries were abandoned in favor of centralized collections to meet the increasing demands for materials and services. As they were established, the school libraries became integral parts of the school. A program developed which gives to every child in every school access to and encouragement in the use of the best materials for his class work and enrichment and inspiration for his personal life.

Unique Service

By 1935 there were libraries in 17 of the 19 schools, and 13 school librarians were dividing their time among these schools. In his annual report for the year 1934-35, Supt. R. W. Bardwell commented that:

"Madison is unique among American cities in the extent and the quality of the library training and service which are available to its children in the public schools."

As additions to existing buildings or new schools were built to provide for the growing pupil population of the city, the public library tried to provide full or part-time service and collections of books. New buildings included attractive library rooms. The libraries at Lapham, Marquette, and Washington schools, which opened in 1940, still remain functional and beautiful today.

A few school libraries served the children during the day, but operated as adult public library branches in the evening hours. Emerson, Lowell, and Longfellow were conducted in that manner. By 1952, 21 members of the public library staff were devoting full time to the work in the school libraries.

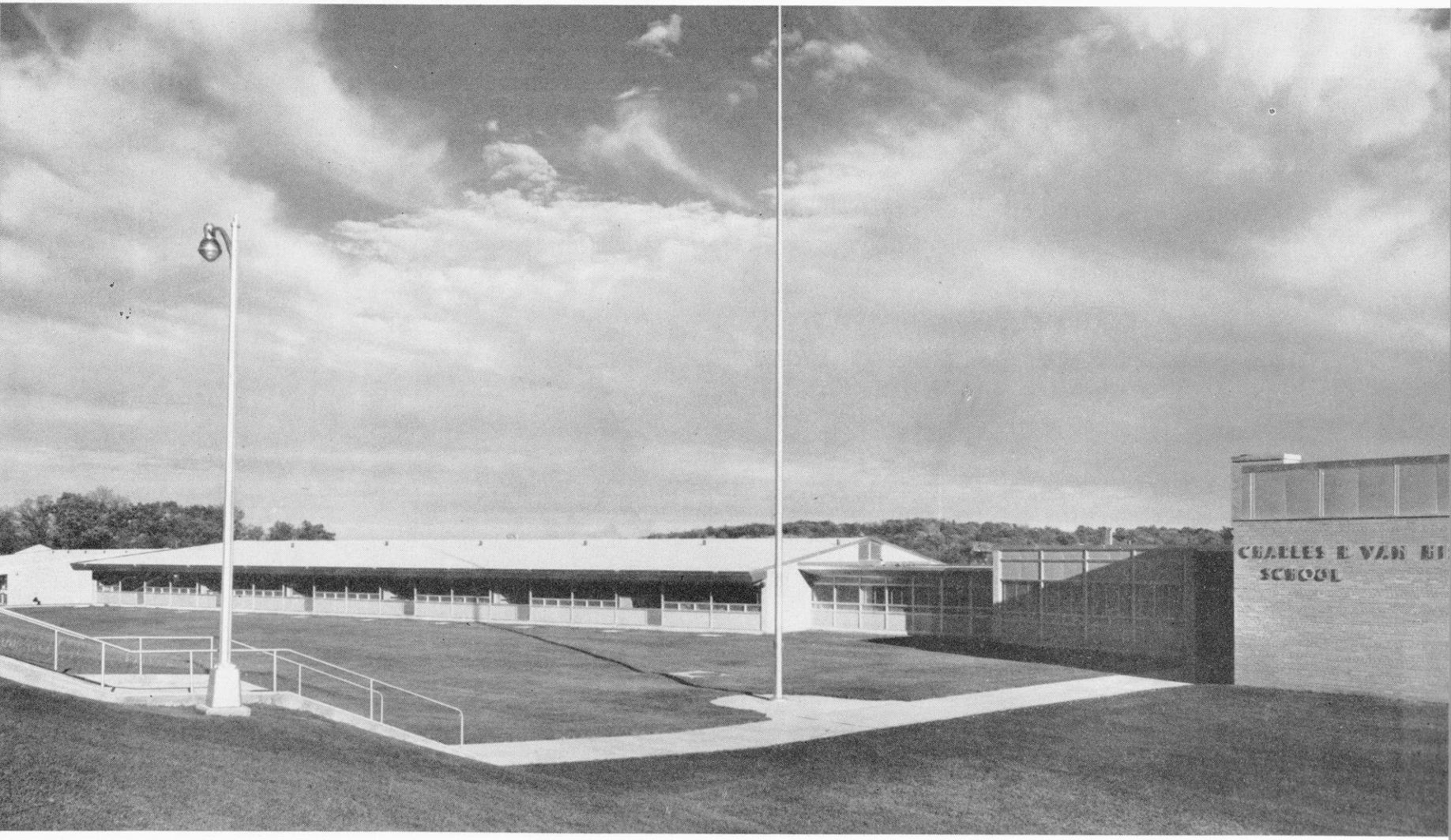
Since 1951, libraries have been an accepted part of the structure of each new school. Midvale, Herbert Schenk, Cherokee Heights, Hoyt, and Van Hise all are equipped with library facilities. Similarly, schools that have been added to the city public school system from annexed areas, Sherman, Mendota, and Sunnyside, also are provided with central libraries.

School Board and Libraries

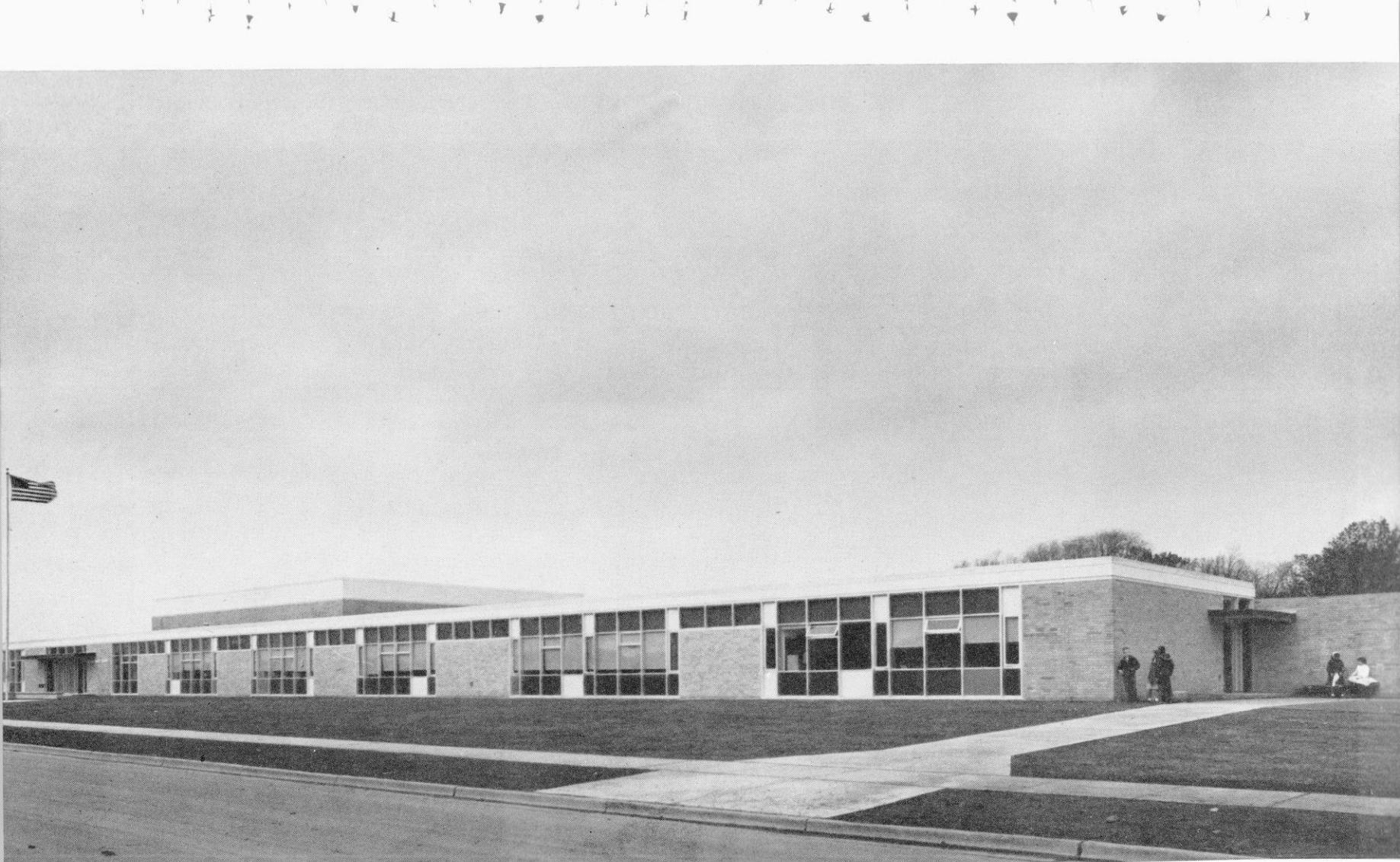
At the end of 1952 a major administrative change occurred. Following an official survey of the resources and services of the Madison Free Library, the Board of Education and the City Council approved the transfer of the control of the school libraries from the public library to the Board of Education. Such a policy had long been advocated by the superintendent of schools. Temporary quarters for the school library supervisor and her office staff were found at Sherman school. The centralized processing of materials and the direction of operations were carried on there until the summer of 1956, when space was made for the library department in the more conveniently located Board of Education building.

The usefulness of library facilities can be seen in reports of book circulation. In 1910 official reports showed a circulation of 9,101 books for use by 2,165 pupils in Grades 1-5. In 1957 our young people, 15,823 in number, made use of 583,861 books. Johnny and Jane can and do read!

The excellent library service in the schools, aided by the provision of materials efficiently and economically processed by the central office, has given the Madison public school system national recognition for its library work with children.



Charles R. Van Hise elementary school on the University East Hill farm site



Orchard Ridge elementary school in Orchard Ridge



Spring Harbor elementary school just west of Spring Harbor Park

FOR THE RECORD

School Plans

School plans and probable completion dates follow:

September, 1959

- Orchard Ridge addition, 10 elementary classrooms;
- Van Hise junior high wing, approximately 20 homerooms plus special purpose rooms;
- Odana Road site school, 7 elementary classrooms, 2 kindergartens, 1 all-purpose room;
- Jacobson site school, 14 elementary classrooms, 2 kindergartens, 1 all-purpose room.

School Bond Referendum

At the meeting January 7, 1957, the Board voted to request of the City Council a school bond referendum of \$3,833,000 in the spring election to continue the school construction program. On February 14 the City Council adopted the resolution regarding the referendum vote on the bond issue.

It was estimated that this amount would provide classrooms for approximately 3,900 pupils through the school year 1960-61, contingent on changes in building costs and annexations. Funds remaining from the 1955 bond issue would not cover the costs for the additions to Herbert Schenk and Sherman schools and the new Orchard Ridge school. All three were scheduled for completion not later than September, 1958.

Following voters' approval of the school bond issue by nearly 5-to-1 in the spring election, the Board expressed appreciation to voters for their support and to the PTA, newspapers, radio and television stations, and the committee on political education of the Madison Federation of Labor for their work and support during the campaign.

Sale of School Bonds

At the meeting August 13, 1956, the secretary reported the sale of \$1,200,000 school bonds at an interest rate of 2.40 per cent with a premium paid to the city of \$4,201. At the meeting June 15, 1958, he reported the sale of \$2,300,000 school bonds.

School Sites

At the meeting August 13, 1956, the Board of Education re-affirmed its decision to retain as a school site the Richmond Hill property in South Madison.

Waunona Way

At the meeting September 5, 1956, the Board voted to recommend to the Mayor and City Council the purchase of six additional lots to increase the size

of the Waunona Way site. The Board voted for direct payment for these lots from the bond account at the meeting January 21, 1957.

The total purchase price including the original site and the six additional lots, plus special assessments, fees, and taxes, was \$18,707.23. The total Waunona Way site is approximately 5 acres.

Mendota School Lot

At the Board meeting October 1, 1956, the real estate committee reported that the Common Council had approved the purchase of a lot adjacent to Mendota school from the Brentwood building corporation for \$1,700, the sum to be taken from the school bond account. The lot faces School Road immediately south of the existing site.

Jacobson Site

Steps toward the purchase of the Jacobson property in the vicinity of East Washington and Lexington Avenues were begun September 17, 1956, with the approval of the action of the real estate committee in securing an appraisal.

Negotiation for the purchase of approximately 5.6 acres from Mr. Adolph H. Jacobson, and 3.5 acres from Mrs. Harold A. Sylvester and Mrs. Howard W. Brown were carried on and the purchases completed by December 31, 1957. The total cost for approximately 9 acres was \$52,950.

Odana Road Site

The Board of Education through its real estate committee began negotiations for the purchase of approximately 13 acres of the Gilbert farm for a school site, according to the minutes June 17, 1957. The tentative price was \$3,000 per acre.

After securing an option, a survey of the property, and a revised option, the Board voted to request the Mayor and Common Council to authorize its purchase with funds from the school bond account. By February 18, 1958, the purchase of approximately 13 acres was completed for \$39,000.

Rethke Property

Because of the purchase of the Jacobson site, the Board decided that the Rethke property would not be needed for school purposes. On November 18, 1957, the Board authorized the superintendent to discuss with city officials the possibility of disposing of the property and crediting its sale price to the school bond account.

On learning that the park department was interested in the property, the Board voted January 20, 1958, to request the Common Council to turn the property over to the park department and to credit the school bond account with any money for parts of the site sold publicly.

Pennsylvania Avenue Play Area

At the meeting May 20, 1957, the Board authorized the preparation of specifications for the continued improvement of the Pennsylvania Avenue area.

An evaluation of the potential use of the entire area including football fields, baseball diamonds, etc., drainage, and grade levels was to be included.

Plans to have approximately three acres of the property ready for the use of East high school as a playing area in the fall were approved by the Board at the meeting July 8, 1957.

Hoyt School

One of Madison's most beautiful schools is the one-story redwood and plum-valley stone building which harmonizes completely with the wooded area of Hoyt Park.

At the time of its opening September 10, 1956, Hoyt school had eight classrooms, a kindergarten, an all-purpose room, a small library or book repository, and the office. The first enrollment was 233 pupils.

The cornerstone of Hoyt school was laid Thursday, September 20, before an interested audience of families, parents, teachers, Board members, and city officials. Attending the dedication program Sunday afternoon, December 9, were parents, children, teachers, members of the Board of Education, the Mayor and City Council, the architects, and the contractors. Open house followed the program.

The building was named for the late Mr. Frank Hoyt, who with his wife gave the city part of the Hoyt Park area. Mr. William Roys, nephew of Mr. Hoyt, presented the school with a memorial plaque which was hung in the entrance foyer in December, 1957.

John J. Flad and Associates were architects.

The final cost of the school including fees and equipment was \$367,800.10.

Hoyt School Addition

At the time Hoyt school was planned, which was before the development of the area adjacent to the park, the belief existed that a one-section school would be sufficient for this area.

Following the 1957 census report, the Board took steps to provide an addition to the school for September, 1958.

The addition will have four classrooms at the level of the present unit, and four classrooms and the play area at the lower level toward Bluff Street. It will cost \$190,043, not including the furnishings. The total building budget for the addition is \$233,423.

Mendota School Additions

Mendota school's fourth addition, a classroom wing, was started in May, 1956, and fairly well completed at the opening of school September 10. Included in the new wing are two kindergartens, six classrooms, and a small library.

The fifth addition, completed by the second semester, 1957, consists of the gymnasium, shower and locker rooms, and office. Enrollment during the 1956-57 school year was 400 pupils.

Weiler and Strang were the architects.

The final cost of the fourth and fifth school additions including fees, grading, and equipment is \$352,500.

Van Hise School

The new elementary school on the University Farm site opened September 9, 1957, as scheduled. Since the school was built on former University property, the Board named it February 18, 1957, after one of the great University presidents, Charles R. Van Hise.

With a fifth-day enrollment of 532 pupils, the school started with a staff of 17 full-time and six part-time teachers, the principal, and the librarian.

Parents, teachers, city officials, Board members, architects, and builders attended the dedication program the evening of September 12. One of the speakers was Oscar Rennebohm, a University regent and former state governor.

The cornerstone was laid on a brisk morning, October 26, in the presence of members of the Board, school staff, and children.

The three-section school, which means three classrooms for each grade level, has 22 classrooms, including two kindergartens, music and art rooms, plus the library, all-purpose room, gymnasium, and office.

Like Madison's other new schools and additions, the school has blonde woodwork, natural-finish furniture, green chalkboards, asphalt tile floors, sound proof ceilings, and fluorescent lighting.

Light brick with porcelain enamel panels makes up the exterior of the building. Interior walls are colorful with paint applied directly on the cinder blocks.

Among the unusual features of the building are the reduced window area and the sloping roof lines which provide sloping ceilings in the classrooms. Corridors have "borrowed" light from windows along the top of classrooms.

Weiler and Strang were architects.

Total final contract figures, including site excavation and site work on a part of the 22.11 acres, amounted to \$922,656.40. Architect fees, other expenses, and equipment cost an additional \$136,312.35. The site cost \$60,802.50, making the total cost of the school \$1,119,771.25.

Van Hise Junior High Addition

At the meeting November 4, 1957, the Board voted to enter into a supplemental contract with Architects Weiler and Strang to plan a junior high addition to Van Hise school. The new addition will have approximately 20 home-rooms plus special purpose rooms.

Herbert Schenk Junior High Wing

Because of the continued growth of the Herbert Schenk school area, the Board decided to build a junior high school wing and entered into a contract with the architects in October, 1956.

The new wing contains a library for both elementary and junior high grades, special rooms for art, band and chorus, science, industrial arts, and home economics, gymnasium and lockers, and 20 classrooms.

Because of the increasing elementary school enrollment, six of the rooms were completed for the opening of school in the fall of 1957, and the remainder early in 1958.

The base bid for the junior high wing is \$619,926.47. The total building budget, including fees, furniture, and fixtures, is \$755,996.

The Board employed John J. Flad and Associates as architects. Law, Law, Potter, and Nystrom, who designed the first units, were unable, because of other commitments, to accept a contract for the junior high wing.

Sherman Junior High Wing

With the decision to build two junior high wings on the East Side, the Board entered into a second contract with architects in October, 1956, to plan an addition to Sherman school.

The new wing contains 22 classrooms, eight special purpose rooms for art, science, music, home economics and shop, and an all-purpose room in the area originally planned for this purpose near the library.

The total base bid of the junior high wing is \$568,330. The total building budget, including fees, furniture, and equipment, is \$688,630.

On August 20, 1956, the Board approved remodeling two rooms into classrooms in the old part of Sherman school to meet the needs of mounting enrollment. The total cost was \$20,330.19.

As at Cherokee Heights school, plans for starting junior high classes at Sherman and Schenk were seventh grade classes the first year, September, 1958, eighth grade the second year, and ninth grade the third year.

Siberz, Cuthbert, and Purcell, who designed the major portion of Sherman school, were architects for the new wing.

Orchard Ridge School

Increasing child population in the Orchard Ridge area instigated Board action October 4, 1956, for plans for the first unit of a new school. The school will eventually be a three-section elementary-junior high school.

The first one-section unit contains six classrooms, a kindergarten, an all-purpose room, a library, and administrative offices to be ready for school opening in September, 1958. The school faces Russett Road.

John J. Flad and Associates were the architects.

The base bid of the first wing is \$334,834. The total building budget, including fees, furniture, and fixtures, is \$411,091.

Continued growth in the area necessitated making plans for a 10 classroom addition before the first unit was completed. The addition will be added west of the original section.

Spring Harbor School

The 1957 child census indicated a sufficient school-age population in the Mohawk, Blackhawk, Indian Hills area to warrant the building of a school. The Spring Harbor site had been purchased by the Board some years earlier in anticipation of the need. This area is sometimes designated as Merrill Springs.

With the selection of the architects September 3, 1957, plans were begun for an elementary school to be ready, if possible, by the opening of school in September, 1958. Preliminary plans for the new school included nine classrooms, two kindergartens, an all-purpose room, locker room and shower facilities, and an office.

With the court decision in January, 1958, on the annexation of the 21st ward, the Board added four more classrooms to plans for Spring Harbor school at the meeting January 6.

On the sloping area of the school site is an Indian Bear Mound which will have historic interest for the pupils in the school.

Kaeser McLeod Architect Engineer Associates designed Spring Harbor school.

The base bid of Spring Harbor school is \$402,166. The total building budget, including fees, furniture, and fixtures, is \$509,938, which does not include the cost of the site, \$21,500.

Sunnyside School

Sunnyside school became part of the Madison school system July 26, 1956, the effective date of the annexation of the area. At the meeting August 13, the Board voted to request the City Council for \$40,000 to operate the school until January 1 and to make necessary improvements.

At a special meeting August 20 the Board made the following decisions:

To send pupils in Grades 7 and 8 to East junior high school in order to relieve crowding at Sunnyside school and to provide equal junior high school opportunities for these pupils in line with the policies of the Board;

To continue the lunch program;

To continue to provide bus transportation.

There would be 196 elementary children and 57 pupils in Grades 7 and 8.

Highlands-Mendota Beach School

On January 3, 1958, the court ruled the annexation of the 21st ward to the city of Madison valid. An appeal was still possible. On January 8 the Mayor requested the Board of Education to prepare a budget for the operation of Highlands-Mendota Beach school in the area on the same basis on which the school had been operating.

The Board requested \$100,137.44 of the City Council to complete the 1957-58 school year. The Board reserved the right to submit supplementary budgets if necessary.

The school had approximately 475 pupils and a teaching staff of 25.

Odana Road Site School

The Board named Jack W. Klund architect for the Odana Road site elementary school at the meeting June 2, 1958. The first unit of this school will have two kindergartens, 7 classrooms, and an all-purpose room.

Jacobson Site School

Architects Law, Law, Potter, and Nystrom were named at the Board meeting February 17, 1958, to make plans for an elementary school on the Jacobson site. The building will have 14 classrooms, two kindergartens, and special purpose rooms.

Cherokee Heights School Bond Account

At the meeting September 3, 1957, the Board approved final payments on Cherokee Heights school. The final cost, including fees, furniture, and fixtures, was \$1,250,107.54. This does not include the cost of the site purchased in 1947 for \$15,000.

Siberz, Purcell, and Cuthbert were the architects.

Franklin Bond Account

At the meeting August 13, 1956, the final report on the Franklin school addition was presented to the Board. The total budgeted for the building was \$191,922 and the total paid for the addition, furnishings, and improvements in the old building was \$187,765.94.

Van Hise School Boundaries

By action of the Board of Education May 20, 1957, Van Hise school boundaries were established as follows:

That portion of the Midvale district north of Mineral Point Road and west of Midvale Boulevard; the area south of Mineral Point Road and northwest of Segoe Road;

Optional territory for either Midvale or Van Hise as long as space is available is the area bounded by Midvale Boulevard, Hillcrest Drive, South Owen Drive, and Mineral Point Road.

Action by the Board June 6, 1955, had set the eastern boundary along Owen Parkway, Palomino Road, and Hill Street and the northern boundary along University Avenue.

New Central High Boundaries

As set by the Board at its meeting May 6, 1957, East and West high school areas are optional districts for Central high school with particular emphasis on the trade school training and vocational opportunities available there. Athletic and other eligibility are on the same basis as in other optional territory. That is, once a choice has been made, transfer may be by special permit only.

Orchard Ridge, Spring Harbor, Dudgeon Areas

At the meeting April 7, 1958, the Board approved the following changes in school boundaries for September, 1958:

Orchard Ridge: areas west of the beltline and north of Nakoma Road;

Spring Harbor: Blackhawk, Mohawk, Indian Hills areas and former Highlands-Mendota Beach area north of University Avenue extended:

Dudgeon: former optional territory between Midvale and Dudgeon schools which is bounded by the Mineral Point Road, Toepfer Avenue, Glenway Street, and the Illinois Central tracks; former Cherokee Heights elementary pupils living west of Hilltop Drive and south of Segoe Road;

Dudgeon or Nakoma: former Cherokee Heights elementary pupils living south of Nakoma Road and west and south of the beltline.

New Randall-Hoyt Boundary

By action of the Board April 21, 1958, that portion of Randall school district north of Regent Street between Farley and Highland Avenues is optional territory for either Hoyt or Randall schools.

Van Hise Walkway

At the meeting February 3, 1958, the Board re-affirmed its approval for a concrete walk over the Arnold drain to Van Hise school, as stated in a letter from the superintendent to the city clerk June 21, 1957.

The Board also voted to request the city to construct sidewalks over the public walk easements prior to the opening of school in September, 1958, as follows: from Kewaunee Court to the school site; from the south end of Langlade Lane to Lafayette Drive to Waukesha Street; and the walkway from Bayfield to Waupaca Court to Waukesha Street.

Spring Harbor Sidewalks, Crossing

According to a report to the Board, January 6, 1958, minimum sidewalk requirements for the Spring Harbor site school will be as follows: from the intersection of Tomahawk and Flambeau along Highway 12 and 14 or through the adjacent park to the school site; and from the intersection of Minoqua and Spring Court along the south side of Lake Mendota Drive to the school site.

At the same meeting the Board voted to request the city to proceed with construction of the proposed non-grade crossing of Highway 12 and 14 from the Blackhawk-Mohawk area to the school site.

Sidewalk, Verona Road and Beltline

At the meeting January 6, 1958, the Board voted to request the Mayor and Common Council to provide a sidewalk parallel to the Verona Road at its intersection with the beltline to aid children in crossing when going to and coming from Nakoma and Cherokee Heights schools.

This sidewalk is to be constructed during the summer of 1958.

School Bus Transportation

Following is the transportation program for the past biennium:

For the School Year 1956-57

East side children from Truax Field, Washington Heights, Oak Park Trailer Camp, Superior Street, Sherman Terrace, Mendota, and Sunnyside to Lapham, Lincoln, Lowell, Mendota, Sunnyside, and East high; Mendota (grades 7,8,9,) to East junior high; 11 busses per day, double shuttle in some instances for serving two areas.

West side children from Blackhawk Park, Mohawk Park, Indian Hills, Orchard Ridge, west of Hilltop Drive, University Park, Sunset Village, East Hill Trailer Camp, and Marlborough Heights to Dudgeon, Nakoma, and Cherokee; 9 busses per day, double shuttle in some instances for serving two areas.

South side children from Waunona Way to Franklin and West high; 2 busses and one station wagon per day.

Handicapped children; 3 busses, 7 cabs, and 3 limousines per day.

For the School Year 1957-58

East side children from Truax Field, Superior Street, Washington Heights, Oak Park Trailer Camp, Sherman Terrace, Sunnyside, and Mendota to Lapham, Lincoln, Lowell, Mendota, Sunnyside, and East high; Mendota (grades 7, 8, 9) to East junior high; 11 busses per day, double shuttle in some instances for serving two areas.

West side children from Blackhawk Park, Mohawk Park, Indian Hills, Orchard Ridge, west of Hilltop Drive, and Marlborough Heights to Dudgeon, Van Hise, Nakoma, and Cherokee; 7 busses per day, double shuttle in some instances for serving two areas.

South side children from Waunona Way to Franklin and West high; 2 busses per day.

Handicapped children; 4 busses, 7 cabs, and 3 limousines per day.

Changes on the Board

Prof. Arthur W. Mansfield

Prof. Arthur W. Mansfield became a member of the Board of Education in July 1957, following his election in April. Besides teaching physical education at the University of Wisconsin, Professor Mansfield is head baseball coach. He has been active in the junior baseball leagues in the summer recreation program of the Board.

A native of Ohio, Professor Mansfield earned his BS and MS degrees at the University of Wisconsin. He was active in athletics in high school and college. He served as captain of the basketball team as well as president of his graduating class at Cleveland West Technical high school. He was captain of the University baseball team the year he graduated.

After teaching and coaching in Springfield, Ohio, Professor Mansfield returned to teach at the University in 1934. He has made two trips to Japan for the Far East Command Baseball clinics.

He has been president of the American Association of College Baseball Coaches, chief of staff for Zor Shrine, and received the Friend-of-Boy Optimist award.

Professor and Mrs. Mansfield have three grown sons, Bob, Jack, and Bill, and one daughter, Ruth, a West junior high school pupil.

Dean Erwin A. Gaumnitz

Dean Erwin A. Gaumnitz announced his decision to retire from the Board of Education before the spring elections in 1957 because of his increased duties as dean of the University School of Commerce. He had served on the Board since May 3, 1948.

Dean Gaumnitz served as chairman of the insurance and purchasing committees, and also served on the building committee, and other special committees including the salary committee.

His services to Madison children, teachers, and other adults were invaluable during the years of the rapid expansion of the school system. Under his guidance the insurance committee developed an insurance program for the Board that has won wide recognition.

The four children of Dean and Mrs. Gaumnitz, now grown, received their education in the Madison public schools and the University.

Administrative Changes

Shirley J. Anderson

Shirley J. Anderson was appointed assistant in the department of health, physical education, recreation, and safety at the meeting May 20, 1957. She was elected to replace Frances McPherson whose resignation became effective July 1.

Miss Anderson received her BA degree from Northwestern University and her MA from Colorado State College. Her experience includes teaching in Colorado, New Jersey, and Illinois, community center work, and service as a Girl Scout executive in Lansing, Michigan.

Walter H. Argraves

Walter H. Argraves, principal of Longfellow school, was named acting principal of Van Hise school at the meeting May 20, 1957.

Helen Simon

At the meeting May 20, 1957, Helen Simon, teaching principal of Lincoln school, was appointed acting principal of Longfellow school.

Evelyn Simonson

Evelyn Simonson, teacher of Grades 5 and 6 at Randall school, was named acting teacher-principal of Lincoln school, also May 20. Miss Simonson, who

entered the Madison school system in 1944, received her BE degree from Whitewater State College and her MA from the University of Wisconsin.

In March 1958, following their assignments as acting principals, Miss Simonson, Miss Simon, and Mr. Argraves were elected principals. Also in the previous biennium, Alonzo L. Anderson, Dudgeon, and Emery C. Bainbridge, Cherokee Heights, were elected principals following their appointments as acting principals.

Robert J. Hull

The Board of Education appointed Robert J. Hull administrative assistant at the meeting January 20, 1958. Mr. Hull, who assumed his new position in February, had been supervisor of school building services with the state department of public instruction.

Among his duties for the Madison schools are long-range organization and plant planning, drafting of specifications, selection of educational equipment and facilities, and coordinating of industrial arts departments.

Mr. Hull received his BA from Stout College and his MA from the University. His experience includes work as a carpenter, teaching of carpentry, woodworking, and drafting in the Appleton schools, and supervising of buildings and grounds in the Fond du Lac schools.

Louise Cooper

At the Board meeting June 16, 1958, Louise Cooper was named acting teaching assistant elementary principal at Herbert Schenk elementary-junior high school. Miss Cooper taught Grade 4 and 5 at Lowell four years and Grade 5 at Schenk school five years. She received her BA degree from Platteville State College and her MA from the University.

Harold Foote

Harold Foote was named acting teaching assistant principal of Cherokee Heights junior high school June 16, 1958. He taught science two years at Cherokee and seven years at East high school. Mr. Foote received his BA from the University of Minnesota and his MA from the University of Wisconsin.

Wayne Kuckkahn

Named acting teaching principal of new Orchard Ridge school at Board meeting June 16, 1958, Wayne Kuckkahn taught sixth grade at Cherokee Heights for three years. He received his BA from Whitewater State College and has begun work on his MA at the University. Mr. Kuckkahn spent four years in military service.

John Reynoldson

John Reynoldson was named administrative assistant at the meeting June 16, 1958. His duties include recruitment of personnel and general assistance in the administrative office.

Mr. Reynoldson taught three years at Cherokee junior high school. He received his BA and MA from the University of Wisconsin and is currently working on his doctorate. He spent 20 months in military service.

Charles Quinn

Charles Quinn was named acting principal of Emerson school at Board meeting June 16, 1958. He entered the Madison system in 1955 and taught art at Emerson for three years. Before coming to Madison he taught at Menasha.

A product of the Madison schools, Mr. Quinn graduated from West high school in 1943. He spent 31 months in military service, received his BA and MA from the University, and is currently working on his PhD.

Pearl Leroux

After teaching in the Madison public schools for 37 years, Pearl Leroux, principal of Washington school, retired in June, 1958. She taught at Draper, old Washington, and Central junior. She became principal of Doty school in 1932 and of Washington as well in 1935.

When the Doty, Draper, Washington, and Longfellow orthopedic children were moved to the new Washington school in 1940, Miss Leroux became their principal. She and her teachers did an excellent job in an interesting school district with a large turnover of pupils.

Lucile Clock

Lucile Clock, former principal of Dudgeon school, retired in June, 1958. At her request she had been permitted to give up administrative duties and teach kindergarten at Dudgeon in 1956. Prior to that time she had been principal of Dudgeon since the school opened in 1927 and intermittently taught there, too. For some years she acted as principal of both Draper and Dudgeon schools.

Mabel Hammersley

Mrs. Mabel Hammersley, principal of Emerson school, retired in June, 1958. She joined the Emerson staff in 1929 and for many years taught science in the intermediate grades. She was appointed acting principal at Emerson when Mr. Bainbridge was transferred to Cherokee Heights in 1955.

A. Kermit Frater

Principal A. Kermit Frater, Lowell school, was named acting principal of new Spring Harbor school for the 1958-59 school year at the meeting August 8, 1958.

Eunice Warwick

By action of the Board August 8, 1958, Mrs. Warwick became acting principal of Lowell school for the 1958-59 school year in the absence of Mr. Frater. Mrs. Warwick, who entered the Madison system in 1954, taught fifth grade. She received her training at Greenville Illinois College, Whitewater State College, and her MA at the University.

Helen Bruce

Mrs. Helen Bruce was named acting principal of Washington school for the year 1958-59 at the meeting of the Board August 8, 1958. She was acting principal much of the 1957-58 school year during the illness of Miss Leroux.

After graduating from the University, Mrs. Bruce taught in the Madison schools, resigning to be married. She re-entered the system in 1941 and taught speech correction on an itinerant basis since then.

Changes in Positions

During the year 1957-1958 two new civil service positions were created for the Board of Education.

Gordon A. Nelson, former supervisor of buildings and grounds, was appointed to the position of maintenance investigator and consultant by the Board December 30, 1957.

Earl Powers, former custodial foreman, was named supervisor of building operation and maintenance.

Curriculum Study

Major emphasis has been placed on the cooperative approach to curriculum planning, which includes teachers from all grade levels from kindergarten through Grade 12. The language arts and social studies have received special attention during the past two years, with the development of learning guides and a scope and sequence for all grade levels. After the guides for learning experiences have been completed and have been distributed to our teachers, they are subject to re-examination and suggestions for further improvement.

Three hundred Madison teachers have served on curriculum committees during the past biennium, and their activities could be summarized as follows:

1. The city-wide curriculum planning council of 25 teachers and administrators acted as a steering committee offering suggestions, pooling ideas and opinions concerning curriculum needs for our children.

2. One-hundred-twelve teachers served on committees which studied and evaluated the social studies, language arts, science, arithmetic-mathematics scope and sequence for all grade levels. Committees are also working in the fields of reading, home economics, industrial arts, and physical education.

There has been continued work toward a more unified curriculum pattern, especially on the secondary level. This involves such problems as these:

1. What should be the course of study sequence, instructional materials, and procedures for students of high, average, and low ability? In the high schools we have committees of teachers working on honors, college, general, and basic education courses. In Grade 12 the advanced courses in English and mathematics for the gifted students may give University credit upon successful completion of a final examination given by the University.

Teacher committees have evaluated supplementary textbooks for use at several grade levels. During the past two years textbooks have been adopted by teacher committees in elementary language; elementary reading; business edu-

tion, Grades 10, 11, and 12; literature, Grades 11 and 12; geography, Grade 7; arithmetic, Grades 7 and 8; social studies, Grade 12.

A 30-member city-wide audio-visual aids committee made a study of further use and improvement of our visual aids. A supplementary visual catalogue of educational audio-visual materials was prepared for teacher distribution this year.

Achievement tests were administered to all pupils in Grades 8, 9, 10, and 11. Achievement and reading tests were given to all pupils in Grades 1 to 6. The results were summarized in a number of bulletins and showed that the achievement of our students compared very favorably with standards in all areas tested.

ARTHUR H. MENNES, *curriculum consultant*

Art

An art staff of 27 teachers—four of them on a part-time basis—serves Madison's elementary and secondary schools. All are trained in art education and the arts.

Trends in education clearly indicate the increasing contribution of art on child growth and development. Madison has long recognized this fact and in its general educational program provides for the complete development of all children—emotional (through the arts) along with the physical and intellectual.

An art program is provided which endeavors to help each child better understand and express himself and develop most fully his uniquely individual abilities. In placing primary value upon the experience and feelings of an individual, art activity establishes the creator as being different from every other person. Creativity enables an individual to clarify his experiences for deep inner satisfaction. Art thus becomes an instrument of personal and social integration.

The art program aims to challenge a child to go beyond his own expectations, and to draw out his inner resources for emotional satisfaction and enjoyment. Many rich and varied experiences with a wide selection of art materials, mediums, and tools are provided to help each child discover the ones most acceptable to him. Art activities are geared to his abilities and to challenge his creative imagination. Emphasis is placed on the child's creative nature and the artist's way of working so that distinction can be made between art activities that have educational and expressive significance and those which do not.

The program also places emphasis on helping a child become a contributing member of a social group. Besides working in the art class for personal expression, activities are planned which call for group or class planning and execution. A child is provided opportunities to contribute to classroom murals or projects relating to other school subjects, such as social studies, science, etc., which are executed by small or large groups of children working together. Or he may cooperate with others on a school project where his contribution may involve the painting of scenery for a school play or musical performance. Sometimes the work may be in the form of cover designs or decorations for a PTA

program or school exhibit. There are many opportunities for him to perform with others for enjoyment and appreciation.

Growth in art can be stated in growth of the individual. There is, of course, great variance in the art expression and ability of children of the same grade level. Art teachers are aware of this. The elements of growth in art ability which they recognize are:

1. Growth in child's ability to express himself freely and at the same time to grow in social competency.

2. Growth in child's ability to observe, evaluate, reflect, and establish a basis for critical judgment.

3. Growth in ability to draw or paint a picture, construct a three-dimensional form, build a model, or work with plastic materials, such as clay, and recognize better composition and finer color qualities in his work.

4. Growth in becoming more skillful in the use of tools and handling materials creatively. Children are encouraged to explore for themselves the possibilities of such materials as paper, wood, wire, and string, and experiment with many mediums of expression, such as chalks, crayons, and paints.

5. A child's performance in terms of his maximum potentialities. It is through the creative process that a child can develop his abilities and contribute to his social group, his school, and community, and life itself.

The art department often goes beyond the class room, and has participated in a number of parent-pupil and parent-teacher workshops devoted to the actual experimenting with materials that the children use in school. Parents have enjoyed working with paint, clay, copper enameling, and finger paint and have developed a better understanding of the art program and the creative approach to art.

RUTH ALLCOTT, *director*

Music

A high standard of performance by school music concert organizations may be a good way of evaluating a music department program. A good music department does provide much needed services for civic and school functions. This alone may justify public school music. However, I believe each time a child sings or plays a musical composition, he recreates the composer's thoughts and emotions. This experience is of the greatest importance.

Some of the specific benefits of school music are: team work (singing and playing together), emotional outlet, personal satisfaction of performing and belonging, good use of leisure, and developing a skill he may use and enjoy all his life. Children enjoy listening to good music and may be inspired to draw, write, or dance. They surely become a better audience in adult life. Music also correlates very well with other subjects, especially social studies and the language arts.

These things are possible in the Madison schools with a staff of 28 music teachers, both vocal and instrumental, in all grades.

LEROY KLOSE, *director*

Child Study and Service

The plan to provide adjustment services on the elementary level by using an itinerant staff has proved to be generally acceptable and effective. This plan decentralizes the services of the department to meet the needs of individual schools. At present six-and-a-half speech correctionists, two-and-a-half psychologists, one school social worker, two visiting teachers, one remedial reading teacher, and a psychiatrist employed one-half day a week, serve the elementary schools.

At the high school level, members of the department provide services at the request of the principals and guidance counselors. Each high school is served by two full-time counselors. One work-experience coordinator supervises employed youth from the high schools.

In addition to supervision of guidance in coordination with building principals, the department has responsibility for directing one rest-and-nutrition center at Washington school, four classes for the deaf and hard-of-hearing, one sight-saving class, and one class for the blind at Lapham school, eight classes for the mentally handicapped located at Franklin, Longfellow, Lowell, and Central, two trainable classes operated on a half day basis at the Madison Kiddie Kamp building, instruction for the homebound, remedial reading in three schools, and the orthopedic classes at the State Hospital and Washington school.

Because of changes in the kind of disabilities represented by the children served in the Washington orthopedic school, an additional matron was added late in the 1957-58 school year. The closing of the Convalescent Home for rheumatic fever cases has increased the enrollment at the rest and nutrition center at Washington school.

CARL H. WALLER, *director*

Health, Physical Education, Recreation, Safety

Physical Education

Physical education in Madison's 25 schools is taught by 38 physical education teachers. Twenty-four are assigned to the elementary schools and 12 to the secondary schools. Two teachers divide their time between the elementary and secondary schools.

First, second, and third grade children are assigned physical education teachers for one or two 30-minute periods a week. Classroom teachers, under direction of physical education teachers, teach additional classes in physical education. Fourth, fifth, and sixth grade boys and girls are separated, men teachers taking the boys and women teachers meeting with the girls for physical education activities which require 135 to 150 minutes per week. Most classes number no more than 35 children.

Junior and senior high school pupils are required to take part in physical education two or three periods per week, where facilities permit.

All elementary schools offer an after-school intramural sports program for fifth and sixth grade boys and girls once or twice a week.

Intramural activities for all junior high school girls are available two afternoons a week after school and for junior high school boys on Saturday afternoons.

An intramural program for senior high school girls is offered two afternoons a week.

Senior high school boys take part in an extensive inter-school program which includes competition in football, basketball, volleyball, baseball, track and field, cross country, curling, hockey, tennis, golf, and wrestling. Approximately 1,000 boys from the four junior and senior high schools took part in the interscholastic program in the school year 1957-58.

Health

Health instruction is integrated with other subjects in the curriculum. However, at the secondary level, health classes are taught by physical education instructors as part of the required course in physical education.

The Wisconsin Statutes now require a chest x-ray or tuberculin test and physical examination of all Board of Education employees once every three years. The Board of Education pays the physician's fee, not to exceed \$7.50, for the physical examination. The Madison board of health's mobile x-ray unit is available for routine chest x-rays at no cost to the teachers or Board of Education. Large required follow-up x-rays are made available without cost to staff members through Board of Education arrangements with specified x-ray laboratories. The Board pays \$3.00 each for such x-rays.

Safety

Safety instruction in the Madison schools is mainly integrated with other subjects in the curriculum.

The bicycle-safety program has been carried on for several years. Classroom teachers, physical education teachers, and the Madison police department cooperated in presenting the program. The classroom teachers covered ordinances and safe-riding rules, the physical education teachers taught skillful riding of bikes, and a member of the Madison police department gave a talk in each school, reviewing the ordinances which apply to bike riders and auto drivers and explaining the work of the Madison Bicycle Court.

Recreation

The recreation program has expanded as the schools and city have grown. Ten school buildings were used in the winter season for children's Saturday school recreation centers. Six schools were used Friday and Saturday evenings for teen-agers. Adults attended activities in seven buildings.

Ninety-one men's and women's teams played basketball and 38 teams played volleyball. The softball program for men and women enrolled 123 teams, baseball enrolled 19 adult teams, and boys' baseball 108 teams.

Forty playgrounds were in operation under the direction of a full-time staff of 90 leaders and supervisors.

The Madison Theatre Guild presented plays to audiences which totaled 13,000 persons. The Summer Youth Theatre toured the playgrounds, presenting a different production each week on the "Stagecoach".

The Madison Community Center continued its wide variety of program activities for senior high school "Loft", for the Young Adult Club, for the Older Adult Club, and for the Golden Age Group. In addition, the building was used for meetings by many groups of Madison residents.

Two new recreation programs were added by the department in 1958. A Senior Citizens' program under the direction of a qualified leader was inaugurated. This program is designed for retired men and women. Four clubs are now in operation with a total membership of 318.

As part of the summer playground program, day camping has been introduced for boys and girls of the fifth and sixth grade level. The children are transported by bus from the playground to the camp and enjoy the opportunity of a day-camp experience.

GLENN T. HOLMES, director

New Teacher List Grows

During the past biennium, Madison's new teacher list continued to grow. Besides replacing teachers who resign or retire, the Board of Education must employ 30 or more new teachers each fall to teach the additional numbers of children who enroll.

At the opening of school in the fall of 1956, 120 new teachers were employed including 10 from annexed Sunnyside. In September 1957, 138 new teachers and 10 returning staff members began the school year. In January 1958, 25 teachers from Highlands-Mendota Beach joined the staff as a result of annexation.

Salary Changes

At the meeting December 17, 1956, the Board of Education approved an annual increase of \$192 to the basic salary of all professional staff members. The Board also approved salary increases ranging from \$8-\$20 per month for civil service employees. Both of these actions were in line with City Council action and were effective January 1, 1957.

Effective September 1, 1957, the Board concurred with action of the City Council in revising the salaries of civil service supervisory personnel, largely custodial, in amounts from \$12 to \$61 per month.

At the meeting January 20, 1958, the Board concurred with the action of the City Council in revising the method of computing longevity pay for teachers and for civil service personnel on the basis of base pay plus cost-of-living adjustment. Previously longevity was computed on base pay only.

Permanent civil service employees receive an hourly premium payment of 10 cents for regularly assigned work between 6 p.m. and 6 a.m., according to the action of the Board February 3, 1958. This does not include persons receiving compensation at time and one half. The action concurred with previous action of the City Council.

State Teachers' Retirement Program and OASI

Teachers who were active members of the State Teachers' Retirement System as of May, 1957, had the privilege of selecting one of two retirement plans, namely:

1. The combined group which includes the State Teachers' Retirement Program and the Old Age and Survivors' Insurance (social security). Deduction rates set at that time were $4\frac{1}{2}\%$ of the total salary for Teachers' Retirement and $2\frac{1}{4}\%$ of the first \$4,200 for OASI.¹

Or

2. The separate group which consists of the State Teachers' Retirement Program only. The current deduction rate is 6% of the total salary.

Teachers either beginning or returning to Wisconsin teaching must be members of the combined group.

The business office makes the required deposits and reports for all teachers to the State Teachers' Retirement System following each pay period. The amount of money the state deposits toward the retirement fund and OASI depends upon each teacher's salary.

An option for teachers in the combined group is the Variable Annuity Program, which makes possible the investment of a percent of the teacher's deposits in common stock and an ultimate annuity schedule varying with the rate of earnings.

Teacher Salary Survey

At the meeting January 20, 1958, the Board approved engaging Prof. John Guy Fowlkes of the University of Wisconsin to make a survey of teachers' salaries in compliance with a request from the Board of Estimates and the Common Council.

Prof. Fowlkes presented to the Board June 16 a summary of the study recommending substantial increases. The Board took no action pending submission of the full report.

At the meeting August 11, the Board approved the salary schedule recommendations for teachers in the Fowlkes' report and adopted a plan for its implementation September 1958.

Change in Policy on Travel Credit

On the recommendation of the travel and salary committees, the Board approved changes in and additions to the policy on travel credit at the meeting June 3, 1957.

Briefly, the changes are that a teacher may get credit for each week of continuous travel; teachers traveling together may not submit identical reports; credits cannot be granted for trips for which other remuneration has been received; reports must be filed immediately after the trip is taken.

¹ The deduction rate will be changed January 1, 1959, to $2\frac{1}{2}\%$ of the first \$4,800.

Revision of Maternity Leave

Because of the difficulty of re-employing teachers during the school year after maternity leave, the Board of Education revised the regulation May 20, 1957, to require a minimum leave of either the first or second full semester plus summer vacation.

Changes in Policy on Summer Work Program

Following are the two categories for the summer work program adopted by the Board June 3, 1957:

Necessary work requiring specific types of skill for which special allocation is made in the budget. Staff members employed for this program are to be recommended by the director of the activity on the basis of skill and their selection is to bear no relationship to economic need or number of dependents. Such areas include music, remedial reading, curriculum, driver education, etc.

Necessary work requiring less specific types of skill for which a general budget allowance is made under summer work program. Staff members employed for this program are to be recommended by the director of the summer work program on the basis of ability, dependents, and economic need.

Substitute Teacher Rates

During the past biennium, the Board approved substitute teacher rates at August meetings. The daily rate for 1956-57 was \$14 and for 1957-58, \$15.

Revision of Travel Allowance

Travel reimbursements were revised by the Board February 3, 1958, to coincide with similar revisions made by the City Council. For those duties involving considerable travel, the increase is \$10 per month to a total of \$45 per month. For those who travel between schools in an amount which exceeds five miles per week, the reimbursement will be at the rate of 9 cents per mile up to 500 miles.

Necrology

During the past biennium, the Madison public schools lost two fine teachers:

John G. McDowell, Central, June 19, 1957
Harriet Streeter, East, January 25, 1958.

Gifts for Pupils

1956-1957	Roundy's Fun Fund.....	\$1,400.00
	Orthopedic School Service Fund.....	75.00
	Delta Kappa Gamma Sorority.....	25.00
	Madison Shrine.....	100.00
	Pythians of Wisconsin.....	250.00
		\$1,850.00
1957-1958	Madison Rotary Foundation.....	\$ 125.00
	Roundy's Fun Fund.....	1,500.00
		\$1,625.00

Scholarship Awards

The Board accepted money for the following awards at East high school at the meeting January 21, 1957:

From the class of 1946 at its 10-year reunion \$150 for \$15 awards to a boy and to a girl for leadership, scholastic achievement, and good citizenship each year on Award Day for a five-year period.

From Clyde Chamberlain, \$50 for a girl interested in physical education in memory of his sister Patricia, who died just before graduation in 1955. The class of 1955 had presented \$50 the previous year in her memory to a girl interested in physical education.

At the meeting June 17, 1957, the Board approved the acceptance of the Alan Werndl memorial of \$175 from the class of 1946 and its award to Angelo LaBarro, a senior boy athlete, on the basis of service to the school, good character, and indication of probable success in college.

Policy on Priority of Non-Resident Pupils

On the recommendation of the high school principals, the Board of Education adopted the following policy on priority of non-resident students at the meeting October 21, 1957:

Pupils from rural areas (adopted by the Board, June 29, 1953);

Pupils in upper classes;

Pupils who have attended a Madison public high school the longest period of time;

New non-resident pupils.

Probably no new non-residents can be accepted at West high school in the fall of 1958. West high school would be overcrowded by 125-175 pupils in the fall of 1958, according to estimates, if new non-residents were accepted.

East high school has also reached capacity and may have to begin to prohibit enrollment of new non-residents in the fall of 1958. Central high school can accommodate about 300 more pupils.

Tuition Pupils

Reported to the Board November 18, 1957, is a summary of the difference in the number of tuition pupils during the 1957-58 school year compared with the number 10 years ago:

	1947-48	1957-58
Elementary-----	561	18
High school-----	1,066	357
Special education-----	66	55

Tuition Rates

Following are tuition rates approved by the Board at September meetings:

Year	Grades	9-12	1-8	Kindergarten
1956-57-----		\$11.15	\$9.20	\$4.60
1957-58-----		11.75	9.15	4.55

Summer Conservation Program

At the meeting April 1, 1957, the Board approved the expansion of the summer conservation program in cooperation with the state conservation commission and the conservation committee of the Dane county board to include 64 boys instead of 32.

The conservation department had offered to supply the additional personnel and materials for two crews. Funds contributed by the Dane county board, \$200, the Dane county conservation league, \$200, and the Kiwanis club, \$50, were sufficient to pay the cost of a second supervisor. The only expense to the Board was the increased insurance coverage of the boys.

The four-week course included two weeks of watershed management in the Token Creek area, one week of forestry, and one week of game management.

Procedure for Dealing with Problem Children

To deal with school children who are chronically truant or disruptive in behavior, the Board of Education on October 1, 1956, adopted a six-point procedure for teachers, principals, and guidance counselors to follow. If every effort of the school staff to help the child fails, he may be referred to the Board of Education to be considered for expulsion.

1. The teacher reports to the principal the pupil who is truant or disruptive. It is assumed that the school staff takes all steps possible at this point to assist the pupil to better adjustment and to inform and work with the parents.

2. The case is referred to a worker in child study. The worker makes a case study of the child and conditions which may contribute to the child's behavior, and works with teacher, principal, parents, and any community agency which might assist the child or parents.

3. If unsatisfactory behavior persists, the worker in child study discusses the pupil's case with a children's worker in the Probation Department and Juvenile Court and/or district attorney's office, dependent upon whether parent seems negligent or child unmanageable by parents. Parents are legally responsible for child's school attendance and behavior.

4. A formal registered letter is sent to the parents, with a copy to Probation Department and Juvenile Court and/or district attorney's office, stating consequences of continued truancy or disruptive behavior.

5. A petition is signed by school social worker to bring child and parents into court, assuming all efforts school has made have not remedied pupil's behavior.

6. The juvenile judge and/or district attorney makes disposition, viz:—placement in institution, Diagnostic Center, or foster home, penalty to parent, etc.

7. If action by the court does not solve the school problem (as presented by the child) the child may be referred to the Board of Education and be considered for expulsion.

Bus Behavior Rules

By action of the Board of Education, May 19, 1958, a seven-point list of rules for the behavior of children who ride busses and cabs to school was established and copies sent to the parents. Following is the list:

1. Riders are to be ready when bus or cab stops so that the vehicle may operate on schedule.
2. Care should be taken when approaching bus stops; avoid scuffling and pushing, and always remain on the sidewalk until the bus arrives.
3. Riders should quietly take a seat in the bus, without disturbing or crowding other pupils.
4. All riders shall be courteous to fellow pupils, bus driver, and student patrol officers.
5. The bus driver has been instructed to use any reasonable means necessary to maintain proper order and discipline on the bus, in order that the health, safety, and welfare of those riding may not be jeopardized. Riding the bus is a privilege which may be revoked.

Conduct deemed by the Board of Education as justifiable cause for depriving a pupil of the privilege of riding a bus include:

Yelling, cursing, obscene language, throwing things within the bus or out of the windows, fighting, scuffling, smoking, damaging property, extending head, arms or hands out of windows, moving about while on the bus or any other behavior which may jeopardize the health, safety, and welfare of the riders.

While on the bus pupils are in the driver's charge, and must obey him promptly and cheerfully. Wisconsin Administrative Code Rules of Motor Vehicle Department, Chapter 5, Transportation of School Children, says:

"Driver shall be responsible for the maintenance of order among children being transported and shall promptly report any misconduct to the proper school authorities or parents."

6. Any damage to bus equipment shall be paid for by the person doing the damage.
7. When preparing to leave the bus, all riders shall remain seated until the bus stops, and then shall leave the bus in orderly fashion.

Transfer of Trainable Group to the Kiddie Camp

The Kiddie Camp board of directors offered the use of its building, rent free and with heat and utilities paid, for the training and education of mentally retarded youngsters. The Madison Area Council on Retardation requested the transfer of the Trainable Group from the South Madison Neighborhood center to the Kiddie Camp beginning the second semester of the 1957-58 school year. The Board approved the change December 16, 1957, and sent a letter of appreciation to the South Madison Neighborhood Center.

Comparative Cost Data

In comparing per pupil costs of 100 cities with populations from 25,000 up to 100,000, Madison ranked above average. Following are reports made in November of each year for the previous school years:

For 1954-55 per pupil cost in Madison, \$367.16, the highest, \$438.09, the average, \$262.30;

For 1955-56 per pupil cost in Madison, \$382.96, the highest, \$462.99, the average, \$275.00.

Integrated Schools

The Madison public schools were classified as integrated and therefore entitled to maximum state aids for the past biennium, according to reports to the Board in September of each year.

Comparison of Equalized School Taxes

Following is a comparison of 1958 equalized school tax rates for Madison and suburban school districts taken from an article by Stanley Williams, the Wisconsin State Journal, January 5, 1958:

School Unit	Equalized School Mill Levy	Percent over Madison
1. Madison City System	9.00	-----
2. Lakewood School District		
Village—Maple Bluff	12.20	35%
Town—Madison	12.00	33%
3. Middleton School District	13.80	53%
4. Shorewood Hills School District	14.20	58%
5. Silver Springs School District	14.60	62%
6. McFarland School District		
Village—McFarland	16.50	83%
Town—Blooming Grove	13.60	51%
7. Allis School District		
Village—Monona	16.70	85%
Town—Blooming Grove	15.70	74%
8. Nichols School District		
Village—Monona	19.30	114%
Town—Blooming Grove	17.10	90%
9. Pheasant Branch School District	18.40	104%
10. Highlands—Mendota School District	18.50	105%
11. Badger School District	23.10	156%

STATISTICS AND FINANCIAL STATEMENT
ENROLLMENT FOR ALL SCHOOLS

	1956-57	1957-58
Public Schools		
Elementary school	10,436	11,516
Resident	10,391	11,464
Non-resident	45	52
Handicapped	228**	245**
Resident	166	183
Non-resident	62	62
Junior-senior high school	5,963	6,396
Resident	5,510	5,995
Non-resident	453	401
Total Public School Enrollment	* 16,627**	* 18,157**
Vocational School (under 18 years of age)		
Resident	152	127
Non-resident	19	10
Total Vocational School Enrollment (under 18)	171	137
Parochial Schools		
Elementary school (Kdg-8)	3,496	3,633
Resident	3,245	3,404
Non-resident	251	229
High school	757	791
Resident	589	649
Non-resident	168	142
Total Parochial School Enrollment	4,253	4,424
Wisconsin High School		
Resident	199	201
Non-resident	177	148
Total Wisconsin High School Enrollment	376	349
Total Enrollment All Schools	21,427**	23,077**
	23,067**	349

* Does not include part-time parochial or orthopedic hospital pupils (see page 124)

**Does not include pupils enrolled in Trainable Group (severely mentally handicapped); 10 in 1957, 14 in 1958.

¹ This is an end-of-the-year report. It differs from the report on page 117 which was made in November. In January the Highlands-Mendota Beach school, which enrolled 41 non-residents, was annexed to the city.

SUMMER SESSION ENROLLMENT

	1957	1958
Central High School	439	510
Driver Training	540	660
Remedial Reading	308	327
Instrumental Music	624	662
Summer Band	92	76

COMPARATIVE TOTAL ENROLLMENT—1947-57

SCHOOLS	1947		1952		1956		1957	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Cherokee Heights					554	200*	667	---
Dudgeon	388	---	345	---	489	---	524	---
Emerson	728		862		824		810	
Franklin	362	78*	354	61*	379	75*	448	80*
Hoyt							253	---
Lapham	415	34*	598	---	588	---	643	---
Lincoln	244		313		326		321	---
Longfellow	446		493		538		493	---
Lowell	618		769		752		728	---
Marquette	734		801		732		711	---
Mendota					349		442	---
Midvale			535		858		859	---
Nakoma	318	88*	438	87*	486		574	---
Randall	678		779		737		614	---
Herbert Schenk					803		964	---
Sherman	247		456		588		587	---
Sunnyside							302	---
Washington	555		611		536		496	---
Total Elementary	5,733	(200)*	7,354	(148)*	9,539	(275)*	10,436	(80)*
Remedial	125		134		144****		122	
Crippled	54		52		65		61	
Deaf	26		45		28		26	
Sight-saving	16		13		18		15	
Blind					4		4	
Total Handicapped	221		244		259****		228***	
Cherokee Heights Junior							414	
Central Junior	470		502		549		515	
East Junior	1,060		1,133		1,301		1,436	
West Junior	628		670		882		766	
Junior high school pupils in elementary schools*	200		148		275		80	
Total Junior High (Grades 7-9)	2,358		2,453		3,007		3,211	
Central Senior	618		532		617		616	
East Senior	1,297		1,186		1,244		1,145	
West Senior	1,025		803		946		991	
Total Senior High (Grades 10-12)	2,940		2,521		2,807		2,752	
Total High School	5,298		4,974		5,814		5,963	
GRAND TOTAL**	11,252		12,572		15,612***		16,627***	

*Junior high school pupils, grades 7-8, enrolled in elementary schools.

**Does not include part-time parochial or orthopedic hospital pupils.

***Does not include pupils enrolled in Trainable Group (severely mentally handicapped); 8 in 1956; 10 in 1957.

****Includes 14 East specials.

COMPARATIVE TOTAL ENROLLMENT—1948-58

SCHOOLS	1948		1953		1957		1958	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Cherokee Heights	—	—	—	—	667	—	431	—
Dudgeon	359	—	474	—	524	—	479	—
Emerson	791	—	824	—	810	—	856	—
Franklin	391	68*	340	66*	448	80*	487	83*
Highland-Mendota	—	—	—	—	—	—	480	92*
Hoyt	—	—	—	—	253	—	302	—
Lapham	413	—	642	—	643	—	642	—
Lincoln	239	—	332	—	321	—	300	—
Longfellow	394	—	550	—	493	—	456	—
Lowell	670	—	910	—	728	—	766	—
Marquette	732	—	780	—	711	—	718	—
Mendota	—	—	128	23	442	—	491	—
Midvale	—	—	680	—	859	—	800	—
Nakoma	323	96	510	82	574	—	623	—
Randall	738	—	773	—	614	—	595	—
Herbert Schenk	—	—	—	—	964	—	1,112	—
Sherman	271	—	591	—	587	—	603	—
Sunnyside	—	—	—	—	302	—	343	—
Van Hise	—	—	—	—	—	—	580	—
Washington	562	—	647	—	496	—	452	—
Total Elementary	5,883	(164)*	8,181	(171)*	10,436	(80)*	11,516	(175)*
Remedial	131	—	119	—	122	—	145	—
Crippled	66	—	56	—	61	—	44	—
Deaf	25	—	48	—	26	—	34	—
Sight-saving	13	—	14	—	15	—	16	—
Blind	—	—	—	—	4	—	6	—
Total Handicapped	235		237***		228***		245***	
Cherokee Heights Junior	—	—	—	—	414	—	662	—
Central Junior	473	—	548	—	515	—	528	—
East Junior	1,076	—	1,166	—	1,436	—	1,427	—
West Junior	615	—	736	—	766	—	662	—
Junior high school pupils in elementary schools*	164	—	171	—	80	—	175	—
Total Junior High (Grades 7-9)	2,328		2,621		3,211		3,454	
Central Senior	610	—	539	—	616	—	601	—
East Senior	1,283	—	1,193	—	1,145	—	1,201	—
West Senior	975	—	826	—	991	—	1,140	—
Total Senior High (Grades 10-12)	2,868		2,558		2,752		2,942	
Total High School	5,196		5,179		5,963		6,396	
GRAND TOTAL**	11,314		13,597***		16,627***		18,157***	

*Junior high school pupils, grades 7-8, enrolled in elementary schools.

**Does not include part-time parochial or orthopedic hospital pupils.

***Does not include pupils enrolled in Trainable Group (severely mentally handicapped); 10 in 1957, 14 in 1958.

CENSUS TOTALS BY SCHOOL DISTRICTS, AGE GROUP 4-19 INCLUSIVE

District	1948	1953	1957	1958
District #8	275	167	199	201
Dudgeon	698	788	838	850
Emerson	1,737	1,844	1,933	2,015
Franklin	936	859	1,059	1,133
Highlands-Mendota Beach	-----	-----	674	
Hoyt	-----	-----	680	896
Lapham	1,463	1,471	1,502	1,549
Lincoln	218	257	300	323
Longfellow	1,553	1,727	1,647	1,489
Lowell	1,800	1,546	1,497	1,560
Marquette	1,870	1,743	1,822	1,853
Mendota	-----	318	818	945
Midvale	-----	1,560	2,228	1,883
Nakoma	662	993	1,770	1,643
Odana Road Site	-----	-----	323	
Orchard Ridge	-----	-----	440	
Randall	2,094	2,578	2,984	1,725
Herbert Schenk	-----	740	1,735	1,932
Sherman	547	1,029	1,174	1,227
Spring Harbor	-----	-----	715	
Sunnyside	-----	-----	561	693
Truax	-----	421	374	362
Van Hise	-----	-----	-----	1,065
Washington	1,968	1,798	1,624	1,455
Washington Heights	-----	154	154	170
Westmorland-Sunset	658	(now Midvale and Van Hise)	-----	

CENSUS TOTALS BY AGE GROUPS

	1948	1953	1957	1958
Birth to 3	6,532	8,245	10,197	11,235
Age 4 through 19	16,479	19,839	24,849	27,071
Age 20	1,066	887	992	1,093

PART-TIME ENROLLMENT

Year	Parochial*		State Orthopedic Hospital	
	Total Number Pupils	Equivalent Full-time Pupils	Total Number Pupils	Equivalent Full-time Pupils
1949	544	38.67	197	39.11
1950	605	37.14	185	36.77
1951	755	39.66	175	29.46
1952	644	40.88	209	44.90
1953	579	43.50	183	52.30
1954	596	48.10	168	31.20
1955	523	46.50	185	29.10
1956	477	37.60	178	29.90
1957	481	33.70	161	28.10
1958	506	35.29	245	25.59

*Home economics and industrial arts for grades 7 and 8.

COMMUNITY USE OF SCHOOL BUILDINGS*

	1956-57	1957-58
Community and Civic Groups		
Appliance and TV Show	5	5
Audubon Society	5	2
B'nai B'rith Basketball	2	-
City Music Festival	4	-
Civil Defense	-	2
Community Associations	9	12
Drums on Parade	2	1
Election Activities	63	46
Festival of Song	2	-
Hamline Concert	2	-
K. Hubbard Dance Recital	2	2
Kiddie Camp Style Show	-	3
League of Women Voters	-	4
Lifeguard Classes	11	12
Madison College Graduation	2	2
Memorial Day Activities	2	1
Philharmonic Chorus	3	5
Salvation Army Nursery School	15	-
Shrine Christmas Party	2	-
SPEBSSQA	4	2
VA Hospital Benefit	2	-
Voters' Registration	36	13
WCTU Convention	-	2
Welfare Leagues	6	5
Well-Child Center	-	7
Women Voters' Meet	7	-
Miscellaneous (1-time use)	14	12
Total	200	136
Teacher Organizations	23	17
Adult School-Related Organizations (such as PTA)	320	326
School Activities	279	305
School Athletic Program	277	345
Youth Activity Organizations (such as Boy Scouts)	396	422
Special Classes (such as Driver Education)	951	1,053
Recreation Program	1,486	1,280
Grand Total	3,932	3,884

*This list shows the groups which used the buildings and the number of times they were used, but with no reference to the number of rooms used or the number of hours used in each case.

GRADUATES FROM MADISON HIGH SCHOOLS

(Including February)

Year	Central	East	West	Total
1949	157	340	301	798
1950	179	356	250	785
1951	167	361	250	778
1952	129	346	244	719
1953	153	319	260	732
1954	145	348	268	761
1955	136	341	282	759
1956	172	406	290	868
1957	160	344	286	790
1958	154	330	337	821

FINANCIAL STATEMENT—BALANCE SHEET AS OF JUNE 30

	1957	1958
FIXED ASSETS		
Land and Land Improvements	\$ 1,301,224.12	\$ 1,346,348.68
Buildings and Attached Structures	9,047,826.19	10,560,732.57
Machinery and Equipment	1,202,448.11	1,360,224.44
CURRENT ASSETS		
Cash in Bank	128,715.69	401,754.18
Board of Education—Petty Cash Fund	50.00	50.00
SUNDRY ACCOUNTS RECEIVABLE		
Accounts Receivable—General	25,524.83	30,064.28
Tuitions Receivable	85,343.17	71,985.81
INVENTORIES		
Stock Room	36,630.04	42,637.92
Fuel	20,582.81	19,147.17
TRUST FUNDS		
Samuel Shaw Prize Fund	938.80	938.80
C. R. Stein Scholarship Fund	2,425.37	2,425.37
William McPyncheon Trust Fund	9,853.28	9,818.19
Theodore Herfurth Scholarship Fund	6,086.09	6,046.09
Industrial Players' Injury Benefit Fund	337.33	337.33
Ralph B. Jones Memorial Fund	559.46	561.94
Allan J. Shafer Jr. Memorial Fund	1,649.05	1,649.05
Genevieve Gorst Herfurth Speech Fund	2,025.00	2,000.00
Helen Davis Faculty Memorial Fund	1,027.66	1,059.36
Gisholt Scholarship Awards	275.00	275.00
	\$11,873,522.00	\$13,858,056.18

LIABILITIES

FIXED LIABILITIES		
Bonded Indebtedness	\$ 6,119,500.00	\$ 6,694,500.00
State Trust Fund Loans	48,425.00	47,581.00
OTHER LIABILITIES		
Award of Industrial Commission to Jess Lyon	1,985.28	61.32
Accounts Payable		316,699.69
RESERVES—PETTY CASH		
Music Department	6,827.41	3,437.64
Crippled Children's Fund	200.00	200.00
Deaf Children's Fund	145.00	
Blind Class Fund		145.00
TRUST FUND RESERVES		
Samuel Shaw Prize Fund	938.80	938.80
C. R. Stein Scholarship Fund	2,425.37	2,425.37
William McPyncheon Trust Fund	9,853.28	9,818.19
Theodore Herfurth Scholarship Fund	6,086.09	6,046.09
Industrial Players' Injury Benefit Fund	337.33	337.33
Ralph B. Jones Memorial Fund	559.46	561.94
Allan J. Shafer Jr. Memorial Fund	1,649.05	1,649.05
Genevieve Gorst Herfurth Speech Fund	2,025.00	2,000.00
Helen Davis Faculty Memorial Fund	1,027.66	1,059.36
Gisholt Scholarship Awards	275.00	275.00

PROPRIETARY INTEREST

FIXED SURPLUS	5,381,588.14	6,525,163.37
CURRENT SURPLUS	289,674.13	245,157.03
	\$11,873,522.00	\$13,858,056.18

REVENUES
REVENUE RECEIPTS AND ACCRUALS

July 1, 1956 Through June 30, 1958

Particulars	1957	1958
STATE FUND APPORTIONMENT AND ELEMENTARY AID		
In City of Madison-----	\$ 328,895.64	\$ 377,250.54
TAXES LEVIED BY COUNTY SUPERVISORS		
In City of Madison-----	135,800.00	148,400.00
CITY SCHOOL TAXES		
In City of Madison—General Fund-----	4,273,649.84	4,661,848.95
In City of Madison—Recreational Department-----	182,897.82	201,926.55
Sunnyside School—Tax Levy-----	43,944.78	12,302.13
In Joint School Districts 8 and 9-----	28,359.17	30,435.16
In Joint School District 5-----		5,126.44
STATE AIDS		
For Deaf School-----	27,665.82	25,139.63
For Special Schools-----	40,083.44	40,061.86
For Speech Correction-----	22,959.68	26,369.58
For Crippled Children—Washington School-----	43,922.39	40,178.48
For Crippled Children—Orthopedic Hospital-----	15,658.30	15,822.50
For Crippled Children—Other Schools-----	432.00	1,102.00
For High Schools-----	128,877.00	155,754.00
For Sight Saving-----	13,450.25	14,721.10
For Transportation—Elementary-----	23,778.00	26,532.00
FEDERAL AID		
In City of Madison-----	76,736.22	22,047.00
TUITIONS		
Central Senior High School-----	19,441.99	18,654.69
Central Junior High School-----	7,723.10	7,976.96
East Senior High School-----	76,696.22	41,745.09
East Junior High School-----	18,282.94	13,192.14
West Senior High School-----	64,538.69	67,158.55
West Junior High School-----	27,144.38	30,661.99
Elementary Schools-----	10,576.88	17,190.56
Deaf School-----	4,640.85	985.16
Crippled Children-----	15,421.30	5,899.87
Sight Saving-----	7,142.35	2,803.13
Exceptional-----	305.77	658.73
RENTALS		
CHS Auditorium and Gymnasium-----	453.50	710.65
E H S Auditorium and Gymnasium-----	506.00	131.66
WHS Auditorium and Gymnasium-----	991.85	667.14
Elementary Gymnasiums-----	95.21	260.26
OTHER RECEIPTS		
Board of Education-----	546.21 (Red)	2,920.60
Recreational Department-----	11,726.54	11,317.87
CLEARING ACCOUNTS		
For Social Security and Employee Retirement-----	382.29	1,007.01
For Withholding Tax-----	4,558.35	1,831.57
	<hr/> \$5,657,192.35	<hr/> \$6,030,791.55

SUMMARY OF EXPENDITURES
TOTAL OPERATION, MAINTENANCE, AND CAPITAL

July 1, 1956 Through June 30, 1957

	Operation	Maintenance	Capital	Total
Administration Building	\$ 144,434.75	\$ 8,384.93	\$ 9,682.11	\$ 162,501.79
Central Senior High School	278,699.52	28,171.95	11,476.29	318,347.76
Central Junior High School	153,972.03	266.67	1,172.03	155,410.78
East Senior High School	438,477.39	67,871.69	23,881.83	530,230.91
East Junior High School	330,558.94	1,145.78	143.95	331,848.67
West Senior High School	343,447.49	48,182.65	11,536.69	403,166.83
West Junior High School	200,331.53	1,560.26	26.55	201,918.34
Mendota School	99,913.71	1,004.69	4,279.85	105,198.25
Dudgeon School	128,488.85	3,168.59	8,643.68	135,301.12
Emerson School	180,592.57	10,925.39	6,438.38	197,956.34
Hoyt School	49,364.82	199.76	1,099.24	50,663.82
Franklin School	137,409.40	6,250.60	2,129.57	145,789.57
Schenk School	188,958.36	1,315.23	1,742.30	192,015.89
Cherokee Heights School	231,524.98	2,866.01	8,663.32	243,054.31
Lapham School	154,336.01	2,856.57	2,008.37	159,200.95
Lincoln School	73,101.99	4,375.79	617.60	78,095.38
Longfellow School	124,953.26	7,545.97	3,244.07	135,743.30
Lowell School	172,427.25	10,749.94	1,519.94	184,697.13
Marquette School	168,289.44	2,534.15	679.07	171,502.66
Nakoma School	120,280.34	4,172.04	2,426.43	126,878.81
Randall School	166,636.42	19,450.36	5,373.65	191,460.43
Washington	150,940.17	5,735.63	955.22	157,631.02
Sherman School	142,545.19	3,421.31	4,041.45	150,007.95
Sunnyside School	61,658.96	9,437.38	5,200.54	76,296.88
Van Hise School Site	1,445.36		4,698.84	6,144.20
Midvale School	190,267.12	16,429.84	2,475.18	209,172.14
Orchard Ridge Site			11,334.82	11,334.82
Recreation Department	188,763.77	1,444.58		190,208.35
Undistributed*	640,183.88	5,180.20	3,064.72	648,428.80
	\$5,262,003.50	\$274,647.96	\$133,555.74	\$5,670,207.20

*Includes: curriculum; guidance; special education classes such as deaf, remedial, orthopedic, sight-saving, blind, and nutrition; supplies for art, physical education, home economics, manual arts, and music in the elementary schools; transportation and trucks; and liability insurance.

SUMMARY OF EXPENDITURES
TOTAL OPERATION, MAINTENANCE, AND CAPITAL

July 1, 1957 Through June 30, 1958

	Operation	Maintenance	Capital	Total
Administration Building	\$ 152,535.53	\$ 3,785.38	\$ 2,862.27	\$ 159,183.18
Central Senior High School	275,412.00	37,639.00	2,590.12	315,641.12
Central Junior High School	162,697.85	560.55	348.79	163,607.19
East Senior High School	451,750.87	50,276.14	19,885.65	521,912.66
East Junior High School	342,011.64	316.36	691.92	343,019.92
West Senior High School	370,197.49	27,714.83	4,976.64	402,888.96
West Junior High School	182,998.81	494.94	108.24	183,601.99
Mendota School	102,089.69	1,013.37	3,091.42	106,194.48
Highland-Mendota School	96,381.30	513.82	536.98	97,432.10
Dudgeon School	118,098.78	5,984.65	262.89	124,346.32
Emerson School	192,107.34	4,904.48	4,450.54	201,462.36
Hoyt School	62,113.67	586.52	1,985.05	64,685.24
Franklin School	150,774.79	4,604.21	651.34	156,030.34
Herbert Schenk School	226,791.17	1,333.96	3,465.62	231,590.75
Cherokee Heights School	246,529.53	3,115.67	5,427.46	255,072.66
Lapham School	159,167.30	8,152.46	565.90	167,885.66
Lincoln School	76,921.88	5,360.34	2,535.27	84,817.49
Longfellow School	127,566.46	15,927.13	340.84	143,834.43
Lowell School	189,284.30	24,688.04	7,672.10	221,644.44
Marquette School	172,992.86	4,389.33	275.44	177,657.63
Nakoma School	130,476.55	3,980.39	1,776.23	136,233.17
Randall School	165,137.17	13,973.18	5,870.97	184,981.32
Washington School	152,748.90	8,013.10	1,482.75	162,244.75
Sherman School	147,668.88	1,656.25	1,749.45	151,074.58
Sunnyside School	70,406.02	3,509.47	1,387.99	75,303.48
Van Hise School	134,169.68	431.19	14,570.70	149,171.57
Midvale School	190,620.88	2,051.97	1,628.66	194,301.51
Orchard Ridge School	1,218.45	0.	2,436.27	3,654.72
Spring Harbor School	147.78	0.	1,725.00	1,872.78
Waunona Way School Site	0.	0.	383.60	383.60
Recreation Department	205,602.98	4,968.11	1,451.47	212,022.56
Undistributed	674,172.78*	3,350.26	712.06	678,235.10
	\$5,730,793.33	\$243,295.10	\$ 97,899.63	\$6,071,988.06

*Includes: curriculum; guidance; special education classes such as deaf, remedial, orthopedic, sight-saving, blind, and nutrition; supplies for art, physical education, home economics, manual arts, and music in the elementary schools; transportation and trucks; and liability insurance.

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