



The Madison public schools, Madison, Wisconsin: annual reports of principals and supervisors for the school year 1953-54.

[s.l.]: [s.n.], [s.d.]

<https://digital.library.wisc.edu/1711.dl/MXRXRDZEO23SL9E>

This material may be protected by copyright law (e.g., Title 17, US Code).

Original material owned by Madison Metropolitan School District.

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

FOR E W O R D

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1953-54.

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

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

"I prefer to impose as few requirements for the annual reports as possible. In general, I should like the reports to be the kind the individual principals and supervisors would like to make. The following outline is merely suggestive.

- I. Significant statistical data which you may have been reporting during recent years--for continuity.
- II. Special achievements.
- III. Special problems.
- IV. Recommendations, if any."

Perusal of these reports indicates clearly that whereas the principals and supervisors of Madison are still confronted with many problems which hark back to the war period, more and more concern is expressed for meeting future enrollment needs.

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

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

Kindergarten	55	Fourth	31
First	51 $\frac{1}{2}$	Fifth	32
Second	41 $\frac{1}{2}$	Sixth	29
Third	31		

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

P. H. FALK

Superintendent

July 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORTS
OF
PRINCIPALS AND SUPERVISORS

For the School Year 1953-54

Reports are arranged in the following order:

High Schools

Central High School

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

East High School

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

West High School

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

Elementary Schools

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

Special Departments

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

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1953-1954

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal

E. D. Brown

June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1953-1954

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

INTRODUCTION

The upward trend in enrollment continues slowly with an overall increase of thirty pupils, mostly in the senior high school. This number creates no problem as to class size; as a matter of fact it helps slightly to increase the teacher load just a bit. This overall load has been rather low.

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1954 was:

<u>Grade</u>	<u>Total</u>		<u>Increase or Decrease</u>
	<u>1952-1953</u>	<u>1953-1954</u>	<u>1954 over 1953</u>
Junior High Division	Seventh	160	+16
	Eighth	151	+18
	Ninth	237	=23
Totals		<u>548</u>	<u>+11</u>
Senior High Division	Tenth	180	+59
	Eleventh	182	-16
	Twelfth	177	=11
Totals		<u>539</u>	<u>+32</u>
Junior and Senior High Totals		<u>1,087</u>	<u>+43</u>

In addition to the above there has been a group of ungraded pupils amounting to 18.

Enrollment for Past 5 Years

<u>Year</u>	<u>Junior High School</u>	<u>Senior High School</u>	<u>Combined</u>
1950	453	576	1029
1951	448	569	1017
1952	499	534	1033
1953	548	539	1087
1954	559	571	1130

The above figures show that there has been a gain of exactly 113 pupils in the last four years.

SECTION II

SPECIAL ACHIEVEMENTS

A. There is probably no factor which has as much influence upon the success of a school as its faculty. Perhaps the next factor which influences the school to a great degree is the improvement of the physical facilities. During the last several years special emphasis has been put upon upgrading the general facilities at Central. During the past year the entire auditorium has been repainted and the stage has been completely revamped and extended so that it now accommodates a band of eighty or ninety pieces rather comfortably.

In the classrooms 364 desks were given new formica tops. In addition to this, 200 desks were added during the year. With the addition of about 100 formica top replacements during this summer, our entire classroom situation with the exception of one or two rooms will be in excellent condition. I have always felt that by improving surroundings you improve the treatment of those surroundings. During this past year, of the 564 desks replaced or revamped I have not found more than two or three which have been marked on to a degree that could not be removed with a little soap and water.

Two hundred lockers were installed last summer, and with the installation of two hundred more during this summer our locker situation will be in excellent shape.

The boys' toilet on second floor was completely rebuilt at a cost of in excess of \$7,000. This room is used not only by the school but by the public when the auditorium is rented out to outside groups.

The lighting in four rooms has been greatly improved during the last two years by the installation of fluorescent lighting. This has been especially helpful in the commercial room, the library, and the art rooms.

During this summer we expect to put carpeting in the rear of the auditorium and down three aisles. The space between the front row and the stage will be sanded and refinished. With the installation of footlights our auditorium should be one of the finest in the city.

We expect to put asphalt tile on the cement floors on first, second, and third floors during this summer. This will improve the looks of the building immensely and also cut down some hazards caused by badly worn cement. The front entrance will be improved by repointing all of the old steps and by putting two new entrance doors on the ground floor opening directly into the junior high school section. This will alleviate the necessity of pupils climbing halfway up the second floor and then going down to the junior high school. It will also add considerably to the appearance of the Wisconsin Avenue entrance. Actually the first floor has often been spoken of as the basement floor, merely because you had to go downstairs from this Wisconsin Avenue entrance in order to get to the junior high school. Actually the basement floor is at least four feet above the sidewalk level and is in no way a basement.

We are continuing to improve the floors of at least four rooms by sanding them and refinishing with light-colored seal. There are a great many other small improvements which will be done during the summer to increase the efficiency and attractiveness of the school so that when we open in September we shall probably have some pleasant surprises for our 1100 pupils and faculty of about fifty.

B. Over a period of years I have sensed that there has been a good deal of emphasis placed upon the events surrounding graduation. In many cases the emphasis has not been so much on the scholastic side as on the entertainment side. I think much of this has been due to advertising, newspaper publicity, and the appeal to make a material showing.

In order to offset some of this emphasis we have constantly warned seniors of the necessity of "digging" right down to the wire. As an example, we had thirteen seniors who were in danger of not graduating. We sent out individual notices from teachers in whose classes these pupils were doing poor or failing work. I wrote one letter and in some cases followed it with a second, telling the family of the necessity of much hard work on the part of the pupil. In a number of cases I had telephone conversations with the parents, and in other cases private interviews were arranged. In all cases, pupils were called into my office for conferences. As a result of the various measures used, only two seniors of this group of thirteen failed to graduate. I am going to do much more by way of checking up on seniors from the beginning of the year in order to help them to keep from letting up on "digging."

C. Our general field of scholarships has been building up until the amount of help given by colleges, various civic organizations, private endowments, and school organizations has reached a significant figure. This year the total runs to about \$4500, counting in two cases the four years and three years for which the scholarships are granted.

One girl received the Kemper K. Knapp scholarship amounting to \$400 per year for four years if she maintains a satisfactory academic record. Another girl received a three-year scholarship to Michael Reese School of Nursing in Chicago; this will amount to in excess of \$1000.

Four pupils received scholarships for \$157 each at the University of Wisconsin.

Ten scholarships ranging from \$50 to \$100 each were provided by organizations within the school such as the Girls' Club, Honor Society, Junior High School, etc.

In all, at least 25 pupils will be given financial aid through the efforts of those who provide scholarships.

D. In addition to scholarship awards, we have been granting a great many awards in the form of pins, certificates, and letters. It took two full assembly periods of forty-five minutes each to make these awards. On one of these days 112 were given out, and on another 189 were made.

The service awards are granted to pupils on the basis of points earned for services performed as home room, club, and activity officers, committee chairmen, workers, and monitors. Ninety-two of these awards were made. More than one hundred awards were given in the field of shorthand and typing. Further awards were made in the field of scholarship, band, orchestra, girls' sports, boys' spring sports, dramatics, attendance, citizenship, science, and art.

While some of these awards are not difficult to earn, many of them represent a great deal of hard work. A broad program of awards helps a great many pupils to feel the importance of recognition.

E. In the field of curriculum and general education, I should like to mention a number of factors which have their importance in our school. Our courses consist of the College Preparatory, in which the enrollment is about 38%; the Trades Courses, enrollment about 24%; the General Course, enrollment 20%; and the Commercial Course, enrollment 18%. In checking over our pupils who graduated from the Commercial Course I find that all of them who have applied have jobs for the summer and continuing, at salaries ranging from \$160 to \$220 a month. For those who have finished the Trades Course, a number of them have entered printing establishments, garages, filling stations, and some have already applied as apprentices in further pursuing their particular line of trade. From 30% to 35% who graduate each year go on to colleges and universities.

Our Driver Education Course is offered as an elective in the sophomore year, and during the past semester 55% of the class were enrolled. This course has been operating for the last eight years, and according to all the theory and practice that our instructors have been able to study, the general level of driving has been improved a great deal. Much emphasis has been placed upon the attitudes toward courtesy, safety, and the rights of others. Mr. McDowell, who has headed up this course, has been to Washington and several other cities a number of times to appear on panels and as a speaker in furnishing information relative to the general field of driver education.

Our physical education courses have been improved considerably through the efforts of the Board of Education in furnishing transportation in the early fall and in the late spring for pupils to have outside activities at Reynolds Field.

During the past several years pupils have been taking more and more advantages of our school library. During the past year our librarian reports a 40% increase in the circulation of books. This is in addition to a much greater usage of books, magazines, and periodicals in the library itself. The circulation during some months of the year is larger than any corresponding month since 1942. This has been due, I believe, to a definite effort on the part of Miss Mills and the cooperation of a number of teachers in encouraging more and more use of the library.

Central Junior-Senior High-5

Our Trades Courses continue to grow and are now beginning to show signs of getting more pupils from the other high school districts in the city. We have tried to be careful in choosing pupils who are actually interested in some particular trade or industry.

We continue to use a great deal of visual aid material in the form of films and slides. We now have a sound movie machine for each floor, so that most teachers can schedule films and use them at a time when it fits in best with their course.

Our languages remain about the same. Although we have had a decrease in advanced German, we have had an increase in Latin and Spanish.

F. In the field of extracurricular activities Central has maintained a very busy schedule. During the past year the band has been outfitted with new uniforms at a cost of about \$4600. The purchase of these new uniforms represents a very wholesome cooperative enterprise. During the past nine or ten years the Board of Education has furnished about \$300 a year for uniforms. This has accumulated until this past year we had \$2400. A number of school organizations helped to raise the rest, including \$300 from the P. T. A., \$300 from the school newspaper, \$300 from the midwinter concert, \$800 from the band and orchestra fund, and \$175 from interested friends of the school. The rest came from the general fund and the junior high school uniform fund. In return for a contribution from the junior high school fund, the senior high school uniforms were cleaned and turned over to the junior band. At present we have two bands of 50 and 70 completely suited with uniforms.

While the furnishing of uniforms takes a great deal of money, there is a great deal of fine public relations created by the participation of the bands at public functions such as football games, festivals, and parades. The following letter will indicate to a small extent how the presence of the band is accepted by the public:

"June 1, 1954

"Earl Brown, Principal
Central High School
Madison, Wisconsin

"Dear Earl,

"Hats off to the Central High School Bands! When other High School students had a holiday, the members of the Central High School Bands assembled early Memorial Day to play in the Memorial Day Parade. The service that these young people do willingly and well should not go unnoticed, and I take this opportunity to congratulate you and your fine High School Bands for the splendid way in which they carried on the tradition of Memorial Day.

"Sincerely yours,

Raymond F. Dvorak
Director of Bands
University of Wisconsin"

Our a capella choir has continued to grow until it now comprises 90 voices. This year they made a special trip to Baraboo and gave a concert for the pupils of the senior high school.

Our orchestra is being built up through a consistent effort on the part of schools to encourage music lessons during the summer which can be taken at the various high schools free of charge.

This past year, for the first time in history, Central installed a thespian society. The Thespian Society represents a determined effort on the part of our faculty and pupils to improve the quality of our dramatics. The Thespian Society is a branch of the national society by the same name.

Our newspaper has continued to grow under very capable leadership on the part of the faculty and the student editor. Our paper was given national recognition on the basis of a number of articles which were written giving publicity to the fight against tuberculosis.

The Senior Council has continued to work on practical improvements in the school and made a contribution at the end of this school year which will help to install two new spacious trophy cases to be located to the right and left of the rear auditorium doors. Our P. T. A. has grown until its membership now numbers more than six hundred. This organization has cooperated with our school and has helped in a number of its endeavors. In recognition of the fine work of our P. T. A., the editorial staff of the school annual, the "Tychoberahn," dedicated the yearbook for 1954 to the local P. T. A. and appropriate recognition was given to the P. T. A. at one of the annual awards days on June 4.

One of the rather unique features of our senior class graduation activities is the senior banquet. During the past few years the senior class has operated an ice cream stand and in cooperation with the P. T. A. has put on a variety show. The money from these and other miscellaneous activities has been used to pay all the expenses of the senior class banquet in order that the entire senior class and faculty could attend together. The senior class banquet this year was attended by 178, including a number of special guests. The banquet was a colorful and delightful affair in which the general decorum of those attending was of a very high caliber. We hope we may repeat this same type of banquet in future years.

The problem of financing athletics has been a source of worry to me during the past few years, as our receipts have not been enough to finance the athletic program which we are trying to maintain. It is beginning to look as if we would be able to continue our athletic program with the help which has been promised by the Board of Education. Plans are now being made so that some of our activities which have no receipts will be paid for by the Board of Education. The rental of Breece Stevens Field will be cancelled and if necessary a subsidy will be made to our school.

SECTION III

SPECIAL PROBLEMS

A. The problem of failures continues to bother me, especially after a further check on one hundred failures indicated that less than 10% of the failures were due to lack of mental ability or special aptitudes. There seems to be a lack of realization on the part of too large a group as to the importance of education in the immediate future or in the long distance viewpoint. I think some of this viewpoint is due to the fact that ready cash has been easy to get during the last few years because jobs were plentiful, especially jobs which could be done by teenage pupils. I think perhaps another cause of this lack of accomplishing more in day-to-day subjects is the fact that many pupils feel they have no obligations to work on school subjects out of school. There have been a number of national writers who have encouraged this viewpoint, and I'm afraid it has found fertile grounds in which to grow in a good many cases. We shall continue to provide courses which are interesting and meaningful, but we shall also continue to encourage a considerable amount of out-of-school study for those pupils who do not seem to realize its necessity. I am sure that by far the majority of pupils realize this necessity and actually do a good deal of out-side work.

B. We still have the problem of keeping our pupils off the streets and out of uptown stores and public buildings during the noon hour. We have continued to furnish movies, dances, and games during the noon hour and, while it takes faculty supervision, we shall continue to carry on the same program and step it up a bit as our enrollment increases.

C. Our class sizes during the past few years have been smaller than the other two schools in the city. This has been due, in part at least, to the fact that we have tried to furnish the same courses in languages, advanced mathematics, and science that the other schools offer. These courses are for the most part elective, and in the language and advanced mathematics are somewhat selective and therefore attract smaller numbers. However, as our school grows we do not contemplate adding new members to the faculty in the immediate future, but will try to absorb a larger group until it becomes necessary to add teachers.

D. We have a problem of dispensing of school paper and trash which has become irritating. In previous years we have been able to burn our trash in the incinerator, but in justice to cleaning up the air of surroundings and also in helping to keep our own premises free of soot and ash, we have discontinued burning paper. We do not have a good system of baling, as we do not have sufficient space in which to bale. There is also a problem of the disposal of paper sacks which contain the leftovers from pupils' lunches. We have depended upon the Board of Education truck to haul this material away, but in spite of their making numerous stops during the week the perishable material begins to spoil within a few hours.

E. The problem of heat control has not been entirely satisfactory during the past few years. I believe that a thorough survey of our insulation and tunnels and around pipes entering the building should be made and that some investigation of our automatic shutoffs might help to solve the problem. We are seldom bothered by the cold, even during the most severe days of winter. Our chief complaint is that we get too much heat during those months when the steam is turned on.

F. As our school continues to grow during the next few years we shall undoubtedly have to provide more toilet facilities on fourth floor. At the present time the first and second floors are provided with adequate numbers of toilet facilities. However, the third floor has only one boys' room and one girls' room. These two rooms have to take care of all the pupils on third and fourth floors. It might be possible to add one story in the section of the building where these rooms occur so that extra facilities could be provided on the fourth floor. While the facilities on first and second floor for the girls are adequate as far as taking care of numbers is concerned, these rooms need a good deal of renovating, painting, and replacement of some of the plumbing equipment.

G. There seems to be a considerable problem growing out of the purchase of a great deal of very undesirable literature in the form of pocket size books and comics. I have on my desk at the present time ten pocket editions and two larger editions of books and magazines with titles similar to these: "The Paradise below the Stairs," "Naked and Alone," "Stool Pigeon," "Dope, Incorporated." These four seem to be the worst of the lot, but the rest of them are, if not harmful, very poor literature with colorful and sometimes lewd artistry on the covers. In defense of the teenagers, this problem is not one which they have created. It has been created by adults who are exploiting teenagers primarily for the profit which they make from these books. As a matter of fact this problem is becoming so annoying in certain age groups that a committee in Congress has been appointed to look into the publications of crime comics. At the present time there are something like ninety million of these being sold every month, of which some thirty to sixty million are of a decidedly undesirable nature.

About all we can do under these circumstances is to insist that if these books come into school they be confiscated and destroyed; and at the same time we must continue to teach literature which has proven its worth and also try to develop books of an attractive nature which may be substituted for those which are being purchased at drug stores and magazine shops. It is impossible for any one school to try to fight all the drug stores and magazine shops which sell this undesirable literature; this job will have to be done by all the schools and a great many more organizations.

SECTION IV

RECOMMENDATIONS

A. We recommend that a study be made of the third and fourth floor toilet facilities so that adequate rooms will be provided within the next two or three years. We recommend that at least one of the toilets on first and second floor be improved during the next year.

B. We recommend that the plan which is now going forward relative to improving lighting in at least one room each year be continued and, if possible, increased to two rooms. With the introduction of the star type fluorescent fixtures which have been installed recently, it is my understanding that the cost has been not a great deal both in the cost of the fixture and installation. It might, therefore, be possible to install the fixtures in two rooms for a slight increase over what the cost has been in the past for one room.

C. We recommend that asphalt tile be installed in the fourth floor corridor, also that tile be installed on the steps from the basement to the fourth floor, as many of these steps have become badly chipped and worn.

D. We recommend the program of resurfacing the darker classroom floors consistent with maintenance budgets.

E. During the past three years we have been able to watch rather closely the development of the trades courses, and we believe that they are a sound addition to our curriculum. We recommend that considerable publicity be given to these courses in other schools but that a careful selection be made so that those taking the trouble to transfer from other schools may know rather definitely that they want to pursue these courses.

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

ANNUAL REPORT

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by Vida V. Smith

June

1954

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT

For the School Year 1953-1954

I. STATISTICAL DATA

TOTAL ENROLLMENT TO DATE

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Seventh	88	88	176
Eighth	86	83	169
Ninth	111	103	214
TOTALS	285	274	559
Special	18		18
TOTALS	303	274	577

TOTAL WITHDRAWALS AND TRANSFERS

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Seventh	8	5	13
Eighth	9	6	15
Ninth	13	7	20
TOTALS	30	18	48
Special	6		6
TOTALS	36	18	54

Fifty-one new pupils enrolled after the first week of school for the present school year as compared to thirty-five the previous year, and forty-eight withdrew this year as compared to fifty last year. Thirty-three of these new pupils were from schools out of the city and forty-one others enrolled at the beginning of the school year from schools outside of the city. Approximately 13.3% of this year's pupils were from schools outside of Madison, while 86.7% were from Madison public and parochial schools as compared to 8.9% and 31.1% for last year, and 6% and 94% respectively for the school year 1950-51; and 11.6% and 88.4% for the year 1951-52.

It is interesting to note that twenty-five more pupils entered Central Junior from outside the city this year than a year ago, and that more new pupils entered during the school year than the last year. The number of withdrawals was about the same. The reasons for withdrawals and transfers of junior high pupils were as follows. This does not count those in the special group.

<u>REASONS FOR WITHDRAWAL</u>	<u>NUMBER</u>
Moved out of the city	27
Transferred to other schools in the city	3
Placed in correctional institu- tions	0
Transferred to parochial schools	0
Went to Vocational School and work	10
Rural pupils withdrew to work at home	0
Doctor's permit due to accidents	3
Mental health	3
Polio and rheumatic fever	2
 TOTAL	 48

The three pupils who were transferred to other schools in the city all moved into the school district to which they were transferred. Not any of our pupils were placed in correctional institutions during this school year. Of the ten pupils who withdrew to go to work and attend Vocational School, there was one girl and nine boys. Three of these pupils entered Central this year from parochial schools. None of these pupils were capable of doing any work at their grade level. If they had been in the Madison Public Schools, they would have been placed in special education classes in elementary school. Three pupils who transferred to Vocational School entered junior high from schools outside the city and were very retarded in their school work and had no desire to work. The other four had been in Madison Public Schools for most of their schooling. Two of the latter group should have continued in high school, but they had no desire to do so, and their parents were willing that they withdraw so there was nothing that could be done about it.

One of the three children who was injured in an accident re-entered the second semester. The other two are still under medical care. One of the children excused for mental health had been in a special school for mental patients previous to her entrance here; one had refused to attend school at Lapham last year and did the same here this year. He is under psychiatric treatment. The other one was from out of the city, a ward of the state, placed in a Madison home temporarily. The polio and rheumatic fever victims re-entered school the second semester.

The anticipated total enrollment for the entire junior high school without Mr. Stockton's special group will be 561 as compared to 514 for last year, or approximately 50 more pupils as is indicated by the data on the next page.

ANTICIPATED ENROLIMENT FOR SCHOOL YEAR 1954-55 AND SCHOOLS FROM WHICH PUPILS ARE COMING

<u>SEVENTH GRADE</u>	<u>EIGHTH GRADE</u>	<u>NINTH GRADE</u>
Central 7 (Repeaters) 8	Central Junior 155	Badger 7
Franklin 0	Repeaters 3	Camp Badger 4
Lapham 25	Parochial 3	Central Junior 154
Lincoln 20	Franklin 0	Franklin 33
Longfellow 37	Camp Badger	Holy Redeemer 4
Marquette 14	(Moving to city) 1	Madison Lutheran 2
Parochial 3		Silver Springs 4
Rural 0		St. James 3
Washington 60		St. Joseph 11
		St. Patrick 0
		St. Raphael 8
		Repeaters 2
TOTAL (7th) 167	TOTAL (8th Gr.) 162	TOTAL(9th Gr.) 232

The foregoing anticipated enrollment does not include any elementary pupils who said they were going to attend Wisconsin High School. It does include other pupils in our district some of whom may receive special permits for East or West Junior High Schools. Our enrollment will be larger in ninth grade next year due to a larger eighth grade at Franklin, and also our own eighth grade is somewhat larger than last year. Other schools are sending us practically the same number of pupils that we received from them last year as indicated in the table above.

III. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

We have had a much better junior high school this year than we had a year ago. Most of our major discipline problems have centered in one slow group of seventh graders who would not do a bit of work for any of their teachers. Some of these pupils were new to Madison, others had entered the intermediate grades of elementary schools and for some reason no one had taken their educational problems seriously. They had gotten by without work and planned on continuing to do so. Eight of these children will repeat seventh grade next year.

Most of our pupils conducted themselves well at school and in the community as was evidenced by the few times the police contacted them and the contacts made were of a minor nature except in two cases. The majority of our parents have been very cooperative in having their children attend school regularly, participate in school activities,

Central Junior High⁴

and conduct themselves in a creditable manner. In those cases where cooperation was lacking, the pupils have been the losers. They have had irregular attendance, done poor work and if they aren't being failed this year, they probably will fail later due to lack of foundation in the fundamentals and lack of effort on their part.

Our instrumental music groups have done very well this year and have received much praise from the people of our community. Approximately 40% (39.8%) of our seventh graders have learned to play an instrument which is an increase of 6% over that of last year. Approximately 31% of our eighth graders were in band or orchestra which was practically the same as for last year. Slightly more than 25% of our ninth graders were in junior band or orchestra. This is an increase of 3% over that of last year. The percentage playing instruments in ninth grade is always smaller because many pupils enter the ninth grade from parochial schools, rural areas and other school systems where they have not had an opportunity to take instrumental music.

Our vocal music groups were not up to par this year due to the fact that we have had a different "part time" teacher for our seventh graders every year for the past four years, and had two different ones this year. These pupils have missed considerable both in the technique of music and in maintaining a satisfactory atmosphere for accomplishing anything worthwhile. When these same pupils are placed in eighth grade classes, the group who did learn the seventh grade material is handicapped, while the teacher is teaching what should have been taught the previous year to the class. This again creates an unsatisfactory teaching situation, and has been largely responsible for the vocal music work not being as good as it should be. The small ensembles of girls' triple trio and boys' double quartet have done very well. I hope something can be done soon to remedy this very unfortunate teaching situation in our vocal music department.

The dramatics department presented one play for the public and assisted with the operetta. Both of these activities were well done and well attended by an appreciative audience.

The physical plant used by the junior high school has been improved during the past two years. We now have the use of all rooms on the first and second floors except for the space occupied by the senior high office and one drawing room. We use the drawing room for junior high classes half of each day. This is all the space that the junior high has any right to expect in this building as long as it is a six-year school. We also have part time use of two home economics rooms, two shops, and one art room in the vocational part of the building. Our instrumental and vocal music rooms are on the fourth floor in the senior high part of the building, which limits the space the senior high has for their use. We appreciate the interest the Board of Education has taken recently in

trying to modernize our building and make it as pleasant a place to work in as possible. The auditorium was redecorated this year. One junior high room was supplied with new pupil desks and another with new lighting fixtures. If the present plans for things to be done this summer are carried out, we will have a considerably modernized school plant. If the Board of Education continues to do as well by us as they have done the past two years plus the present summer plans for improvement, Central High School will be as well equipped as many schools built at a much later date. Central High is a very substantial building and we who have spent a quarter of a century or more in it do not want to see it abandoned, but are thankful for every improvement which tends to indicate its worth and prestige in this community.

All junior high pupils took standardized tests at the close of the first semester. The California Intermediate Achievement Test was given to our seventh and eighth grade pupils. Our seventh grade pupils rated above the norms in all areas of the test and considerably above in spelling. Our eighth grade pupils rated considerably above the norm on all areas of this test. The New Stanford Achievement Test was given to our ninth grade pupils. These pupils were a little above the norm in paragraph meaning and spelling. They were considerably above the norm in arithmetic reasoning, arithmetic computation, word meaning and language usage. The pupils who had been at Central Junior for seventh and eighth grades did somewhat better on these tests than did the pupils who entered Central for ninth grade from other schools. A detailed study of these test results was compiled and given to all junior high teachers and to others who might be interested. Much use was made of these test results in making our pupil programs for next fall. Other studies were made on attendance, tardiness, home conditions of pupils, and so forth. Copies of these reports have been sent to those who were interested in receiving them.

Some of our clubs have been very successful and have done much to help in the organization and administration of the school. Other clubs have not been very successful. I hope to try a different way of organizing clubs next year and see if it works any better. Our noon recreation program has been quite successful, but not as good as it was two years ago. This is partly due to the fact that we did not have use of the activity room as it was used as a boys' lunch room for senior high, and therefore, we had to cut down on the kind of activities we could offer. The junior high boys did not participate in the noon recreation program nearly as well as they did two years ago. Most of them do not like to dance, and there wasn't much else for them to do.

Our Parent Teachers Association has been very active this year. Most of our P.T.A. meetings were well attended. Many members of our P.T.A. groups have supported practically all of our school activities and have

attended assembly programs, school plays, the operetta, National Junior Honor Society initiation and luncheon, and other activities. The loyal support of our parents and their backing has made our tasks much more pleasant than they otherwise would be. The P.T.A. had a tea for the parents of new pupils on Orientation Day. This is an excellent means of getting parents interested in the new school their children will attend and helps to bring about a unity between elementary and secondary educational programs.

Teachers are making much use of visual aids, recordings, radio and tape recorder to supplement their teaching. Some teachers are also making use of excursions and trips to places of educational value.

Since the Department of Child Study has taken over the issuing of special permits, Central has begun to fare better in getting a more normal group of pupils in as far as ability and special interests are concerned. We had a good average group of pupils in our junior high this year. We could be proud of the majority of them practically all the time. We did have one slow group of seventh grade pupils many of whom would not do any work and consequently many of them had to be failed. It hardly seems possible that we could have had as pleasant a school year in the same environment after having had such a difficult one the year before. There is no doubt but the cooperation of all members of the school staff and that of most of the parents in this community helped us to hold the line and establish the kind of school conduct, school attendance, and standard of work which our pupils are capable of achieving which is a fairly high standard.

We are most fortunate in having two outstanding teachers in our home economics department. They are excellent workers and have been able to guide their pupils in such a manner that most of them get real joy out of tasks well done. Both of these women assumed their share of responsibility in the curriculum and extra-curricular activities and have done so most graciously. Our parents have been very pleased with the progress their children have made in the art of home making. There is little doubt but that the influence of these two women will have considerable effect when the later lives and interests of these girls who have been fortunate enough to have them as instructors. We were also fortunate in receiving on our staff three new teachers this year, all of whom have been very successful in their work. I think that our junior high is most fortunate in the calibre of our teaching staff. The majority of them are very conscientious and hard working people who hold a high standard of accomplishment for those pupils who are capable of maintaining such a standard.

The pupils in our art classes have had many varied experiences. We are handicapped in not having a kiln for firing the clay projects, and in not having sufficient storage space for pupils' work. We hope to have this taken care of in the near future as soon as funds will permit. The addition of a miter box to our art department's equipment has made picture framing possible, and pupils are taking much more pride in their work as a result of this.

Our ninth grade shop program has been better organized this year. The vocational school teachers have gained some experience in handling normal pupils of this age level and have tried to maintain a higher standard of accomplishment for them. Our seventh and eighth grade shop classes are greatly handicapped due to lack of general shop facilities which were promised us when the new addition was made to the vocational school. If we don't get these facilities another year, it will be necessary for us to do as East and West are doing...offer instrumental music five times per week instead of shop or home economics and thus cut down on the need for these facilities. I do not approve of the plan as I think there is a need for pupils to get a practical education, especially if they aren't planning on college. It is just as important a part of an educational program to prepare pupils for a vocation in the skilled and semi-skilled trades as to prepare them for college in order that they may get further training toward a professional career. If we have to cut down on the shop, it will interfere with the development of the trades course.

The work of our academic classes has been very satisfactory in most areas. This was evidenced by the result of standardized tests and by the businesslike attitude of most of our pupils in study halls.

Our physical education program has been improved by the use of buses to transport pupils to the Central playground, and the use of the Y.M.C.A. for swimming classes for girls. The swimming program should be extended so that all ninth grade girls could have this privilege if it is possible to do so.

The cooperation we receive from the vocational school under the direction of Mr. Bardwell assisted by Miss Hardy is greatly appreciated. The problem of operating an adult school and a school for teenage children in the same building is a very complicated one. I do wish that we could do more than has been done in regard to the smoking situation in and around the vocational school by the adult group.

III. SPECIAL PROBLEMS

The lighting on our auditorium stage is very poor since the footlights were removed in the remodelling last summer. This should be remedied as soon as possible.

The girls' dressing rooms, the boys' dressing room on the first floor and the squad rooms off the gymnasium are in very poor condition. They need new plumbing, some new fixtures and redecorating.

The faculty and most of the parents whose children attend Central feel that our school is capable of serving the needs of all the children of our community who are capable of receiving a high school education. We pride ourselves on the fact that we live in a democratic country and a

part of the duty of a secondary school in a democracy should be to teach pupils to live in a democracy. Is this being done in Madison as well as it should be when a privileged few can get special permits to send their children to any school of their choice while others are expected to attend schools in the districts where they reside? We sincerely believe that we can do as much for the children of this community as any school in the city. This has been evidenced by the excellent record that some of our pupils have made at the University of Wisconsin and at other colleges, as well as by the business careers of many of our former pupils. We are very proud of the majority of our high school graduates and are pleased to be educating the children of many of our former pupils.

I wish to re-emphasize the fact that we cannot begin too early in the educational program of children to emphasize the importance of good work and study habits. Every teacher and school administrator should be very conscientious about seeing that all the children entrusted to their care and guidance are working as near to their abilities as possible every day of the school year. We must also all be concerned regarding the moral and spiritual growth of these young people. We cannot let cheating, slovenly work, religious and race prejudices, unfair play and other unwholesome attitudes go by unnoticed and still think we are fulfilling our jobs as educators of the present generation. We must all be ever-mindful of the fact that the public school is probably the most influential factor in determining what the world of tomorrow will be like.

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

There is need of more coordination of the entire program of education, recreation, religious training and social life of our pupils. I am pleased to see a trend toward stricter discipline of youth throughout the community. There is a definite trend on the part of the churches of our community to try to exert more influence on the lives of the children of their parishes. This is a good thing, but needs to be worked out in a manner which will not interfere with the school program for these children.

Some way should be provided to do away with the present method of disposing of waste material. At present waste material is put in a room across the hall from two junior high classrooms. The odor from decaying refuse from lunches is very unpleasant to say the least. It is a health hazard, and certainly gives parents and others a very poor impression

of our building. Since this garbage room is directly in front of the junior high office, it is seen by every parent who comes to wait for their children at the close of school. This is a health hazard, and most unpleasant situation for all pupils and teachers on the first floor of the junior high school. If only one improvement can be made at Central Junior this year, THIS SHOULD BE THE FIRST.

There is a problem of getting pupils to appreciate it when a teacher is willing to spend extra time with them after a prolonged illness or absence or for other causes. Both pupils and parents should realize that this is a privilege and not a punishment.

IV. RECOMMENDATIONS

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

1. Better facilities for physical education should be provided at Central as soon as building conditions permit.
 - A. Tennis courts near enough to school for physical education classes to use and for noon recreation should be provided.
 - B. More stationary bleachers should be installed to increase the capacity of the boys' gymnasium for athletic contests.
 - C. Use of the Y.M.C.A. for fifth period two days per week if possible so all ninth grade girls may take swimming.
 - D. Provision should be made for another place for the senior high lunch room so that the activity room can be used for junior high noon recreation. Our present noon recreation facilities are not adequate for the boys of the junior high school. It is far better to provide for them here during the noon hour than to have gangs organized on State Street.
2. Floors in the classrooms should be sanded and the corridor floors and offices should have tile put on them as soon as possible.
3. Four new drinking fountains should be installed in the Dayton Street corridors as was done on the Johnson Street side of the building three years ago. The present ones are a disgrace to a public school.
4. The building should be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children here to enroll. This is the first impression that new pupils and their parents get of their school.

and frequently it has been a very poor impression from the untidy condition of the corridors and dressing rooms on the ground floor at that time. There was considerable improvement last year. Let's make it still better this year.

5. Room 206 should be provided with a sink and built-in cupboards in the back of the room so it may be used as a laboratory for physiology classes and for science classes in the near future. As soon as we have an increase of one more section of eighth graders, this room will have to be used for both science and physiology and the civics classes will have to meet in other rooms that do not require a laboratory. We cannot have another section until the special group is removed from this building.
6. Lighting in all classrooms and the gymnasiums should be improved as soon as possible.
7. The vocational school sign above the Dayton Street entrance should be removed. Much time is wasted directing adults to the vocational school after they enter the building by this entrance. Also many younger vocational school boys make use of this entrance as a smoking room in the winter time as do adults who are waiting for a taxi. This sets a bad example for the high school pupils who are not supposed to smoke in the building.
8. The adult vocational group should be prohibited from smoking except in the smoking rooms and especially in the corridors used by high school pupils and during fire drills.
9. Toilet facilities for women teachers should be provided by adding more stalls in the first floor pupils' lavatory.
10. More stalls should be provided in the girls' lavatory on first floor as soon as possible.
11. Make other plans for disposal of garbage than those now in effect.
12. Stair rails should be repaired and made about a foot higher so that it would not be convenient for pupils to sit on them. They are a hazard as they are now.
13. There is a need for a general shop for junior high classes. The boys hate the present auto mechanics class and home mechanics is omitted from the eighth grade classes entirely. We have had to substitute a craft project and this should not be necessary in a school with a trades course.

Central Junior High-11

14. More of the men teachers should feel a definite obligation to attend P.T.A. meetings just as most of the women teachers do. Parents frequently ask for their child's home room and class room teachers and it is embarrassing for me to tell them each time that he isn't there. This is particularly important now that 46% of the teachers working with the junior high pupils at Central Junior High are men.
15. There is a need for a kiln for the art department so the clay work can be fired.
16. There is a need for more and better facilities for teaching home economics. If we had the space and the teaching power, I would like to see home economics offered for boys in the seventh and eighth grades. I think such a course taught by our present home economics teachers could do much toward better home life for these children now and in the future when they establish their own homes.
17. It would be a great advantage if Central could be freed from summer school at least once in every three or four years so that the building could be thoroughly cleaned, repaired and other improvements made.

VIRIA V. SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Madison Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT
CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson

June 1954

ANNUAL REPORT

For the School Year 1953 - 1954 GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

Again I wish to isolate a few of the projects that, with others, make up our year's work. These I shall discuss briefly and refrain from a long and repetitious survey of our regular routine work.

Mr. Haugan has completed his fourth year in the junior high school and has expanded the guidance program to more adequately meet the needs of both teachers and pupils. He reports below on some of the projects that he has directed.

One of my favorite projects is working with the seniors. They seem to need the greater share of our time each year. It is typical of high school pupils to assume that this thing is going to last forever and not until the last year do they become restless and even a little frantic about "What next?". First I make a senior survey in the fall--this includes credits to date, program plans for the last semester, a forecast of total credits for graduation, review of majors and minors and graduation requirements, plans for further education, and vocational interests. This survey sheet becomes a springboard for individual conferences. Following the conference the senior and I frequently become involved with contacts with parents, teachers, colleges and professional and business people in the community. The library has an abundance of up-to-date vocational pamphlets and college bulletins and catalogues. The senior is encouraged to read widely on his vocational choice and to meet with workers in this vocation at an appointed time and place arranged by our office. If there is time for the above program it is far more rewarding, in our experience, than the mass career guidance program. Each senior follows his own interest, feels that he is being given personal assistance in finding his way to practical information, and from our point of view there is no reward greater than the close advisory relationship between us and the pupil. It is a privilege to work with a small enough number of advisees so that the individual method can be used. I shall always believe that this project should have firm priority among the many activities in the year's program.

About half of the seniors wanted the survey conference only to know that their programs were in order and they were safe for graduation. These pupils had definite plans for military service, office work, marriage or continuing jobs in filling stations, bakeries, stores, garages and similar business places.

Forty-seven percent of the class wanted help with plans for college, schools of nursing and cosmetology training. Twenty-one percent of the class suggested that they were undecided as to vocation and wanted help in narrowing the field. This group was a challenge to our resources and those of the community. It has helped to

have invitations to career programs at the University, Veteran's Hospital, Wisconsin General Hospital, School of Education, St. Mary's Hospital, School of Physical Education and School of Home Economics. These were in many cases recruitment programs but for the seniors who were really interested enough to go they were very informative and inspiring. We have also been able to arrange to send pupils to the University for conferences with instructors--as well as to professional and business people in the community. These "on location" conferences this year were in the following areas: medical technology, occupational therapy, physical therapy, x-ray technology, physical education for girls, dietetics, engineering of various kinds, elementary teaching, dentistry, commerce, forestry, meteorology, nursing and chef work. It has been interesting to arrange these interviews. In a few cases it was necessary for the adult to come to the school but the usual procedure made it possible for the pupil to see the physical surroundings of the worker. It is my belief that the pupils have appreciated this individual help in finding materials and information related to their college and vocational choices.

Another project that is easy to enjoy is the work on the scholarship program which comes to a climax at the end of the school year. There is an increasing trend and emphasis on scholarship help for worthy students, which makes it possible to increase the number of awards each year. It has been very satisfying to arrange the following scholarship program:

<u>Name of Scholarship</u>	<u>Amount</u>
U. W. Freshman Honor (3)	\$157 in fees
Girls' Club (3)	\$100
National Honor Society (2)	\$100
Rotary Club	\$50
Panhellenic	\$140
Altrusa Club	\$25
Usherettes	\$75
Hi-Y	\$50
Herfurth Efficiency	\$50
Gisholt Proficiency Award	\$25
Stein Award	\$15
Prince Hall Awards (2)	\$50
U. W. Freshman	\$157 in fees
Jr. High (3)	\$50
Kemper K. Knapp	\$400 per year
Michael Reese School of Nursing	3 years--full expense.

This senior class is the first one having graduates who have had three full years in the Trades Course. Beginning with this class, I hope to make a study of the Trades Course in respect to enrollment, dropouts, shifts within the course, and the general stability of the Trades program.

It has been my privilege for several years to check all pupil programs each semester. This gives an opportunity to adjust a poor program before it takes its toll in failure or discontent. It also makes it possible to see and get acquainted with many pupils while performing a routine chore. Frequently the advisory relationship between the pupil, his parents, and the guidance department is set up through this simple programming procedure as early as the ninth or tenth grade.

We have continued our regular work in testing, counseling, record keeping, arranging for employment and meeting some of the needs of handicapped and indigent children. Since the guidance program is an all school project, we wish to express our appreciation to the teachers, administration, Child Study Department, the school nurse, and the clerical staff.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

EMPLOYMENT

NUMBER OF PUPILS GRANTED WORK PERMITS

(September 1953 - June 1954)

Vacation Permits	133
Regular Permits	270
Street Trades	<u>63</u>
Total	466

Type of work for which permit was issued:

Stores	130
Office	14
Hospital	20
Restaurant	90
Street Trades	58
Bowling Alley	35
Golf Courses	24
Theatres	19
Miscellaneous	<u>76</u>
	466

	<u>Boys</u>	<u>Girls</u>
Pupil requests for employment	47	37
Jobs called	38	53
Pupils placed	31	41

MENTAL CAPACITIES OF PUPILS AS
REVEALED BY PSYCHOLOGICAL TESTS

1953 - 54

Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	112	21.83
Average (I.Q. 95-115)	296	57.70
Superior (I.Q. over 115)	105	20.47
Average I.Q. of all Junior High Pupils	104.28	

Senior High School

	<u>Number</u>	<u>Percent</u>
10th Grade:		
Retarded (I.Q. below 95)	38	17.59
Average (I.Q. 95-115)	128	59.26
Superior (I.Q. over 115)	50	23.15
11th Grade:		
Retarded (I.Q. below 95)	28	19.05
Average (I.Q. 95-115)	88	59.86
Superior (I.Q. over 115)	31	21.09
12th Grade: Graduates of June 1954		
Retarded (I.Q. below 95)	30	19.74
Average (I.Q. 95-115)	96	63.16
Superior (I.Q. over 115)	26	17.10

Average I.Q. June 1954 graduates 103.92

Average I.Q. of all Senior High pupils 105.73

CON-FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	1st Grade Period	Final	1st Grade Period	Final
Number of Conditions	40	101	57	0
Number of Failures	99	57	144	135
Total No. of Cons/Fails	139	158	201	135
Pupils having:				
1 Con or Fail	52	47	80	35
2 Cons or Fails	14	17	20	12
3 Cons or Fails	8	11	13	13
4 Cons or Fails	6	7	8	3
5 Cons or Fails	1	2	2	3
6 Cons or Fails	1	1	0	0
7 Cons or Fails	0	0	0	1
Number of names on list	82	85	123	67
Percentage of pupils	15.98	16.57	29.98	12.25

Senior High School

	First Semester				Second Semester			
	1st Gr.	2nd Pd.	1st Gr.	2nd Pd.	1st Final	Gr.	Pd.	2nd Final
Number of "Open"	0	0	17	0	17	0	0	1
Number of Conditions	23	28	5	23	62	62	6	
Number of Failures	120	90	100	115	98	98	71	
Total No. of Cons/Fails/	143	118	142	138	160	160	78	
Pupils having:	Open							
1 Con or Fail	86	68	81	82	86	86	50	
2 Cons or Fails	21	17	14	21	28	28	8	
3 Cons or Fails	5	4	8	3	3	3	0	
4 Cons or Fails	0	1	1	1	1	1	3	
5 Cons or Fails	0	0	1	0	1	1	0	
Number of names on list	112	90	105	107	119	119	61	
Percentage of pupils	21.54	17.31	20.19	20.57	22.89	22.89	11.91	

WITHDRAWALS

Junior High School

First Semester 1953-54

Reasons	BOYS			GIRLS			TOTAL	
	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	
Moved out of the city	0	9	0	9	3	5	2	10
Voc. School & work	2	0	0	2	1	0	0	1
To other city school	1	0	0	1	1	1	0	2
Mental health & Dr. 's permit due to accident	1	1	1	3	0	3	0	3
TOTALS	4	10	1	15	5	9	2	16
								31

Second Semester 1953-54

Reasons	BOYS			GIRLS			TOTAL	
	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	
Voc. School & work	5	2	0	7	0	0	0	7
Moved out of city	3	4	0	7	0	1	0	1
Polio & rheumatic fever	0	1	0	1	1	0	0	2
TOTALS	8	7	0	15	1	1	0	17

Total withdrawals for year 48Total withdrawals for 1952-53 50

WITHDRAWALS

Senior High School

First Semester 1953-1954

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Moved out of city	0	7	0	7	1	2	1	4	11
Voc. School & work	4	3	0	7	2	2	1	5	12
Other Madison school	1	1	2	0	0	1	1	1	3
To be married	0	1	0	1	0	5	0	5	6
Over 18	0	2	0	2	0	0	0	0	2
Illness	0	0	0	0	0	1	0	1	1
Deceased	0	0	0	0	0	2	0	2	2
Armed Forces	0	1	0	1	0	0	0	0	1
Graduated	0	0	1	1	0	0	0	0	1
TOTALS	4	15	2	21	3	12	3	18	39

Second Semester 1953-54

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Moved out of city	3	0	0	3	0	3	0	3	6
Voc. School & work	1	5	0	6	0	1	0	1	7
To be married	0	0	0	0	0	1	0	1	1
Over 18	1	0	0	1	0	0	0	0	1
Dr's orders	0	1	0	1	1	0	0	1	2
Armed Forces	1	1	1	3	0	0	0	0	3
Request of State Dept. of Public Welfare	0	0	0	0	1	1	1	1	1
	6	7	1	14	1	5	1	7	21

Total withdrawals for year 60Total withdrawals for 1952-53 47

JUNIOR HIGH GUIDANCE REPORT

RECORD OF TESTS ADMINISTERED 1953 - 1954
by Junior High Guidance Office and facultyMENTAL ABILITY

California Mental Maturity Intermediate Form	252
Henmon-Nelson	201
Wechsler Bellevue	3

ACHIEVEMENT

Stanford Achievement - Advanced	403
California Achievement - Intermediate	321
Iowa Silent Reading Test (Grade 9)	200

PERSONALITY

Mental Health Analysis	12
Washburne S.A.	3
Sentence Completion	5

APTITUDE

Iowa Algebra Aptitude Test (Eighth grade)	151
---	-----

OTHERS

Madison Study Habits Inventory	511
Madison Interest and Experience Inventory	198
California Behavior Preference Record--Advanced	205
California Behavior Preference Record--Intermediate	160

INDIVIDUAL COUNSELING

Considerable time and effort was spent this year in working individually with pupils having scholastic difficulties. All pupils were seen who received unsatisfactory work slips from teachers at the end of six weeks or had below average grades. An analysis was made with each pupil to determine the reasons for his difficulty and suggestions worked out as to how he might improve. An opportunity was provided for the pupil to come to the office for special help with his studies if he wished to do so and those who accepted the opportunity were given individual help. It was found that this technique was particularly valuable in getting to know the pupils more intimately. During these special help sessions many other pupil problems were revealed which might have otherwise gone undetected.

Again this year an individual conference was held with each seventh grader. These "get acquainted" interviews helped these pupils to understand the functions of the Guidance Office and provided an opportunity for the school to record additional information about pupil interests, activities, experiences, friends, health and home situation.

GROUP GUIDANCE

This year seventh and eighth grade home room teachers used a series of ten Science Research Associates pamphlets in connection with the Tuesday home room program. These pamphlets dealt with the following topics: How to handle your problems; getting along with parents; high school orientation; solving personal problems; brother and sister relationships; manners; school adjustment; physical growth in the teens; and exploring vocations.

Each home room teacher was provided with a sufficient number of pamphlets for every pupil to have the use of one in home room. A teacher's discussion guide and a poster were also provided for each unit. The teachers had the materials on one unit for a period of three Tuesday home room periods. At the end of three weeks, all materials were passed on to another home room until the entire series of ten pamphlets had been circulated among all seventh and eighth grade home rooms.

It is felt this program has worked as well as anything yet attempted with an organized group guidance program. It appears the whole success or failure of a program of this sort depends upon three things: (1) the interest and enthusiasm the individual home room teacher has in this type of activity, (2) the type of environment the teacher is able to provide for an informal discussion type of activity and, (3) the makeup of the home room group. Some pupils have the idea that any activity which involves the use of books is school work and therefore undesirable. A few pupils in a home room group with this attitude can soon turn the whole group against the type of activity. As long as this general attitude appears to exist among pupils, it seems likely that this type of material must be curricularized if we feel it is an important part of a child's education.

In addition to the group guidance activities on Tuesdays, a series of guidance films were shown on Thursday activity periods to those pupils not in musical groups. These films dealt with the topics of parent relationships, manners, courtesy, emotional maturity, friendship, personality development, character development, study habits, and high school orientation. The Guidance Office prepared film guide sheets for each film. These were used by the teacher in preparing the pupils for the picture and then as a discussion guide following the film. It was felt the use of these guide sheets made each film a real educational experience rather than just entertainment.

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

EIGHTH GRADE CLASS RESULTS OF
THE IOWA ALGEBRA APTITUDE TEST

	Feb. 1951	Feb. 1952	Feb. 1953	Feb. 1954
Number of cases	102	137	133	151
Mean score	50.1	48.7	47.6	50.8
Median score	50.0	49.0	48.0	51.0
Modal score	47.0	50.0	51.0	48.0
Range (Raw scores)	24-77	18-91	15-81	19-90

The Iowa Algebra Aptitude Test has been administered to the eighth grade for the past four years in order to help determine whether or not a pupil should take algebra as a ninth grader. Other factors considered in arriving at a decision are past performance in mathematics courses, the pupils I.Q., achievement tests and the present mathematics teacher's recommendation.

Percentile norm for May, eighth grade according to the test manual. A score of 49 ± 50 th percentile.

The Central mean score of 50.8 for 1954 was approximately at the 55th percentile.

The Central eighth grade is about 5 percentile points above the scores of the children on whom this test was standard. However, this is not a valid comparison as the test was given to Central pupils in February, whereas the norms were determined from pupils who took the test in May, or three months later.

On the basis of these results it is logical to assume that Central pupils would have exceeded the national norms by more than five percentile points had they taken the test in May.

NINTH GRADE HOME ROOM PROGRAM

This year, as last, extensive use was made of visual aids in connection with the ninth grade program. It appears this method of teaching is most acceptable to pupils in connection with such topics as etiquette, morality, manners, personality development and ethics.

The first general topic taken up in the home rooms was the development of better reading and study habits. The Iowa Silent Reading Test was administered in November and the results are as follows:

Number of cases	200
Range of median standard scores (In terms of grade placement this is 4.9 to 13.04)	126 to 201
Mean (of the Median) standard scores	156.7
Median standard score	156.0
Modal standard score	156.0

The median standard score for the second month of the ninth grade according to the norms of this test is 158.0.

Central ninth grade is 1.3 standard score points below the ninth grade median or in terms of grade placement two months behind the median grade equivalent of the ninth graders upon whom the test was standardized.

Comparison of 1953 results with
those of previous year's ninth
grades.

	<u>1951</u> 180	<u>1952</u> 223	<u>1953</u> 200
Number of cases			
Average median standard score for Central ninth graders	160.5	156.1	156.7
Median standard score for the fourth month of the ninth grade	159.0	159.0	
Median standard score for the second month of the ninth grade	—	—	<u>158.0</u>
Difference	+1.5	-2.9	-1.3

These reading tests were corrected and scored cooperatively by the Guidance Office, the principal and the faculty. An explanation sheet was prepared by the Guidance Office for use by the pupils after the tests were returned to them. This enabled them to determine wherein their strength and weakness existed, and gave suggestions as to the procedure they should follow to improve their reading weakness. Following the analysis of their reading skills a booklet, "Better Reading and Study Habits", was used in home rooms. This booklet gave pupils suggestions and exercises as to how they could improve and develop their reading skills.

During this study unit films, film strips, study habit inventories, were also used to help the pupils improve their methods and habits of study.

The second unit of the ninth grade home room program dealt with planning one's future. Film strips, a talk by Mr. Waller, pamphlet material and the "Subject Offering Booklets," were used before senior high school programming was begun. The Subject Offering Booklets were originally developed by the Guidance Office three years ago and considerable time and effort were expended this year in a complete revision of them. These booklets were also used by the eighth grade before they began making out their four-year programs.

Another booklet which was of great assistance in our programming was "The Madison Plan" prepared by Miss Fredrickson of the senior high guidance department. This booklet explained in detail the year-to-year curriculum of each of the trades offered in the

trades course. Up until this booklet was published it was very difficult for teachers who work with programming to plan a program for a pupil who elected the trades course.

DISTRIBUTION OF COURSES AND MEAN I.Q.'s
OF PUPILS ENROLLED IN EACH COURSE--
INCOMING 10th GRADERS--FALL 1954

<u>COURSE</u>	<u>MEAN I.Q.</u>	<u>NO. ELECTING</u>	<u>PERCENT OF TOTAL</u>
College Preparatory	111.78	72	37.7
Trades	101.19	47	24.3
General	96.23	40	20.5
Commercial	107.32	34	17.5
 TOTAL		193	100.0%

While on the topic of programming it might be mentioned that this year all grades in Junior High were administered achievement tests in the latter part of January. The data from these tests proved valuable in assisting teachers to plan programs for the following year. It was felt that by testing at this time the results would be more up to date than those obtained from fall tests. Also, pupils were better prepared for testing rather than in the fall after a vacation period during which time they had been away from academic work.

As usual the Henmon-Nelson test was administered to all ninth grade pupils. This year an explanation sheet was prepared by the Guidance Office to be used in connection with the test results. This sheet explained the purpose of the test, its importance as related to probable success or failure at the University, and roughly how a pupil ranked on the test. Pupils interested in knowing their results on the test were given this sheet which indicated the quarter in which they ranked.

The final unit in the ninth grade home room program consisted of a series of films and film strips dealing with solving one's problems, personality development, courtesy, and dating. Here again film guide sheets were prepared by the department and used by home room teachers in connection with these films.

ORIENTATION DAY

This year a series of 36 color slides were taken depicting the work of the Guidance Office. These were shown to the incoming pupils on Orientation Day. It was felt a visual approach in explaining some of the activities of the Department would be more meaningful to the visiting pupils rather than the usual talk. Several visiting teachers and parents commented favorably on this technique.

A FOLLOW UP OF PUPILS WHO ENTERED THE TRADES COURSE
in September 1951

The first group of pupils who enrolled in the trades course will be graduating in June 1954. There were a total of 45 pupils originally enrolled in this course as tenth graders in September 1951. A record of their progress is as follows:

	<u>Number</u>	<u>Percent of Total</u>
Pupils who have successfully completed the first semester of 12th grade in the trade which they originally chose.	25	55.6%
Pupils who switched from one trade major to another trade major.	8	17.8%
Pupils who switched from the trades course to another course.	2	4.4%
Pupils who have withdrawn from high school.	<u>10</u>	<u>22.2%</u>
TOTALS	45	100.0%

UNSATISFACTORY WORK SLIP PROJECT

Each year special work slips are sent out to the parents of pupils who are doing unsatisfactory work at the end of a five week period. These pupils are seen by the worker in an attempt to analyze their difficulties and investigate the possibilities for improvement. The worker was impressed in talks with both parents and pupils that they did not know specifically the reasons for their unsatisfactory work after these slips had been sent home. It was felt that a report with specific points listed explaining the reasons for the unsatisfactory work might prove more enlightening than the reports that were being used. A committee was appointed by Miss Smith to study this problem. Recommendations were made to the faculty, a new report form was approved and will be put into operation next year.

The Department wishes to express its appreciation for the cooperation received from the home room teachers, office staff, administration, nurse's office, Department of Child Study and attendance workers. Without their sincere efforts it would have been impossible to complete the projects undertaken and handle the individual problems that existed.

R. William Haugan
Junior High Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

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

August, 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-1954
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

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

** Decrease

II. Junior High School Total Enrollment by Grades

Grades	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49
7	282	285	303	285	302	313
8	348	297	324	297	299	307
9	498	512	439	478	425	462
	1128	1095	1066	1060	1076	1083
Grades	1949-50	1950-51	1951-52	1952-53	1953-54	
7	298	348	324	318	377	
8	311	295	346	324	329	
9	433	460	467	528	518	
	1042	1103	1137	1170	1224	
Remedial	16	16	16	17		
Total	1119	1153	1186	1241		

III. Increase in Enrollment

The Senior High School enrollment in 1954 was the school's greatest since 1947, and in the last twenty-two years only in 1939, 1940, 1941, 1942, 1943 and 1947 were more pupils enrolled.

The Junior High School 1954 enrollment was the greatest in the history of the school. In 1953 the increase over 1952 was 33 pupils, and the 1954 increase over 1953 was 38 pupils. The increase since 1950 has been 182 pupils.

The difference between the 1954 enrollment and the largest enrollment during the past twenty-two years is as follows:

Junior High	Senior High	Building
1954 - (1224) The largest enrollment	1943 - 1325 1954 - 1287 38	1954 - (2511) The largest enrollment

Since 1950 the Junior High enrollment has increased by 17.5%. The building enrollment has increased by 231 pupils since 1950, or 10%.

The present seventh grade enrollment for September, 1954, is 407 which is about 60 pupils more in advance enrolments than have ever been received.

IV. High School Graduates

Since 1932, the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	325	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	321	325	1287	26.03
		Total	7423		

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

Graduates 1932 - 1954 7423
Total graduates in 32 years 8890

If all the boys and girls granted diplomas based on credits earned in the armed services, the General Educational Development Tests, and Extension Department credits were counted, the number graduated during the thirty-two year life of the school would be increased to more than 9,500.

During the last twenty-two years, the graduating pupils have averaged 27.22% of the total enrollment of the Senior High School. The holding powers of the school has been good.

The call of the armed services, full employment, and the school not having made the best possible provision for boys and girls of real low academic ability, has caused some to drop out before graduation.

V. Graduates Going on to Higher Institutions

During the past several years the number of East High graduates going on to colleges or universities has been increasing. The percentage of the graduating class used to be about 35 percent, but now often more than 40 percent continue their formal education.

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

VI. Past Special Achievements

During past years the East High School has completed some very valuable studies for the North Central Association of Colleges and Secondary Schools. Some results of committee work on the North Central reports are listed below in the hope that they may be given consideration in making future course, and subject matter, improvements.

A. The East High School Community

The area of Madison from which East High School children are drawn is chiefly industrial. Although almost one-fourth of the Senior High students are tuition pupils, this group is made up largely of suburban dwellers rather than agricultural workers. Among the urbanites, and within the general area, are to be found some college educated and professional parents, but in general the fathers of these children are workers or craftsmen in factories or trades, or they are small business operators, or salesmen. There are a great many homes where the mother is employed, many of them as factory or office workers; or as home maids or waitresses. Since the children of professional parents are in the minority, competition for school offices and activities is

very apt to be between children of parents classed as laborers or craftsmen. Although there is some instability, as in any community, there is a general tendency for the largely Nordic population to be steadily employed over a period of years, and the children reflect a sense of security and wholesome living. Over seventy percent of the pupils parents own their homes.

B. The Educational Philosophy of The School

It is the function of this school to aid students to realize their full abilities as individuals, and at the same time to develop a sense of social responsibility. To accomplish this effectively, we must remember that the things which are learned best are the things which are learned in use. Allegiance to the democratic ideal implies that students must be given wide opportunity to share common values and to participate in common experiences.

Objectives

To Achieve These Goals, the school should:

1. Make provision for children of varying interests, abilities and backgrounds.
2. Require high standards of achievement in the tool subjects.
3. Stimulate interest in cultural and aesthetic pursuits.
4. Provide training for occupational pursuits.
5. Encourage the realistic study of social relations, with particular attention to those of the community.
6. Provide a broad health program, consisting both of instruction in the nature and functions of the body, and of participation in recreational activities.
7. Provide counselling for all students, and the advice of specialists when necessary.
8. Provide abundant opportunity for the development of independent and constructive thinking.

C. Suggested Changes and Improvements for the Program of Studies:

1. Better integration of educational experience within each grade, and more emphasis upon broad concepts having transfer value.
2. Encourage more pupils to avail themselves of their opportunities for a varied program of studies.
3. Make greater provision, through extended courses for those who are backward and slow; e.g., there should be a continuation of English 10AGR instead of the regular English courses.
4. An even greater variety of courses should be offered for the brighter students.

5. A very practical course for both boys and girls should be offered to provide for present and future needs; e.g., social adjustments, budgeting, consumer problems, child care, family living, as well as instruction in practical home repair problems.
6. Courses in remedial physical education for both boys and girls be provided.
7. Place more emphasis on more guidance in moral and ethical standards.

VII. Special Problems - Faculty

Since June, 1949 thirty-eight percent of the Senior High School faculty has been replaced, and 38.4 percent of the Junior High faculty. More faculty replacements will have to be made during the next few years, and many additional teachers added due to increased enrollment. New teachers should be selected with consideration given to their subject matter teaching ability and also to the contribution that they will be able to make to the carrying on of the extra-curricular program of the school.

- - - - -

My thirty-two years at East High are ended. A great deal of work remains to be done. In public school work the tasks are never completed, but the work gives much satisfaction.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report.

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER

August, 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-1954
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

At the end of the first attendance period in September 1953, the enrollment at East Junior High School was as follows:

7th - 353
8th - 320
9th - 495
Total - 1168

During the school year 61 pupils were enrolled in our school. They were distributed by classes as follows.

7th - 21
8th - 10
9th - 27
Remedial - 3
Total - 61

On the whole, I would say most of these boys and girls adjust pretty well to their new school.

According to the information we have on the enrollment for the school year 1954-55, it is estimated as follows:

Grade 7 -	Emerson	108
	Lincoln	8
	Lapham	29
	Lowell	63
	Marquette	79
	Mendota	18
	Schenk	33
	Sherman	61
	Hiestand	8
	Total	407

Grade 8 - East Junior Grade 7 351

Grade 9 -	East Junior Grade 8	318
	Allis	57
	Sunnyside	9
	Nichols	31
	Madison Lutheran	14
	St. Bernard's	30
	St. Patrick's	3
	Holy Redeemer	3
	St. Raphael's	1

Grade 9 - (Continued)

Lakewood	3
Seminary Springs	2
Gaston	1
Estes	3
Waubesa	2
Sanderson	3
Meier	1
McFarland	11
Cottage Grove	9
Burke Station	1
Hope	2
Total	504

Total estimated Junior High School - 1262

This will be the largest group we have had in East Junior since it was started in September 1932 - 407 seventh graders. To make provision for this, there will be three additional seventh grade home rooms.

II. Achievements

The ninth grade operetta "Chonita" was presented in February by the ninth grade cast. It is an all school project in that it is possible only by combined efforts of various departments. The Manual Arts, Home Economics, Music and Art departments, Student Council and certain clubs have an active part in it. The work of the faculty group which helps with after school practices was greatly appreciated by the directors of the operetta, Miss Norma Dietrich and Miss Elvera Daul. The fact that the school audience accepted the performance so well and were so attentive and well behaved speaks for the fine production.

The dental and health inspections were again held early in the fall; this is a decided advantage to all concerned. This year 343 ninth graders or 66% of the pupils were examined by their family physicians, 15% at the school examination, and 17% under W.I.A.A. examinations. This is a larger number than usual examined by their own doctor, and probably shows a trend toward the family having the yearly physical check up. Dental had 472 examined. One hundred thirty-eight were marked okay - 29%. There were 334 defects. Definite reports show 235 had dental care.

This June, all eighth graders in our school were given physical examination blanks to take home with their report cards. It is hoped many will take care of their physical examinations during vacation and return them in the fall. This does not reach the 186 pupils who will enter our ninth grade from suburban, rural and parochial schools.

In the absence of Miss Eileen Severson, who was on a Ford Scholarship, Mrs. Wanda Hile worked with the seventh grade reading group and the eighth grade readers who needed special attention. In a report of her work, she says, "The greatest areas of improvement were in comprehension rate, spelling and geography. While there was some improvement in self assurance,

in the ability to attack words, the almost inaudible voices remained unchanged in spite of several weeks of speech training. There was no appreciable difference in the ability to organize or plan or carry through prescribed projects. The struggle to read is the cause, I believe, rather than the results of the emotional troubles. And these emotional scars are deep, not eradicated by one year of remedial training. There was definite evidences of wanting to read, of reading more at the end of the year than the beginning with some increase of appreciation. Several children read more than the required six library books."

Next year Miss Severson will continue her work with the reading groups. After her experiences in visiting many schools all over the country, she should give East Junior High School much help in the reading problem.

The seventh grade was again organized to have one teacher work with the same group of seventh graders in English, Mathematics and Geography. In going to the other classes the pupils were with their own group. It seems to me in a school of our size this is extremely important to the seventh graders. It should help to get the child to feel he belongs in the school. It is an effort to have a small school in a large school.

With the plan to have fourteen seventh grade home rooms, it should necessarily reduce the size of seventh grade classes for this year. Our groups were too large. The two band groups necessarily will be a little larger than the other groups.

East Junior High School made a fine showing in its athletic program this year. The football, baseball, track and volleyball groups made an excellent record. With so much poor sportsmanship shown by grown-ups it is especially important that we work on this with our boys and girls. It is also an opportunity to stress the importance of careful use of school equipment.

Miss Merriam Peterson reports that she is pleased with the use of the library by the class room teachers. Several of our teachers, who were new to our system this year, did a great deal of work related to use of library materials. The new chairs and newly covered library tables have added to the attractiveness of the room. However, the space is not adequate for our growing numbers.

The work with eighth graders relative to their choice of algebra or applied mathematics again involved a great deal of thought and work. The Iowa Algebra Test was again administered and all other available material compiled by the guidance office. As to I.Q., arithmetic grades, teacher's recommendation and pupil's plans were used in an attempt to guide us in helping the pupils make the correct choice.

Many of our rooms have been equipped with new desks and chairs during the past years. In a recent visit to another city--in two Junior High Schools, I found them far less modernly equipped. I returned very much impressed with the fine equipment we have in our class rooms, home economics rooms, etc. Our teachers have been pleased with this new equipment and are stressing the importance of having pupils respect school property. There needs to be more of this done in a period when public values are not always appreciated.

Following is a report from Miss Beatrice Sylvester relative to some of the work in the Home Economics Department.

"In a little evaluation of work at the seventh grade level, the girls made the comment that they would like more work on grooming, that they liked the work on manners, and that everything else was fine.

Baby sitting units at the eighth grade level, where the care of the infant is stressed, and at the ninth grade level, where the special emphasis is the psychological care of the pre-school child, have had high interest for all girls in these classes.

The series of style shows and teas held May 24, 25, 26, and 27, topped all attendance records. Some mothers have come several successive years, because of a daughter who has taken Home Economics for successive years or because of having more than one daughter. Great interest in these shows is manifested by other members of the family, too, as grandmothers, older sisters, aunts, and very young brothers or sisters. One mother, badly crippled by what appeared to be arthritis, made the effort to climb to the third floor to attend the show on the second day.

Ninth grade boys continue to be very eager to get what Home Economics they can at the only spot where it is offered in junior or senior Boys' Chef Club. It is quite amazing to hear reports from the boys on what they are able to do at home, after the demonstrations and practice which they have had in this club."

The Orientation program was presented in May. It is good public relations to have the parents invited at this time and we were pleased at numbers who came and also attended the tea which the Parent-Teachers Association provided. This time both Central and East had selected the same day; this was to the advantage of the grade schools where some pupils enter either school.

The ninth graders, through their Student Council, worked out plans for a ninth grade party. The boys and girls seemed to enjoy the party and were a fine well behaved group. Through the Parent-Teachers Association, ninth grade mothers provided the cookies for the occasion.

After instruction in social dancing in the physical education classes, a series of matinee dances were held in the gymnasium. Eleven of these dances were offered this year with a large number attending. These involved no fee.

III. Special Problems

At the very beginning of this school year, East Junior High was handicapped by illness. Miss Gretchen Habermehl was critically ill and on the very day school opened, word was received of her death. She had always done excellent work with the new ninth grader who entered our school as well as in her

Algebra and mathematics classes. East High School keenly felt the loss. Mrs. Gertrude Staffort kindly agreed to take over Miss Habermehl's program.

At the same time two other ninth grade teachers were ill and there was no indication as to when they would return. Mrs. Katherine Moore and Mrs. Charlotte Madding, both of them familiar with our school, came to the rescue and saw us through those trying weeks when there is so much to do in organization. Mrs. Madding was with us for four weeks and Mrs. Moore for more than two months. At the end of the school year, from late April to June, Mrs. Moore again helped us complete the year. For these and other fine people who are willing to come to help us out in emergencies, we are most grateful.

With the addition of three seventh grade teachers this year, it is necessary to use some of the regular ninth grade class rooms. This involves problems for teachers, because they must go from class room to class room instead of being able to use one room all day. It also means the room is not available for the teachers free hour. Likewise, it creates a home room problem—so that both rooms 251 and 15 must operate as double home rooms. This is not desirable but must by necessity be done that way. Study 331 has likewise been added as a home room.

With the large numbers in the seventh and eighth grades, it is extremely difficult to reduce the size of both physical education classes. Even with more teacher time it presents a problem because only four gymnasiums are available. Since music alternates with physical education, the music classes become double the size of the physical education class. Due to the large number, one class will have to meet in room 15 which will not be as desirable as the regular music rooms.

There will be an additional teacher in art for half days, as well as additional classes in home economics and manual arts.

It has seemed to me that this school year there have been more general absence due to illness—not necessarily contagion, but upset stomachs, etc. than there was formerly. However, this spring while visiting a Milwaukee Junior High School of the very same enrollment, their absence roll had exactly the number of ours. Most boys are girls are at the building on time; those who are tardy are often habituals. Some of these pupils are brought to school or get near the school on time, but then loiter on the way. There were several times this year where pupils admitted late television programs or big league baseball games were the cause of their absence or tardiness. During the first semester, 278 pupils had a perfect attendance record; 214 second semester. On the whole one must admit that the good pupil who is interested and alert is anxious to be in school every day and gets there. More parents do take their children out of school for trips in the winter than formerly was the case. This involves a problem especially in ninth grade work.

Since more pupils come from a distance on the school bus; it presents a problem relative to remaining for make-up work. For special practices, the

pupils seem willing to make arrangements and many families call for them; the incentive for the children to stay after school for work probably is not always properly presented to the family by the boy or girl concerned.

Some new clubs were added to the group this year. Much depends upon the children who select them--the interested child can be a joy in any club, while the one who wishes only to be entertained is no asset to the group. The photography, Junior Pen, Chef Clubs usually are active groups.

Each year it is discouraging to see the number of articles of clothing, gym suits and books which are lost and not claimed. Children seem to be less concerned by these losses than they should be and sometimes these articles are never claimed.

Especially in a large school it is difficult to find the pupils who do not respect the rights of others and have no feeling for public property. Such things as candy bar wrappers and refuse litters the lawns and building even though containers are provided. This is something which needs constant reminders. The Student Council has worked on it. This seems to be a general carelessness of the grown ups as well as children.

Every one in the school, teachers and custodians alike, need to work on this problem.

With the added number of pupils it is necessary that there be more clerical help in our office. Added duties such as W.I.A.A. insurance takes considerable time to handle as well as more records as the school population grows.

In our guidance department we are greatly understaffed. At the same time more duties and services are added. The mere fact that our school population grows means added work; then, too, more pupils seek help and services in the guidance office, which is as it should be. The services of a man counselor in that office would be advisable. Perhaps when such an additional person is secured it might be possible to get one who could spend part time as boy's counselor and part time on curriculum work. Our school has grown to such a size that it would be justified.

Several of our rooms, including the study hall, have been equipped with new lighting. The poorly lighted rooms have had attention first; it is hoped this work can be continued throughout the school.

In Junior High School we still continue to have the problem of the non-achiever who becomes a disatisfied and discouraged pupil. He is anxious to have a job; talks about it in spite of knowing that he cannot secure one until he reaches the required age, but somehow he dreams that his case is different. He has little conception of the requirements and responsibilities of a job; he goes to class (even to the classes that are worked out with specific details for what we believe he can achieve and should have) without giving any cooperation. Sometimes his behavior is reflected in a revolt against everything that has regulations and he tries to escape through a pattern of truancy. Mr. August VanderMeulen of the Child Study Department has done excellent work with cases of this type. He has contacted

East Junior High-7

the home and tried to work out an understanding of the situation with both pupil and parent. However, the Junior High School as it is to-day, cannot provide adequately for the pupil of this type. We manage very well as a rule to get these pupils through the special classes in seventh grade, but in the eighth grade there are more difficulties.

Perhaps these pupils might best be kept in a special group with a strong teacher in charge who could work with them in a modified course including shop so they would not interfere with the instruction of other pupils.

In a report on East Junior High School, it would seem one could not fail to mention the man who was its leader 22 years. When this decision of East Junior High came into its existence, it was Mr. Foster S. Randles' planning which fit it into the East High School; it was his vision and understanding that made it function year after year. Mr. Randle had the long range view of educational problems, but never did he cast aside a child's point of view or his philosophy that "we have the children of all the citizens". I hope we can continue in the tradition and wisdom which has characterized Mr. Randle's work at East High School.

Respectfully submitted,

LOUISE H. EISER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

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

August, 1954

ANNUAL REPORT
EAST HIGH SCHOOL GUIDANCE DEPARTMENT
1953-1954

The work of the guidance office continued in about the same manner this year except for a more concentrated emphasis on individual counseling. With the marked increase in enrollment and with the loss of our part time man counselor, it was felt that the time and energy of the two full time counselors should be used in working with the individual boy and girl. At this time much credit should be given to the excellent cooperation of the faculty in helping work out the increasing problems which arise in a large student body. The activities of the guidance department could not be accomplished without the understanding and backing of our teachers.

Following is a brief explanation of 1953-1954 activities.

I. Significant Statistical Data 1953-1954

A. Withdrawals and Transfers

Reason	Junior	Senior	Total	Total
	High	High	1953-54	1952-53
Transfers to Madison Schools:				
Central High School	2	3	5	3
West High School	3	1	4	3
Parochial Schools	1	0	1	0
Elementary Schools	0	0	0	1
Total	6	4	10	7
To work and Vocational (1 day per week)				
Vocational-Full time	3	0	3	0
Transfers to Other Towns	44	24	68	65
Over 18 - To work	0	12	12	8
Rural	7	7	14	8
Armed Service	0	8	8	2
Miscellaneous:				
Illness	3	8	11	11
Marriage	1	9	10	11
Industrial School	3	0	3	2
Death	0	0	0	1
Borris Farm	3	0	3	0
Court Order	1	0	1	1
Total Withdrawals	74	91	165	163

The total number of withdrawals 165 is almost the same as last year 163, in spite of our increase in enrollment. The group leaving school for work and Vocational School one day per week is markedly smaller, 22, compared to 49 last year. This reflects the employment picture of 1953-54 which has shown a tightening up in jobs for the younger adult. In many cases, parents insist that their sons and daughters remain in school, realizing the necessity of high school graduation.

Eight boys withdrew for Armed Services this year, undoubtedly using this outlet in place of employment. The number transferring to other towns was large again -68- indicating a transient population in our community. This number about equals the many new pupils who enroll each week, coming from small towns, their families seeking employment in Madison.

Each withdrawal is handled individually, through the assistant principal and one of the guidance counselors. The student must have an "exit interview" before he receives his final papers. Routine cases of school transfers, moving to other cities, go through the regular channels of checking out books, fees, etc. The boy or girl who just wants to drop out of school is given more intensive counseling. His reasons for wanting to withdraw often are symptoms of serious home conditions, financial worries, illness. In each case the family is contacted by telephone, personal interview, or through the help of the attendance workers of the Child Study Department. Often through curriculum changes, work experience plans, employment, or just some friendly suggestions, a boy or girl can be persuaded to return to school and to continue planning for his future.

In working with these drop-outs, we feel that it is important for them to have a working plan. We discuss their credits, possibilities for future graduations, opportunities at Vocational School, apprenticeships, whatever will help in the particular case. Many of these boys and girls return later, much wiser and more willing to work for their much-wanted diplomas. Again may we thank our faculty for their help in this big withdrawal problem. With their close contact in the classroom, they can detect early symptoms of the typical drop-out, and can do much to encourage remaining in school.

B. Testing Program 1953-1954

1. Psychological Tests

The California Test of Mental Maturity, Revised Form S 1950 was given this year to the following groups:

New Pupils	100
Rechecks	100
Grade IX	<u>490</u>
Total	690

This year we adopted the Otis Quick-scoring Mental Ability Tests for enrolling new pupils, because of its ease in administration. This was followed later by a recheck California Test of Mental Maturity.

Number of Otis tests administered:

New Pupils	100
Madison Lutheran	22
St. Bernard's	
(Rechecks)	<u>15</u>
Total	137

Although the Dane County rural and suburban feeder schools have been very cooperative in giving us their test information of incoming ninth grade pupils, there is such a variety of tests used and methods of recording, that we decided to return to our original plan of testing the entire Grade IX in the spring, just before they entered Senior High School. Discrepancies in test results were carefully studied, some rechecks made. In some cases the individual Wechsler-Bellevue will be recommended.

In October a bulletin was distributed to the faculty describing the testing program, methods of recording test informations, and availability of results. Attached to this was a sheet of distribution of I.Q.'s for the six grades with median I.Q.'s ranging from 104-107.

The Menomonie University Prediction Test is given each year in all Wisconsin High Schools to grades IX and XI. The results in terms of a percentile rank are useful in counseling students about future plans, and as another tool in understanding their abilities.

Following is a distribution of percentile ranks for the year 1953-54.

<u>Percentile Rank</u>	<u>Grade IX</u> Number in each interval	<u>Grade XI</u> Number in each interval
90-100	78	63
80-89	69	34
70-79	61	33
60-69	58	41
50-59	34	30
40-49	48	24
30-39	53	39
20-29	25	45
10-19	37	29
0-9	22	19
Total	485	357
Median Percentile	63 $\frac{1}{2}$	58 $\frac{1}{2}$

All test information is recorded on the cumulative folders and the permanent record cards plus the homeroom black book record on each individual student. Lists of I.Q.'s are also available by grades and homerooms. Teachers are urged to make use of this information in order to have a better understanding of their groups.

2. Achievement Tests

Again this year the California Achievement Battery Form AA was given to Grade VII the previous April when they were in Grade VI. Results were recorded in the cumulative folders and the information sent to the Junior High School for use in programming the incoming group.

At East High School, summary sheets were prepared from this data for the seventh grade homeroom teachers, showing achievement growth for boys and girls assigned to their rooms. We feel that this new plan for spring testing has been helpful both in working out programs for the new pupils and in getting an understanding of the problems of the group early in the school year.

Distribution of Median Grade Levels in the California Achievement Battery Form AA given to 327 students, Grade VI, April 1953. Norm 6.8 (Present Grade VII)

Median Grade Levels

Reading Vocabulary	7.2
Reading Comprehension	6.9
Total Reading	7.0
Arithmetic Reasoning	6.5
Arithmetic Fundamentals	6.7
Total Arithmetic	6.7
Mechanics of English and Grammar	6.4
Spelling	6.8
Total Grade Achievement	6.8

The ninth grade was given the Stanford Achievement Battery, Advanced Partial, Form DM, in the English and Mathematics classes during the first week of school, as in previous years. The tests were scored at the University Testing Bureau, and the statistics prepared in the Guidance Office. Results are recorded in the cumulative folders, and are also available on data sheets by homerooms.

The city results were interpreted in a bulletin prepared by Miss Bernice Leury, Curriculum Director. The results of this ninth grade achievement test are used frequently by the counselors, the principals, and many of the teachers.

In making a study of a boy or girl, his academic growth, as measured by this type of test, is one of the important factors.

Distribution of Median Grade Levels in the Stanford Achievement Test, Advanced Partial Battery, Form DM, given to 474 students, Grade IX, September 1953. Norm 9.0.

Median Grade Levels

I Paragraph Meaning	8.8
II Word Meaning	9.1
Average Reading	9.0
III Language Reading	7.6
IV Spelling	7.6
V Arithmetic Computation	9.0
VI Arithmetic Reasoning	9.3
Average Arithmetic	9.3
Total Average Grade Achievement	8.6
Median Reading Age	14-0
Median Arithmetic Age	13-10
Median Total Achievement Age	13-7

The Iowa Silent Reading Test, Form AM was administered again this spring to ninth grade students who are not up to grade level achievement in reading skills.

About 200 took the test, chosen from recommendations of the English teachers, and from results of the fall Stanford Achievement reading scores. From collected data, classes in remedial reading were set up for 10th grade English, for approximately 100 students. This year, as an experiment, a group was organized for September 1954, for an English adjustment class. It is felt that they could not profit from remedial reading techniques due to poor attitudes and low ability, and yet cannot handle the regular tenth grade English. They will not be labeled "adjustment" but will be given materials to meet their abilities and interests. It should prove to be an interesting experiment!

The decision in grade VIII programming of whether to choose Algebra or Applied Mathematics has been a problem for years. Again this year, as an added tool to help the home room teacher and pupils, the Iowa Algebra Aptitude Test was given to all eighth grade mathematics classes. This score, in terms of a percentile worked out from the group results, plus mathematics grades, and recommendations of the eighth grade math teachers, was all recorded on a work sheet for each homeroom. Later these sheets were returned to the guidance office with the final decisions of the student listed. In all cases where the choice differed from the recommendation and the data shown, Miss Collins interviewed the child to discuss the situation. Parents were contacted in many cases. For some the program was changed, for others who insisted on trying out their choice, it remained, with a note in the folder explaining the situation. Often in these cases, the next September Achievement scores will substantiate the original recommendations of the school, and the program can be adjusted, to the satisfaction of the parents and student.

C. Scholarships

Several new scholarships were added this year to the growing list available to worthy seniors. One was given by the Madison Education Association to stimulate interest in teaching. Four were given by Madison medical groups to help girls enter the nursing field. Since these were competitive we felt fortunate in having a senior boy win the teaching award and two girls win the nursing awards.

Eighteen seniors applied for University of Wisconsin Freshmen Scholarships and Knapp Awards. This year in competition with almost 900 applicants, two seniors won Knapp, out of a possible 50 awarded, and seven won Freshmen Scholarships.

Following is a list of Scholarships and Awards selected by the Faculty Scholarship Committee, from recommendations of the faculty:

<u>Name of Scholarship</u>	<u>Amount</u>
University of Wisconsin Legislative (First three in class rank)	1 year tuition
Altrusa - 1 senior girl	\$ 25.00
Brandenburg - 2 seniors	\$250.00 per year, 4 years
Business and Professional Women 1 girl - to alternate schools	-----
Dane County Medical Assistants Nursing Award	\$100.00
Dane County Medical Auxiliary Nursing Award	\$100.00 for each Madison Nursing School

Name of Scholarship

East Side Business Men's Club 1 boy, 1 girl	1 year tuition
East Side Women's Club 1 girl	1 year tuition
Faculty Memorial Award (Interest from fund)	\$ 15.00
Gisholt Efficiency Award Manual Arts award	\$ 25.00
Gisholt Industrial Arts University Scholarship-M.A. boy for Engineering	\$100.00
Madison Alumna Pan Hellenic Award	\$125.00
Madison Education Association Teaching Award	\$100.00
McPyncheon Awards - 4 boys	\$ 4.00 per month
Rotary Club (1 of top 10 rank)	\$ 50.00
Stein Award - 2 seniors	\$ 10.00 each
Theodore Hufurth Efficiency Award	\$ 50.00
UNICO - University tuition	-----
Winkley, Frances Drew - Engineering or Science	-----
Winkley, Frances Drew, Home Economics	\$125.00

II Special Achievements 1953-54

This year the emphasis on our job seemed to be almost entirely in working with the individual student. In fact, with the steady increase in enrollment it automatically became a problem of handling those who came into the guidance office each day. Following is a brief description of some of the types of individual conferences.

1. For the incoming new pupils, transient, rural and parochial

Early in the year all new ninth grade pupils from the rural and parochial schools were interviewed and cumulative folders were begun. This group was kept in special ninth grade homerooms to help them become adjusted to the new large high school. Information records from their eighth grade teachers, made out at the time of spring orientation visits, were very valuable to help place and understand these boys and girls. Our spring rural and parochial school visiting is still an important part of our guidance activities.

The transient group moving into East High School seems to increase each year, due to the growth of new homes in this area, and the industrial make-up of the community. Each Monday, and often almost daily, brings new enrollments. Most of these children are from small schools. Much time is spent with each of them in programming, testing, and in friendly conferences, to help them quickly learn the routines of the new school, and to find congenial companions. We feel that the time is well spent if this group can make a happy adjustment to school.

2. For the new seventh grade pupils

All seventh grade pupils are seen sometime during the early months of the school year. We try to give these children an understanding of the philosophy and work of the guidance office. The cumulative folders are brought up to date at this interview. Family backgrounds, physical difficulties, early

symptoms of behavior patterns are studied in each boy and girl. The reports from the sixth grade teachers filed in each folder are most valuable in working with this new large group.

3. For Senior conferences

Soon after Christmas vacation, Seniors are invited to meet with one of the counselors to discuss future school and occupational plans. From then until June, each day is filled with scheduled conferences. All but seventeen of the 337 graduates took advantage of the opportunity. In some cases where definite plans were settled, it was a friendly informative type of conference. However in many cases, more intense counseling was necessary, involving several contacts with the students. We have been pleased with this part of our activity and feel closer to our graduating class each year.

4. For personal problems

This type of counseling is difficult to describe because it varies from the simple problems which boys and girls have to the complex type which often involves the use of available agencies. Many students come in voluntarily, some are referred by their teachers, a caseworker, often a parent. With these young people, it is important to establish friendly rapport, and at the same time help them discover their own problem and be able to help themselves work it out.

The schools are fortunate in their accessibility and friendly relations to city and county social agencies. We are especially grateful for the fine help from the Police Department and the Dane County Probation Workers.

This year, with the loss of our man part time counselor, we have relied even more on help from the services of the Child Study Department, especially in boys' cases where an interview with a man seems to be an important factor. We were very fortunate to have the services of Dr. Donald Bratrude, clinical in the department, from 9 - 2 P.M. each Thursday. He was especially interested in the emotionally disturbed boy or girl and was most helpful in interpreting their problems to the administration and faculty.

5. For Scholastic problems

Many students were referred for help because of scholastic difficulties. For some, simple hints on how to study, how to outline, how to give a report, etc., will be helpful. For many, where attitude is an important factor, a talking-out session on teacher-pupil relations, on just getting along with the other person, is a good technique.

Our original plan of scheduled conferences with failing pupils after each grading period has been postponed necessarily due to lack of time and staff. This year we have interviewed students referred by teachers, those who came in voluntarily and many of the most serious cases. However we are very anxious to make a more concentrated effort in this area.

6. For Miscellaneous reasons

The individual conferences included in this group vary from loaning a much needed needle and thread, suggesting possibilities for a part time job, giving suggestions for a speaker, helping a sick child reach her mother, all rather insignificant perhaps, but so important to the individual boy or girl. For some time we have felt that by including these

daily countless problems in our contacts with students, it is easier to establish that friendly rapport which is so necessary later when the serious problems arise.

Although plans for group counseling suffered some this year because of lack of time, we would like to report briefly on some of the organized group work which we think was quite successful.

1. Orientation and Programming

Visits were continued again this year to some 28 rural, parochial, suburban and elementary schools feeding into our Junior High School. Each room was visited by one of the counselors, followed by a conference with the teacher and often the principal. Recommendations were given for slow learning classes, remedial reading groups, and for individual pupils who will need help in various areas. We are very grateful for the cooperation of these feeder schools and we feel that this project has been worthwhile to help boys and girls make an easier adjustment to the new larger school.

About the same time, several weeks are spent in our own school planning schedules and programs for the coming year. For the group entering tenth grade, this is an important step, involving new vocational plans. A series of auditorium programs is given to help ninth grade boys and girls make these decisions. This year an excellent panel of Senior students explained the course they had chosen to prepare them for their future careers. The homeroom teacher plays a big part in this programming project. It is a much bigger job than merely accumulating sufficient credits, - for to many students, it is planning toward a definite occupational goal.

2. Tenth Grade Occupational Unit

The joint project of including an occupational unit in all tenth grade English classes was continued this year. Early in the semester a series of movies are shown the entire group, as an introduction to the unit. Miss Catherine Collins then meets with each class for a week of tests and discussions, followed by individual studies of chosen occupations. Since most of the students come into the guidance office for pamphlets, catalogs and books, it gives the counselors an excellent contact for further individual work. It has been interesting to see the difference in emphasis in the general and college preparatory classes - in attitude and especially in chosen careers.

This is a good opportunity to instill good attitudes toward work, to the importance of "a job well done", and to the need for education. We have been pleased with the entire project, and want to thank the English teachers for their fine cooperation in this joint activity.

3. Career talks

Girls' Club, a project of the guidance office for the past four years, had to be canceled this year due to the pressure of other activities. Perhaps another year other faculty advisors would be willing to help with this much needed group.

However, Career talks were offered by successful workers in a variety of fields. Attendance is voluntary, for those definitely interested in learning about the particular occupation. Two particularly successful panels were given, one by a Home Economics group and one by representatives of Medical occupations. All meetings were well attended. We have been pleased with the courteous interest shown by these student audiences. This not only shows the need and worthwhileness of the meetings but also helps toward good public relations in the community.

Two meetings were planned for seniors interested in the University of Wisconsin, one for definite information, and one a panel of former East High School students, who gave an insight into the life at the University.

III. Problems

The one big problem this year has been how to handle the activities of the guidance office with the marked increase in enrollment, and the decrease in staff time. Mr. Barnes, who had worked with us for two years, half days, had handled many of the boys' problems, plus much of the routine interviewing. This year it was difficult to decide where we should concentrate our time and energy. Luckily the Youth Employment project took over one time-consuming activity. We dropped Girls Club, had fewer group meetings, and seemed to settle on working with the individual boys' and girls' problems as they arose. Although Dr. Bratrude was most helpful in working with some of our serious emotional cases, he could not replace the daily help of our former part time worker. With the steady increase in school population at East High School we hope that additional counselor help can be added, perhaps part time, definitely a man.

At this time, may we pay tribute to Mr. Foster S. Randle, who retired this year after thirty-two years of fine service to East High School. As one of the first promoters of the guidance program, he has always believed in and practised its philosophy - an interest in the individual boy and girl.

Margaret Fosse
Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1954

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1954

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

GENERAL

Pupils seem to have taken better care of their property this year than before, in some ways. However, I turned over 18 watches to the police department--watches that have been with us for several years and that have been unclaimed.

SPECIAL ACHIEVEMENTS

The West High-Times received the All American rating--the highest award given by the National Scholastic Press Association--and also won the Medalist honors in the Columbia Scholastic Press Association. Medalist honors is the highest award that can be bestowed on a student publication.

The art department continued to win many honors. In the state scholastic contest 93 awards were won. An excerpt from a letter we received from Miss Bernice Wolpert, director of the regional art contest in Milwaukee, follows:

"We are delighted to bring you good news as a result of the judging of the 12th annual regional scholastic art contest. Madison West Senior High will have fifty-four pieces and Madison West Junior High will have fifty-one pieces on exhibition at Schuster's 12th & Vliet Street store. Following the local exhibition the key winners will be sent on to Pittsburgh for the national judging. We hope some of the regional key winners will be national winners as well!"

Some of the above youngsters won prizes and awards in national competition. One of the girls won first place in the city and state poster drawing contest in connection with Fire Prevention Week.

The Science Club, under the direction of Mr. Butler, had a very profitable year. One of their big projects was the publication of the Test Tube Times. Five thousand issues were printed, and

West Senior High-2

copies were distributed throughout the state and the nation. We have received commendations from Harvard, Indiana, Junior Academies of other states, Washington, D. C., South Dakota, and some from our own state, concerning the fine work which our club did in getting out the Test Tube Times.

SIGNAL HONORS

It seems that academically, as judged by our graduates, we have "arrived." The honors which have come to our graduates are too numerous to enumerate, but I do wish to indicate a few that I know of.

Eight graduates were initiated in Phi Beta Kappa at the University of Wisconsin; one at Harvard and another at Reed College, Portland, Oregon.

Sixteen boys were initiated into Phi Eta Sigma, the freshman honor society at the University of Wisconsin.

Reed Coleman was selected to lead the senior class at Northwestern next year.

Dave Matson was president of the senior class at the University of Wisconsin.

Leon Rosenberg maintained a straight A average in four years at the University of Wisconsin.

Jack Harned was selected the outstanding senior on the University of Wisconsin campus.

Fifteen West High Senior boys passed the written NROTC examination.

Stephen Clark Frautschi received one of the three Frederick Sheldon prize fellowships awarded to seniors of promise and standing from Harvard University.

Three of the four Colonels in the University of Wisconsin Army R.O.T.C. were graduates of West High School.

John Lovell was picked as one of the 24 men from West Point to tour Europe. He was selected on the basis of his linguistic and military ability, and social studies leadership.

Others, one of whom was Leon Rosenberg, had won the Phi Beta Kappa award in their junior year.

The Class of 1950 especially has covered itself with glory. We hope that succeeding classes will do as well.

West Senior High-3

West High School received an award from the "Save the Children" federation. Enough clothing was donated to fill 171 bags and boxes, which were shipped out to the federation. We feel this was a very worthwhile educational and humanitarian project.

The Hi-Y Club and the Girls' Club volunteered their help on several Saturday mornings and contributed a great deal of time and effort in helping to clean up the school. They washed windows, dusted, repaired furniture, etc.

Madison West High School, under the direction of Mrs. Jane Stevens, sponsored a state prep cheerleaders meet during the state basketball tournament. The meeting was a huge success and had a great deal of value, since cheerleaders often determine crowd attitude.

WHAT DO YOU THINK?

"Our Schools--Afraid to Teach?" was written by Howard Whitman for Colliers' Magazine (March 19 issue). In it he looked down his nose at the Denver Schools and lauded the Boston Latin School. The Boston Latin School does not need Howard Whitman to blow up its reputation. It serves a very specific purpose in the Massachusetts area and its reputation and policies are firmly established.

It is apparent that this and many other attacks are made with the purpose of discrediting the "public" school. Other schools are seldom mentioned. It is my feeling that the motivating factor behind all this is economic and that the people writing the articles would like to see us go back to the Middle Ages and make people pay for their schooling. In other words, they are not desirous of footing the bill for the education of those who are in average economic circumstances or below.

Since Mr. Whitman specifically mentions the Boston Latin School, let us look over some of the material which he gives us. First, the Boston Latin School takes pupils for six years--grades 7 through 12. It chooses boys who have a B average or better, and washes out 9% of the pupils each year. Last year, 86 of its 198 graduates attended Harvard. The school has 2450 pupils and is the largest high school in Boston. The school session is from 8:15 a.m. to 2:15 p.m.

Since youngsters having a B average are chosen, it is plain that they choose the upper 40% of the boys in the achievement range. They then proceed to wash out 9% of these a year, or, by the end of the senior year, approximately 22% of a normal school population would remain. They graduate a class of 198. Madison West would graduate about 370 of a similar starting class. In other words, 172 youngsters would have been washed out of the school and shunted to schools of lesser "distinction" in the Boston area. As previously indicated, 9% of the school popula-

tion washes out each year. This means that 202 boys each year are told that their presence is no longer acceptable at the Boston Latin School.

The Boston Latin School should do, and apparently is doing, if reports are correct, a very fine job with their select 20%. In Madison, 90% or more of our youngsters are in the public high schools. At West between 90 and 98% of our pupils graduate.

It is true, very true, we would be afraid to teach the way the Boston Latin School does, because I doubt if the citizens of Madison and the school board would stand for it. We feel that everyone has an equal right to an education; that education should not be only for the mentally quick, but that every child should be given the opportunity of securing for himself an education commensurate with his ability.

It so happens that a number of our youngsters have gone to Harvard, the school for which the Boston Latin School especially prepares its pupils, and they have uniformly performed very well. Many of them have become Phi Beta Kappas. The most recent one to win the Phi Beta Kappa key and other honors was mentioned previously in this report.

SPECIAL PROBLEMS

As I indicated last year, there were many places in the building where water has damaged plaster. Much of the plaster has fallen off. It should be repaired and the repaired spots should be painted.

There should be some acoustical treatment in Rooms 301 and 306. We should also make plans so that we can utilize the band room during any period of the day. Acoustical engineering has improved since an attempt was made to correct the situation many years ago. Plans are under way to do so.

A continuing problem is the lack of adequate efficient custodial help. Mr. Jones, Mr. Holmes, Mr. Hawley, Mr. Powers, and I have considered the possibility of getting a combination equipment man and custodian who would work out a schedule to conform with the school program and the recreation program. This man would be responsible for the gymnasium end, and would replace our equipment men and some of the help Mr. Holmes has during the recreation season. We will be getting about 200 more youngsters this fall, and we have acquired additional playground property which requires a great deal of work. This, to my mind, is additional justification for securing more custodial help.

We still have a great problem when it comes to taking care of refuse. Mr. Nelson is planning to have an incinerator completed this summer, which should improve matters a great deal.

Respectfully submitted,

R. O. Christoffersen
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

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

August 1954

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

ANNUAL REPORT

For the School Year 1953-54
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

Oct. 5, 1953	Anticipated Sept. 1954
7th Grade 255	7th Grade 330
8th " 238	8th " 305
9th " 296	9th " 325
Total 789	Total 960

Boys' Remedial Section - 11

Earlier in the year, I made an estimate somewhat higher than the above estimate for September 1954. At that time I estimated 1034, but changes in the plans at Shorewood Hills School, Lakewood School, Silver Springs School, and Badger School have lowered the estimate at this time. I expect an increase of about 75 pupils in 7th grade, 67 in the 8th grade, and 30 in the 9th grade.

Home building on the west side of Madison continues at a rapid pace. This would indicate that, for the next few years at least, the school population should continue to rise.

GENERAL SCHOOL ACHIEVEMENTS

Our records show that very few pupils failed to meet the minimum requirements for promotion in the 7th and 8th grades. Only nine pupils had an unsatisfactory mark in 7th grade and three in the 8th grade. There were many more failures in individual subjects in the 9th grade, however. I hardly know what this big increase is due to, unless it is the inability of these pupils to work independently. In the 7th and 8th grades, most of the preparation of subject matter is done during class time and under the supervision of the classroom teacher. In the 9th grade, most preparation is done outside of class. I am satisfied that our 9th grade teachers are working as hard and effectively as the 7th and 8th grade teachers. I believe that their standards are as high, and that they give as much direction and remedial help. I believe that we could very profitably spend some time and effort this next school year to try to determine what causes the increase in unsatisfactory work, and in applying remedial measures.

SPECIAL ACHIEVEMENTS

The spring orientation program for prospective 7th graders was turned over to the guidance department this year. The plan began with the counselor visiting the elementary school to talk with the pupils about West, and to the teachers about the pupils who were going to need special consideration. Following this, the pupils came to West, a class at a time, in order to get acquainted with the physical plant. While they were here, they were shown a series of slides illustrating many of the services and activities at West. They also were taken on a tour of the building and actually had a chance to visit classes in operation. They assembled again where they were given an opportunity to ask questions. Judging from the reaction of the teachers and pupils, it is believed that the program was very successful because they came in small enough groups to get the picture of the school in operation. I feel that our new plan is a distinct improvement over our former procedure.

The junior high school home economics classes presented their style show, "Through Fashion's Pages", on Friday night, May 28 in the West High School auditorium. One hundred and eighty-five 7th, 8th, and 9th grade home economics students modeled the garments which they had made in class. These included cotton skirts, blouses, sun-dresses, two-piece separates, casual cottons, and dressy dresses. The stage was set with a huge magazine cover which the girls walked through as they modeled. A skit, piano and harp solos, and a dance duet number completed the program. Mrs. Weege, Miss Schwartz and Miss Niendorf worked together on this project.

The Student Council tried to aid the pupils and teachers of West Junior High School in maintaining a better and more interesting school life. It assisted in selecting noon movies and auditorium programs. A hall and wash-room clean-up campaign was instituted and conducted throughout most of the year, with considerable success. I believe that our corridors were the most tidy of any year in my experience. A sale of 1500 bookcovers was conducted, with a small profit resulting. The project helped to keep textbooks in better condition. Parties were planned for 7th, 8th, and 9th graders. The president and other members of the Council presided at various auditorium programs. A new constitution was written and adopted. The handbook for pupils was revised and material assembled. The Council sent its President, James Olson, to the National Convention of Student Councils at Minneapolis. Mrs. Kastner was the club sponsor.

The Movie Operators' Club is composed of some 30 boys from the 8th and 9th grades. It meets regularly once each week and has special meetings when necessary. The purpose of the club is to provide visual aids service whenever needed by teachers and classes. Films were shown to 258 classes. In addition, film strips and slides were shown on many occasions. A new shadow box was designed and almost completed by a committee from the club. A new constitution was written. This club is a fine

SPECIAL ACHIEVEMENTS - continued

organization and is providing excellent service under the direction of Helen Witherbee.

Mr. Byam conducted a special project in remedial reading for about 20 pupils in the 7th grade. The pupils were selected from those scoring the lowest on the standard test given in the spring. They met for one period during two days each week for one semester. The results on the tests given before and after the remedial instruction and drill showed gains as high as 2.5 years. Only one pupil failed to show an appreciable gain.

The Boys' Service Club under the direction of Mr. Francis Fallon has been of considerable service to the teachers and pupils of West Junior High School. The members are always willing and ready to serve whenever called upon. They assist in directing hall traffic, help with the noon recreation program in our auditorium and on our playgrounds, usher at school events and social hours, help to control and direct the spectators at the West Relays, act as guides for groups of pupils visiting our school during the annual orientation program, Go-To-School Night and Lad and Dad night. They also distributed the High-Times each issue.

Our athletic teams did quite well in all sports. Football was under the direction of Mr. Don Page, basketball under Mr. Fred Jacoby, volleyball and track under Mr. Burton Hable. Intra-mural touch football was organized and directed by Mr. Thurman Fox, and the games were played at Olin playgrounds. Basketball, under the direction of Mr. Jacoby was played on Saturday afternoons in our school gymnasium, while softball was played during noon hours as part of our noon recreation program. Mr. Jacoby was in charge of this activity.

The Stage Crew Club takes the responsibility of providing the stage setting for our aud programs, noon movies, and other auditorium meetings. The crew is well organized and does an efficient piece of work. The members and Miss Peet, their sponsor, are to be commended for their loyalty and hard work.

Both our Boys' and Girls' Glee Clubs were unusually good this year. I feel that these groups will be outstanding in the years ahead. They gave several fine performances in our auditorium, while the Boys' Glee Club gave concerts at Midvale School and at Dudgeon PTA meeting.

SPECIAL PROBLEMS

- (1) As indicated earlier in this report, a study of failures in the 9th grade should be undertaken this year.
- (2) Since there are few if any rooms free during most periods of the day, it will be extremely difficult for teachers to help

SPECIAL PROBLEMS - continued

pupils outside of class time. Teachers will not have their rooms and materials available for organizing their work and correcting pupils' reports. During most periods, the only place for teachers to work when they do not have classes, is the Teachers' Rest Room. This room is not adequate nor desirable for the use of teachers in preparing their work.

- (3) Since the lockers for most of the junior high pupils are on the ground floor, almost the whole of our student body will be in our corridors when classes are passing. It will require all of our efforts and planning to effectively move this large body of pupils in the four minutes available between classes. It must be remembered that senior high pupils going to manual arts, art metal and some academic classes must also use the corridors on the ground floor.
- (4) Ceramics, home economics, and manual arts laboratories are not satisfactory home-room sites.
- (5) Practically all of our instrumental music classes will have to meet in our auditorium. This is undesirable because instruments, music stands and music books must be carried away after classes. We will need to use Room 301 for one small strings class. This is a small room without satisfactory ventilation. Since more than 100 seventh grade pupils elected band, it will be necessary to have two sections of more than 50 each.
- (6) Vocal music classes in 7th and 8th grades will have to be conducted in two sections each this year. We plan to use the chorus room and the instrumental music room for those classes except for one period, when the auditorium will have to be used.
- (7) Physical education classes will have to be divided in both boys' and girls' 7th and 8th grade classes. Our plan is to use the small corrective gyms for a part of each class during inclement weather. The groups in these rooms can be rotated with parts of the large groups, and receive instruction in first-aid, health, rules and technical information about physical education activities and some corrective work.
- (8) Our crowded conditions will curtail our club activities and social program.

Respectfully submitted,

R. E. Trafford,
Assistant Principal

THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN

Twenty-third Annual Report
WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by
Betty Jane Perego

June 1954

ANNUAL REPORT - 1953-54

The basic philosophy of the guidance department of West High School has been to try to help each pupil solve his own problem in the light of his own interests, abilities, background, and limitations. Our work has been greatly facilitated this year because of the fact that all counseling services have been centered in one location in the building. The pupils have appeared to be much more relaxed about coming to our offices now that they are off by themselves away from the administrative offices. It has been possible for both counselors to work together much more effectively and to use the services of Mr. Piper with greater efficiency.

Another definite improvement this year has been the addition of a man to the staff. It is our feeling that many boys with serious problems were given help this year, whereas, they might never have brought these problems to our attention had it not been for Mr. Barnes' services. Still another improvement has been the fact that both teachers and pupils alike knew where to go for help with problems, since there was only one office to go to.

The organization of the department has developed naturally as the year has progressed. Both counselors have worked together on orientation, programming, scholarships, and minor problems of pupils, dividing the work neither according to sex of the pupil nor departments within the school. In the case of severe emotional problems, it has been best to have Mr. Barnes work with the boys and Miss Perego with the girls. It is our intention to continue this same organization in the future.

Individual Counseling: By far the largest proportion of our time was spent in counseling individual pupils with their problems. These problems are of a wide variety, involving such things as failure in classes, poor study habits, difficulty with a teacher, program plans, checking credits, trouble with age-mates, and home problems. In the cases of severe emotional or social problems, the pupils were studied carefully by means of all instruments available. In addition, conferences were held with the parents and teachers involved. If it was felt that we could not adequately counsel pupils in these instances, they were referred either to the Child Study Department or to the community agency best equipped to handle the case.

Testing: Mental tests were given to all new pupils, to all 9th and 11th graders, to pupils whose quality of work was in disagreement with previous test scores, to pupils being referred to the Child Study Department and to many as a part of the counseling process. All 9th graders were given achievement tests early in the fall. Achievement tests were also given to other pupils when this was requested by the office or teacher, or when it was felt advisable as part of the processes of studying the individual.

The juniors received vocational interest and aptitude tests which will be described later. A battery, including those of the above tests which seemed applicable, plus personality tests, was given in connection with the study of individuals with emotional, social, and educational problems.

Home Rooms: As in previous years, the home room was the center of group guidance activities and the means of completing the administrative routine necessary to the operation of the guidance functions. Our philosophy is that the home room program depends on the interest of the individual teacher, rather than a super-imposed plan intended for everyone. The counselors have met with home room teachers on various occasions about matters of common concern and have worked with them on individual programs when our help was desired. Needless to say, the home room functioned very well in some groups.

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

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

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

The spring orientation program for prospective seventh graders was turned over to the guidance office this year. The plan began with the counselor visiting the elementary school to talk with the pupils about West and to the teachers about the pupils who were going to need special consideration. Following this, the pupils came to West, a class at a time, in order to get acquainted with the physical plant. While they were here, they were shown a series of slides illustrating many of the services and activities at West. They also were taken on a tour of the building and actually had a chance to visit classes in operation. They assembled again where they were given an opportunity to ask questions. Judging from the reaction of the teachers and pupils, it is believed that the program was very successful because they came in small enough groups to get the picture of the school in operation.

Course of Study Guide: This guide, which is intended to help teachers, pupils and parents with programming by describing the content of each course at West, has been completed and put to use this year. A sample is enclosed with this report.

Programming:

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

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

10th grade programming: 9th graders, not new to West, also met in the auditorium with Mr. Christoffersen, where they were reminded of the same information described to them when they were 8th graders. After they have made out their 10th grade programs, these were checked by the counselors on the basis of their abilities, teacher recommendations, and their 9th grade record.

College Representatives: Many of our pupils make early plans to enroll in other colleges and universities, other than the University of Wisconsin. We prefer not to have a college day at West, but rather work with college admissions officers who come at various times throughout the year to have personal conferences with interested pupils. As admissions officers make appointments

to visit West, boys and girls are notified through the daily bulletin to sign up for colleges they are interested in. This gives all pupils the opportunity of interviews with all admissions counselors. A room is provided so that the college representatives may confer with pupils in groups or privately. About twenty-five admissions officers counseled with over seventy-five pupils.

Vocational Guidance Program: Once again the guidance department cooperated with the English department on the vocational unit. As in the past, the counselor met with each 11th grade English class to discuss the aims and purposes of the program; related movies were shown, teachers had their classes write themes and do research relating to the topic; and interest and aptitude tests were administered and interpreted to each pupil. As before, the devices used in class and the emphasis placed on this unit depended upon each teacher's interest and enthusiasm. Besides the letter which was sent home to the parents of each pupil explaining the program of testing, and encouraging them to consult with the worker about the child's test scores, the parents were invited to the conferences by the English teachers on Go-To-School Night. A much larger percentage of parents attended the conferences than in other years.

Vocational Talks: The plan of having a series of vocational speakers instead of a career day was continued at West this year. Its supervision and organization were turned over to the guidance department with Ulamae Knutson assisting. The procedure was as follows:

1. First a survey was made of the occupational areas about which our seniors were interested in having more information. The forty occupations in which the seniors showed the most interest were then selected as the topics to be covered.
2. There was an auditorium program for all seniors, at which time Dr. Waller described the general topic of vocational selection.
3. The second meeting was all seniors interested in attending college. At this meeting Dr. Reudisili talked about how to decide whether to go to college, what college entrance requirements usually are, and how to decide on what program to take in college.
4. Every week thereafter for approximately eighteen weeks there were three vocational talks scheduled. An effort was made to have these three as unrelated as possible so that pupils would not be put in the position of having to miss talks that they might be likely to be interested in. For example, aviation, interior decorating, and dentistry would undoubtedly attract the attention of different kinds of pupils.
5. The speakers were contacted and invited to have lunch at school on the day of their talk. A letter was sent to the speaker with a suggested list of questions which could

serve as a guide in planning his speech. The week before the talk a card was mailed to the speaker to remind him of his invitation to lunch and the time of his speech.

6. The members of the senior Speech classes participated in this program by serving as hosts to the speakers. A senior student was assigned to each speaker and it was his responsibility not only to meet the guest and take him to the proper place but to introduce him to the audience.
7. Following the speech, the senior English classes wrote thank-you letters which were typed by the senior Stenography class. In addition to this, the quality of the speeches were discussed and rated by the senior Speech classes. These ratings were then forwarded to the committee in charge of the program to be used as a guide in selecting speakers for the next year.

Following is a summary of the program.

VOCATIONAL TALKS - 1953-54

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Sponsor</u>
Dec. 1	Introduction	Dr. C. H. Waller	
Dec. 8	College Information	Dean C. H. Ruedisili	
Jan. 12	Scientific Research Recreation Commerce	Dr. Henry T. Scott Glenn Holmes Prof. Harold Kubly	Bill Curreri Judy Bruce Roger Clark
Jan. 19	Chemical Engineering Secretarial - Office Work Photography	Prof. C. C. Watson Ed. Douglas Miss Nan Ritter	Stuart Rosenfeld Margaret Kincaid Sue Filek
Feb. 9	Nursing Journalism Television	Miss Josephine Balaty Roy Matson Morton Wagner	Sue Edgerton John Dutton Bob Dale
Feb. 16	Radio Medicine Beauty Culture	Prof. H. B. McCarty Dr. David L. Williams Edwin Alexander	John Fitschen Alice Ragatz Marcia Boehm
Feb. 23	Social Work Civil Engineering Trades	Miss Frances Baldwin A. L. Small R. W. Bardwell	Sylvia Hasler Bill Buelliesbach Ian Smith
Mar. 2	Armed Services (Boys) Armed Services (Girls)	Representatives from Army, Air Force, Navy, Marines, for both men and women Mrs. Winston Olson	Dave Koehler Pat Searls
	Physical Therapy		Nancy Blume
Mar. 9	Advertising Home Economics - General Ministry	Arthur Towell Miss Sharon Judy Individual conferences arranged	Sara Towell Jeanette Stewart

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Sponsor</u>
Mar. 12	Air National Guard ROTC	Capt. Francis Middleton Lt. Col. William Wikoff	
Mar. 16	Teaching Architecture and Contracting Pharmacy	Supt. P. H. Falk Joseph Weiler Dean Arthur Uhl	Phyllis Waddell Margaret Kincaid Frances Webber
Mar. 23	Aviation and Airline Stewardess Interior Decorating Dentistry	Bryce Jordan Miss Jane Caryer Dr. W. F. Rundell	Sue Edgerton Sylvia Hasler Bill Curreri
Mar. 30	Forestry and Conservation Dress Designing Banking Insurance	Allan Haukom Mrs. Hazel Paschall W. S. Hobbins Walter Rhodes	Charles Mortensen Barbara Loder Keith Nason Donn Gurney
Apr. 6	Mechanical Engineering Law Commercial Art	Prof. J. R. Akerman Richard Bardwell Winifried V. Guenther	Dick Hartwig John Snell Helen Stuben
Apr. 27	Occupational Therapy Electrical Engineering Government Service	Miss Jean Gauchot Prof. Harold Peterson Miss Jean McNary	Barbara Rieman Mike McPhee Nancy Reis
May 4	Drama Accounting	Prof. Frederick Buerki Prof. James Bower	Keith Nason Shirley Henderson
May 11	Elementary Education	Prof. Virgil Herrick	

Employment: We have offered to pupils, as in the past, a service in aiding them to secure employment. Pupils who wish any type of employment may register in the guidance office and are the first to be notified of jobs as the calls are received. If the position cannot be filled in this way, notice is given to the entire student body through the daily calendar and an effort is made to fit the pupil to the job. Pupils have been placed in stores, as ushers, as dental assistants, at housework, in restaurants, in hospitals, in printing shops, canning factories, lawn and garden work, child care, and the like. All high school pupils who wished summer employment, either full or part time, were given the opportunity to register with the Wisconsin State Employment Service through their home rooms.

Scholarships: Basically, there are two kinds of scholarships, those offered by individuals or groups and those offered by the colleges themselves. The scholarship committee, which consists of Miss Krueger, Mr. Schuler, Miss Perego and Mr. Barnes have very little to do with the second kind. As the school is notified of scholarships that are available, they are announced in the daily calendar (except in the cases of honorary awards). In these announcements pupils are asked to make their application to the guidance office if they are interested. On the basis of the information on these applications, teacher recommendations, all other data available on the pupils in question, and the qualifications specified in the particular scholarship, the scholarship committee decides on who should receive the awards.

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
McPyncheon	1	\$30.00
Christian R. Stein	1	15.83
Theodore Herfurth Award	1	50.00
Genevieve Gorst Herfurth Award	1	25.00
Knapp Scholarships	1	
University of Wisconsin Regents	3	472.50
University of Wisconsin Freshmen	7	1102.50
NROTC	2	
Rotary Club of Madison	1	50.00
S. B. Schein Memorial	1	100.00
Francis Drew Winkley	1	120.00
Girls' Club of West High School	2	500.00
Shaw Essay Contest	2	10.00
Allan Shafer Memorial Award	1	50.00
PTA Welfare	9	400.00
Zeta Phi Eta	2	
Altrusa Club of Madison	1	25.00
Madison Alumnae Panhellenic	1	140.00
Business & Prof. Women's Club	1	200.00
Mabel Hendrickson Creative Writing	1	5.00
Gisholt Industrial Education	1	100.00
Gisholt Industrial Proficiency Award	1	25.00
Woman's Aux. to the Dane Co. Med. Soc.	1	100.00
Wisconsin State College	2	
Harvard	2	800.00

Miscellaneous Projects:

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

Remedial Reading: The following report was submitted by Mr. Byam:

I conducted remedial work in seventh grade reading. The children were selected from those scoring the lowest in the standard test given in the spring. I again tested them in November and took eleven from a group of twenty for this special work. They met a period a day, two days each week, for one semester.

The following will show the progress made:

	<u>Nov. Test</u>	<u>June Test</u>	<u>Gain or Loss</u>
1.	6.3	8.8	+ 2.5
2.	6.0	7.1	+ 1.1
3.	6.4	6.7	+ .3
4.	5.8	7.3	+ 1.5
5.	5.8	7.9	+ 2.1
6.	5.7	6.4	+ .7
7.	6.1	6.1	+ 0

In addition, Mr. Byam conducted a remedial Algebra class which was of great help to the pupils enrolled.

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

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

University of Wisconsin participants: There was only one such student at West this year. Her activities involved remedial arithmetic instruction with three 7th grade girls and some routine office work.

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

Florence Dodge Memorial Fund: This fund is raised by the Parent-Teacher Association for the use of pupils who would otherwise be unable to participate in school activities or to have their needs met. About \$175.00 was spent for such items as school fees and activities, doctor bills, glasses, bus fare, school lunches, clothing, loans, and summer school fees. The Parent-Teacher Welfare Committee selected eight seniors to be given awards this year. Their philosophy was that this money did not need to be used for any specific purpose, but was intended to give deserving pupils a "morale booster" for completing their high school education in spite of their difficulties.

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

WEST HIGH SCHOOL

November 1953

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	7	8	9	10	11	12	Total	
X	47	165-170	0	1	0	0	0	0	100	
		160-164	0	0	0	0	0	0	0	
		155-159	0	0	0	0	0	0	0	
		150-154	0	2	0	0	1	0	3	
		145-149	2	5	0	2	0	0	9	
		140-144	2	3	3	3	5	1	17	
		135-139	11	5	7	9	12	5	44	
		130-134	18	20	19	22	14	5	98	
		125-129	19	13	29	24	24	22	131	
		120-124	27	35	39	36	47	47	231	
		115-119	32	28	35	40	39	50	224	
Y	44	110-114	41	39	35	35	37	43	230	
		105-109	30	31	41	37	36	40	215	
		100-104	19	20	35	29	19	33	155	
		95-99	21	18	19	20	13	17	108	
Z	9	90-94	15	10	11	15	7	5	63	
		85-89	8	4	10	7	12	2	43	
		80-84	6	1	5	3	4	0	19	
		75-79	2	2	5	3	2	1	15	
		70-74	0	2	1	1	1	0	5	
		65-69	1	0	1	0	0	0	2	
		Total	254	239	295	286	273	266	1613	
		Median	112.99	112.71	114.32	113.93	114.01		113.93	
				113.97						

	Total	X	Y	Z	Median IQ
Junior High	788	45	44	11	113.28
Senior High	625	49	43	8	114.57
Jr.-Sr. High	1613	47	44	9	113.93

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

Percent of Withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 18, 1954 shows the following comparison with former years. It is to be noted that only 41 children withdrew during the school year. This represents only 5% of the school. 54% of these withdrew because the family left the city.

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

Percent of Withdrawals - Junior High School: It is to be noted that only 20 children withdrew this year. This is only 3% of the total enrollment. 65% of these withdrew because the family left the city.

	<u>40</u>	<u>50</u>	<u>51</u>	<u>52</u>	<u>53</u>
	<u>41</u>	<u>51</u>	<u>52</u>	<u>53</u>	<u>54</u>
Work and Vocational School		7	0	0	0
Vocational School	7	4	4	0	0
Transfers	18	18	15	16	35
Left City	50	60	69	81	65
Illness	7	4	12	3	0
Rural District	18	7	0	0	0

June 1954

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

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. to U.W.</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	329	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	186	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.56
1947-48	359	222	.62	202	.55
1948-49	301	191	.63	167	.55
1949-50	237	140	.59	133	.56
1950-51	251	134	.53	126	.50
1951-52	234	143	.61	137	.58
1952-53	260	147	.57	138	.53
1953-54	254	156	.61		
Total	6671	3908	.58	3524	.55

The total of 3908 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 3524 represents the total, to date, who have entered the University.

WELLINGTON UNIVERSITY

GUIDE TO THE

COURSE OF STUDY

INTRODUCTION

The Purpose of this Booklet

Why have a book like this? What's it for? Well, you'll probably use it most when, as an eighth grader, you map out your program plans for the next four years. However, you'll no doubt turn to it again whenever you need to revise your plans later on. It's hard to decide whether or not to take Physics, or Speech, or Foods, or Economics, or Machine Shop when you have only vague ideas as to what these courses are all about.

To help answer your questions -- questions like, "Just what is Problems of Democracy?" -- the teachers themselves have written descriptions of the subjects they teach. They have tried to explain what their aims are, what topics they cover, and, in some cases, what occupations their courses are related to. They have indicated how much credit can be earned in their subjects and whether or not you may elect or are required to take them.

When you make your program plans, select your subjects carefully -- so that you won't find yourself in a course that's too hard or not at all in line with your interests. And be careful about graduation requirements and majors and minors, too. To make sure that you understand them, read the explanations given next.

What You Need to Graduate

To graduate from West High School you must earn $16\frac{1}{2}$ credits (most subjects earn $\frac{1}{2}$ credit per semester) -- and you must have taken three years of English, two years of History (World and United States), two years of Math (unless excused), a semester of Health and two years of senior high gym.

If You Plan to Attend College

It will be necessary to take more than just graduation requirements if you plan to attend college. If you intend to go to a college other than the University of Wisconsin, it is wise to study the catalog of the particular college as early as possible. Eastern colleges have such rigid requirements that very careful planning is necessary in order to get in all the subjects.

The requirements of the University of Wisconsin can be met in two ways: by three majors or a major and two minors. A major is three years in one subject; a minor is two years in one subject. Only academic subjects (English, Math, History, languages and sciences) can be used in earning majors and minors.

Examples of the ways of meeting University of Wisconsin entrance requirements:

Three majors

3 years of English	3 years of English
3 years of Math	or 3 years of Math
3 years of Social Studies	3 years of Science

A major and three minors

3 years of English
 2 years of Math
 2 years of History
 2 years of Language

or

3 years of English
 2 years of Math
 2 years of History
 2 years of Science

What about Foreign Language?

Some colleges do not require a foreign language for entrance, but eastern colleges often require two years of one and three of another. The University of Wisconsin requires either two years of a language in high school or one year in college. (There are a few courses at the University of Wisconsin which do not require any language. The guidance office has a list of these fields.)

English 9b-a

One Unit

Required 9

Pupils are given an opportunity to broaden their reading experience through the use of an anthology textbook, separate sets of novels and plays, and library reading. A wide variety of literary types is included in the reading -- short stories, essays, poetry, drama, biography, novels.

The study of grammar and correct usage is continued. Seventh and eighth grade material is reviewed and additional fundamentals are taught in the ninth grade. Oral and written composition is included in the course.

English 10b-a

One Unit

Required 10

In English 10b considerable time is spent in reviewing and learning advanced principles of grammar and usage. Approximately six weeks are devoted to a speech unit which includes the study of one-act plays, as well as other oral work. Written composition and biography reading complete the 10b course.

Literature is emphasized in English 10a and the course includes the intensive study of certain novels and plays. Creative writing is included in connection with the literature.

English 11b-a

One Unit

Required 11

English 11b is largely a composition course with emphasis placed on the study of the fundamentals of writing. Included in this course is a vocational unit which involves related themes, oral reports, library research, interest and aptitude testing and vocational counseling by the guidance department staff. Intensive study of a play is the major unit in literature in 11b.

English 11a is primarily a course in American literature. Pupils are given opportunities for creative writing in connection with the literature read. The emphasis in 11a is placed on creative aspects of writing.

Journalism 11b One-half Unit Elective 11b

Juniors and seniors may take Journalism 11b (a one semester course) with the consent of the instructor. Enrollment is limited to pupils with a "C" average or better in English. Interest in journalistic writing is desirable, although the purpose of the course is the appreciation of professional writing rather than the training of professional writers.

Full college credit is given for the course, and it includes composition training similar to that in the regular English 11b course. In the second semester the course becomes English 11a.

Journalism 11b consists of the study of newspaper writing, editing, and make-up; magazine article writing; and radio script writing.

English 12b One-half Unit Elective 12b

Here the student meets for the first time some of the great names in English literature and reads work of those authors who are especially meaningful for the high school senior. History, major periods and characteristics of English literature are surveyed briefly. Every effort is made to apply the ideas found in the reading to life and literature of today. The work is designed, however, as an introductory course which gives necessary background reading for college preparation.

English 12a One-half Unit Elective 12a

The world literature course is designed to arouse an interest in the thinking, ideals, and ways of life among our international neighbors as they are expressed in literature.

After beginning with a unit which endeavors to discover for the student what past literature says to the world of today, the reading for world understandings takes us to Scandinavia, to countries of continental Europe, to the Orient, and to Latin America. The selected readings are both revealing of their nations and enjoyable to high school people. Many of the materials are current, and use is made of community resources, films, periodicals and pamphlets. The year is terminated with an intensive grammar review.

Speech 12b-a One Unit Elective 12

Twelfth year speech is an elective course in speech fundamentals. Intended as a continuous year's study, the first semester touches upon pantomime, voice, radio, and drama; the second semester includes public speaking, discussion, parliamentary procedure, and oral reading. The course aims to develop speech consciousness, to teach the principles underlying oral communication, and to develop confidence in the individual.

MATH

4.

Algebra 9b-a

One Unit

Required 9

Pupils learn to solve simple and quadratic equations in one unknown and pairs of linear equations in two unknowns. They learn to apply the algebraic formulae to situations in arithmetic and acquire skill and an understanding in the use of positive and negative numbers. They add, subtract, multiply and divide algebraic fractions.

Applied Math 9b-a

One Unit

Required in 9th grade
for pupils recommended
for the class.

This course is intended to provide further training in the fundamental operations of arithmetic for those who have had difficulty in this area. Pupils cannot elect this class but must be recommended for it by their 8th grade math teachers.

There is intensive drill on adding, subtracting, multiplying and dividing of whole numbers, fractions and decimals. Besides this, the pupils will learn how these skills can be useful in daily living.

Geometry 10b-a

One Unit

Required 10

The pupils are introduced to the idea of logical reasoning and to an appreciation of deductive proofs. They develop neatness and accuracy in geometric constructions with a compass and straight edge. After six weeks of intuitive geometry, the course consists of formal proofs of propositions, exercises and constructions.

Math 11b

One-half Unit

Elective 11, 12

The purpose of this course is to prepare students for more advanced work in pure mathematics, science and engineering. A general review of Math 9b and 9a is given at the beginning of the course so that the students will have a thorough grounding in the fundamentals of first year algebra. Then follows factoring of polynomials, solving of quadratic equations with two variables, the introduction of negative, zero and positive exponents, and the simplifying of quadratic surds. To enroll in this course pupils must be recommended by their geometry teacher.

Math 11a

One-half Unit

Elective 11, 12

The first three weeks of Math 11a are a continuation of advanced algebra with the presentation of logarithms. The last fifteen weeks is solid geometry. This course is designed to develop the ability to visualize objects in space and to give training in the use of formulas covering the areas and volumes of familiar types of solids.

Math 12b

One-half Unit

Elective for pupils
having had Math 11b

This course in College Algebra is for those pupils who intend to enter engineering or other technical courses in college where more than the regular course in secondary mathematics is desirable; and for those

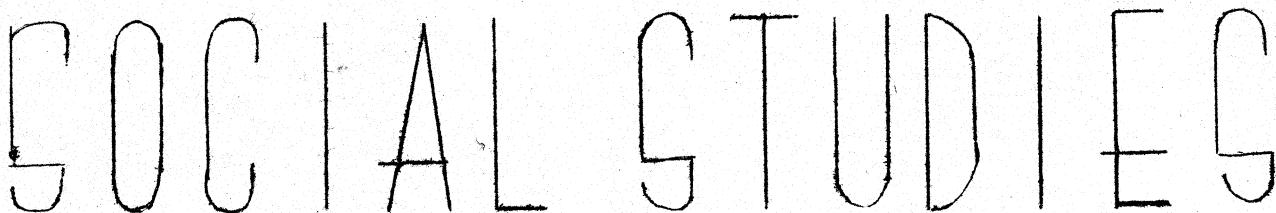
who have an interest in mathematics with a view of doing research work or teaching. It covers work in solving equations of higher degrees, arithmetic and geometric progressions and the binomial expansion.

Math 12a

One-half Unit

Elective 12

Trigonometry aims to secure skill and facility in the solution of practical problems which involve trigonometric analysis. This course covers solution of identities, of oblique triangles and proofs of law of signs, cosines, half angles, double angles, etc.



Civics 9b-a

One-half Unit

Required 9

Pupils learn what Civics is about, how it is related to their daily living, and how they should try to develop into worthy citizens. There is also a unit on personal Civics which includes self-analysis, mental and physical hygiene, and aims to promote personal adjustment of the pupils.

The various governments, federal, state, local and those of other nations are studied to learn how government began, what part citizens play in group life, and our heritage from the past. In addition, our country's natural resources are considered so that pupils can learn how to use them more wisely.

Finally there is a study of world affairs to help pupils develop an understanding of the problems of today.

World History 10b-a

One Unit

Required 10

The first semester of World History is a survey of the history of civilization from its beginnings in Egypt and the Mesopotamian Valley through the period of Louis XIV (1661-1715). The course attempts to give some concept of the civilization of Egypt and the Tigris-Euphrates valley; of Greece and Rome, of the period of the barbarian invasions, the period of feudalism, the beginnings of modern nations, the Renaissance, the Protestant Revolt, the Catholic Counter Reformation, the French Revolution and the struggle for democracy.

The second semester is a study of the growth of Nationalism in Germany and Italy, in the British Empire and in Russia, of imperialism, of the expansion of knowledge and science in the nineteenth century, and of the First and Second World Wars.

United States History 11b-a

One Unit

Required 11

U.S. History 11b begins with a quick review of the European background that led to the period of discovery and colonization, of the adjustment of the colonists to a new environment, of the development of self-

reliance, independence, and self-government which culminated in separation from England. We then study the formation of a stronger union, the making of the Constitution, the work of the Federalists, the extension of the frontier, the Jacksonian democracy which develops into sectionalism and the Civil War.

U.S. History 11a is a study of the results of the Civil War, the growth of big business and the development of labor, the story of transportation, the history of communication, the growth of population and problems and pressures of our complex and perplexing society, closing the period with the story of the First and Second World Wars.

Problems of Democracy 12b One-half Unit Elective 12b

Problems of Democracy is an elective offered in the first semester of the senior year. The major objective of this course is to help the students to understand the basic factors influencing human behavior in groups and social problems.

During the first nine weeks the course is organized so as to present some of the basic information of the field; the roots of human behavior (biological, social), organization of human groups, and the nature of social institutions (family, religion, government).

The second nine weeks is given to the study of social problems which are selected by the students. During this unit the students survey their own community and its needs and resources in relation to the broader implications of social problems.

The course is designed to be of interest and value to both college preparatory and to those terminating their education at high school level.

Economics 12a One-half Unit Elective 12a

This course is offered as the Social Studies elective during the second semester of the senior year. It completes the senior social studies offering if one wishes a full year's credit. The major objective of the course is to familiarize the pupils with the economic institutions of our society (capitalism, credit and exchange, insurance, business organization and combination), and with the problems and promises these institutions present. Special concern is given to the rôle of the individual and the family group as consumers of goods and services.

This course should be of special interest to pupils going into law, commerce and business, economics, political science and home management, and of general interest and value to all members of our society.

SCIENCE

Physiology 9b-a

One-half Unit

Required 9

The aim of this course is to give the student a better understanding of themselves so they may live a more enjoyable life. This is done by creating a wide range of interests, and by trying to have the student realize that these are important to life's happiness. Some of the topics covered are learning about the body; things we eat; mental and emotional health; diseases and accidents; care of the sick, injured and very young; habit forming drugs; and improvement of living.

General Science 10b-a

One Unit

Elective 10, 11, 12
for those granted
permission

In General Science 10b and 10a the elements of Chemistry, Physics, Biology and Physical Geography are taken up. It is offered to those who have found science difficult in the past but wish to continue to study in the field. Permission of the office, guidance office or home room teacher is necessary for entry to this class.

Biology 11b-a

One Unit

Elective 11, 12

Biology is the study of living things, their structure and activities. About two thirds of the year is used to become familiar with the way in which plants and animals supply their needs from their environment and the manner in which they perform their life functions, such as circulation, respiration, etc. Laboratory work is done in order to help in gaining this knowledge. About one third of the year is devoted to such topics as food and nutrition, human physiology, heredity, changes through the ages, and conservation.

Chemistry 11b-a

One Unit

Elective 11, 12

The purposes of a course in high school Chemistry are several fold: It provides an exploratory course to assist the pupil in determining whether or not he may wish to continue his study of Chemistry after high school. It is a prerequisite for girls who plan to become student nurses directly upon leaving high school. It covers the elementary phase of Chemistry and thus makes it unnecessary to take this part of the work at the university. The laboratory work provides a chance to verify the factual information of the textbook. Chemistry further provides the pupil with knowledge which may add to his cultural enjoyment of current events encountered in his everyday reading, lectures and conversations.

Physics 11b-a

One Unit

Elective 11, 12

Physics is the study of matter and energy. Specifically it is the study of several apparently unrelated subjects: Mechanics, motion, heat, light, sound, work, machines, static electricity, current electricity.

The objectives in its study are to discover the natural laws which describe the behavior of matter and energy and to see how a knowledge of such laws may be useful to man.

Laboratory work is included in the course. First course Algebra and Geometry are necessary prerequisites.

Physical Geography 11b-a

One Unit

Elective 11, 12

Physical Geography is a science course in which the second semester work is not dependent on the first. The first semester deals with the study of the weather and climate of the world. The second semester study covers the changes in the earth's crust and features such as plains, plateaus, mountains, hill lands, lakes and rivers.

LANGUAGE

French I-II

One Unit

Elective 9, 10, 11

In this course we learn the fundamentals of grammar, a usable vocabulary for everyday needs, the fundamentals of pronunciation, and an introduction to French Culture and Civilization through short stories about the famous places and people in France. Practice in learning the grammar comes from translating sentences from English into French. Practice in oral work comes from conversation -- questions and answers -- about the cultural material given in each lesson.

French III-IV

One Unit

Elective 10, 11, 12

This is a continuation of the grammar, idioms, vocabulary, etc. from French I and II. In addition it includes the reading of two French plays in class, a study of an elementary but inclusive French History, and the required reading of three books per semester outside of class.

Spanish I-II

One Unit

Elective 9, 10, 11

In this course the elements of the Spanish language are introduced to the pupil by short stories based on the customs and characteristics of the Spanish people and the Spanish-Americans. Correct pronunciation is emphasized, as well as an understanding of the spoken word. Vocabulary, as the basic material of the foregoing, is important. Comments on and discussions of the content of the stories opens the way for an understanding of our South American neighbors.

Spanish III-IV

One Unit

Elective 10, 11, 12

The pupil now has the ability to read simple Spanish. This is enlarged by study of short chapters based on the contribution of the Spanish in forming the culture of our own southwestern states as well as on the life and attitudes of the people of Spanish America. Pupils also do individual reading.

Vocabulary study continues, as well as a more detailed study of grammar. Oral ability increases in the formation of longer sentences, and an attempt is made to supply the pupil with a stock of expressions useful in traveling.

Spanish V-VIII incl.

One to Two Units

Elective 11, 12

Some of the simpler examples of good literature, and a fairly wide sampling of Spanish and Spanish-American plays and stories are now read both in class and in individual reading. Attention is called to the characteristics of Spanish speaking people as shown in the material read. Grammar is review for the sake of increased ability to write. Growth in self-expression in the foreign tongue is emphasized.

Latin I-II

One Unit

Elective 9, 10, 11

This course offers the basic elements of Latin to enable pupils to read and understand the language. Principles of English grammar are studied along with corresponding Latin usage. Much emphasis is placed on vocabulary building and on close connection between English and Latin words. A large variety of Latin stories of historical and cultural value are read. The value of Latin in everyday life of pupils and value for various professions is stressed.

Latin III-IV

One Unit

Elective 10, 11, 12

First Semester: There is a thorough review of first year work, including an intensive study of new principles of grammar, preparatory to the reading of Caesar. Much emphasis is placed on new vocabulary and idioms. Pupils will also read Latin stories on Roman mythology. Second semester: Pupils will read portions of Caesar's Gallic Wars and other selections of interest on a variety of topics. There will also be about 250 words, plus the study of new principles of grammar taught as they occur in the reading. Oral topic work will enrich pupils' general background and furnish an appreciation of ancient Rome's history and culture and of her contribution to the world of today.

Latin V-VI

One Unit

Elective 11, 12

The year's work includes reading of Cicero's Orations and other prose literature suitable for third year Latin, plus learning new vocabulary words and more advanced principles of grammar. Much time is spent on background information -- daily life of the Romans, topography, government, and history of ancient Rome; political, social, and economic achievements of Romans -- to develop a broader understanding of social, political, and economic problems of today. Selections from Ovid's Metamorphoses are read as an introduction to the reading of Latin poetry, and in particular, to the reading of Vergil's Aeneid.

Latin VII-VIII

One Unit

Elective 12

Vergil's Aeneid, a masterpiece of literature, is read. In addition, new words from the College Board vocabulary list are learned. Background work includes the study of Augustan period in Roman history and Vergil's relation to it, as well as Roman and Greek mythology and religion. Collateral reading in English accompanies parts of the translation.

10.

German I-II

One Unit

Elective 9, 10, 11

This course includes an intensive study of grammar -- including conjugation of verbs, declension of nouns and pronouns, interrogative pronouns, prepositions, der-words and ein-words, and word order. Pupils will read Books I, II and half of III in the Graded German Readers. Idiomatic expressions are studied throughout the grammar and reading.

German III-IV

One Unit

Elective 10, 11, 12

The year begins with a review of the grammar learned in first year German. New grammar work covers the declension of adjectives, modal auxiliaries, relative pronouns, and the subjunctive mode. There is intensive reading of Sapper's Frieder and Im Thuringer Wald. Pupils are required to do outside reading on progressively more difficult material and to report on what they have read. From one to three books (30-40 pages long) must be read each six weeks. There is also some memory work during the year.

German V-VI

One Unit

Elective 11, 12

Most of this course is devoted to reading German literature although there is some grammar review during the year. Pupils are required to do outside reading as described above under second year German.

COMMERCIAL

Typewriting I-II

One Unit

Elective 11, 12

The objective of the course is the development of typing power for vocational and personal use. Pupils are taught to type all kinds of business letters, address envelopes, type from rough draft, compose at the machine, prepare multiple carbons, do arranged and unarranged tabulation, type simple manuscripts and those involving footnotes, prepare master copies for liquid duplicating, cut stencils and operate the mimeograph, and type miscellaneous personal projects.

Typewriting III-IV

One Unit

Elective 12

Advanced typing is designed to further the student's development in fast and accurate manipulation of the typewriter. Special projects, such as legal documents, billing, manuscripts, advanced tabulation, composition of business letters, application letters and personal data sheets, duplicating, inter-office correspondence, and other phases of typing used in the business field are studied. These projects attempt to give the student an insight into the type of work which will be encountered in different businesses.

11.

General Business 10b-a

One Unit

Elective 10, 11, 12
for those granted
permission

The major purpose of the course is to give pupils an understanding of business practices valuable to consumers of business goods and services. The units included are: Banking service, management of personal finances, wise buymanship, insurance, travel and communication. Arithmetical skills and reading skills are integrated with the textual material. Permission of the office, guidance office, or home room teacher is necessary for entry to this class.

Shorthand I-II

One Unit

Elective 11, 12

The major objective of the course is the mastery of the principles for reading and writing Gregg Shorthand Simplified. Pupils are taught to write, read and transcribe their notes accurately at rates of between 80-100 words per minute. Emphasis is placed on shorthand as a tool or an aid in college work or in a chosen vocation, other than the secretarial field. Many students are able to handle a stenographic position after one year's training. However, if students expect to go into secretarial work it is advisable to plan to take two years of shorthand.

Shorthand III-IV

One Unit

Elective 12

Development of the skill and speed in writing and transcribing Gregg Shorthand are stressed in this course. The student works for advanced speeds in dictation of from 100 words per minute and up. Emphasis is placed on shorthand as a means of livelihood. The development of taking rapid dictation, plus the ability to turn out an accurate transcript is an important phase of the work.

Office Practice 12a

One-half Unit

Elective 12a

This course is open to students who have had one year of typing. It is designed to help the student entering the business field, whether it be for part-time or full-time work. Filing, business procedure, use of office machines, practice on dictaphone dictation, office etiquette, telegraph and telephone service, handling of mail, source materials for stenographers, composition of all kinds of business letters, and preparation for job finding are stressed. The course endeavors to integrate knowledge gained from other courses and new material presented into a usable, workable background for office work. Field trips are taken to give the student an opportunity to see an office at work.

Commercial Arithmetic

One-half Unit

Elective 10, 11, 12

This course is designed primarily to provide the student with a background of essential information which will enable him to meet the problems of present-day living mathematics. A quick but thorough review of the four fundamental operations starts the course, followed by the study of subjects like banking, personal finance, savings and investments, home ownership, taxes, insurance, and others. A most practical subject for every high school pupil.

Accounting I-II

One Unit

Elective 11, 12

In this course pupils learn how to keep their own personal records neatly and accurately, how to keep records of school activities and social organizations, how to reconcile a bank balance, how to keep simple business records for various kinds of business, how to interpret the operations and financial condition of business concerns, how to use proper records for income taxes and social security taxes. Also included in the course is instruction on the various makes of calculating and adding machines belonging to the department. Several field trips to business offices and the bank are taken, and a number of local businessmen talk to the class.

Accounting III-IV

One Unit

Elective 12

In this course pupils continue the study of accounting with primarily a vocational aim to develop higher competency in the fundamentals of bookkeeping. This course is a good preparation for those young men and women who expect to go on to college and to specialize in the field of economics, management and accounting, and also for those students who may establish a professional office or own their own business, whether it be a small service shop, a merchandising enterprise or a farm.

HOME ECO

Foods 10b-a

One-half or One Unit Elective 10, 11

This is a general course in planning, preparing and serving simple meals, supplemented with special hospitality units. It also includes related units on home safety, nutrition and selection and care of kitchen equipment.

The second semester may be chosen without having had the first semester. It includes units on baking breads, rolls, pies, cakes, etc., selection and care of china, silver, crystal and other dining room furnishings. Finally, there is a meat cookery unit and a guest dinner, time permitting.

Clothing I-II

One Unit

Elective 10, 11

Laboratory work consists of making simple garments using the improved commercial methods, resulting in well-made and well-fitted garments. Theory work includes textile study, clothing economics, personal grooming and other related subjects.

Pupils must enroll at the beginning of the course. No admittance second semester.

Advanced Clothing

One Unit

Elective 11, 12

Open only to pupils having successfully completed Clothing I-II. Pupil must enroll at the beginning of the course.

During the first semester the pupil is expected to complete a tailored project such as a suit or coat. Principles of tailoring differ considerably from principles of dressmaking. Wool, silk and man-made fibers are studied.

During the second semester emphasis is on light weight and sheer materials. Garments of silk, nylon, rayon and other man-made fibers are constructed. All sewing projects are eligible for the spring style show.

Art I-II

One Unit

Elective 9, 10, 11, 12

This course includes all basic work in color, design and composition. There will be drawing in pencil, charcoal, ink; painting in transparent water color, tempera, flexola and oils; designing; poster making; and art history. In addition, the girls will study interior decoration, while the boys will make house models of balsa or experiment with landscape design.

Art III-VIII

One to Three Units

Elective 10, 11, 12

The student has the choice of many projects. A wide range of materials challenge him, wood, paper, wire, oils, water colors, etc. We encourage creative work so that each student will feel secure in the expression of his own thoughts. Through art he becomes aware of design in everyday life, learns to create in his own individual way, learns to enjoy and appreciate the works of others -- thus enriching his own life.

Art Metal

One Unit

Elective 12

The Art Metal course offers a series of projects which will teach the possibilities of metal as used in jewelry, silversmithing and decorative objects. It includes design techniques and the basic skills and tools necessary for good construction. Rings, pins, bracelets, barretts, ear rings, belt buckles, etc. are made using the following techniques: casting in silver, casting and setting stones, enameling, soldering, sawing, filing, raising and finishing. Besides jewelry, ash trays, plaques, planters, bowls, spoons, forks, pitchers, boxes and candle holders are made from silver, copper or brass. In addition to this there is one optional six weeks in the second semester devoted to leather tooling and carving -- purses, bill folds, belts, etc.

The class has a fee of \$1.50 per semester.

Ceramics

One to Three Units

Elective 10, 11, 12

14.

Ceramics (clay modeling and pottery making) is an interesting and versatile medium which includes modeling in the wet clay, firing to make it permanent and glazing to give it color. Simple modeling begins with coil figures and animals, short illustrative subjects from every day activities or fiction. Other projects are hand pieces, sling and slab bowls, molds for a cup and bowl or vase or plate, life size heads, figures on armatures and masks. Each student is expected to spend some time on the potters wheel learning to throw. The class is responsible for the seasonal color and themes for the joint metal and ceramics displays.

There is a laboratory fee of \$1.50 per semester.

MANUAL ARTS

Manual Arts

One Unit

Elective 9

This course is intended to give boys a chance to explore three of the shop courses which are offered in senior high. Twelve weeks are spent on each of these: Mechanical Drawing, Woodwork, and Printing. Not only does the pupil learn what each of these fields is like, but he also develops several of the skills involved in them. (Each unit will cover some of the topics described in the more advanced courses listed below.)

Mechanical Drawing

One Unit

Elective 10, 11, 12

Mechanical Drawing is important to anyone who expects to go into any branch of technical designing, manufacturing, or building. Pupils learn to use the tools of the draftsman. The topics studied are shape description (placement of views), sketching, sections (showing parts of an object), auxiliary views (helping to show difficult parts, or jobs), finished drawings (inking, blue prints), sheet metal layouts, graphic solutions and cams gears.

Architectural Drawing

One Unit

Elective 11, 12

Prerequisite:

Mechanical Drawing

Architectural Drawings are concerned with the representation and specification of buildings and structures of various kinds. In addition to regular working drawings, pictorial drawings are used to show how the completed structure will look. The course includes the study of house styles, sketches, scale drawings, house framing, cornice and roofs, plans, elevations, cost and financing.

Woodwork

One to Two and a Half Units Elective 10, 11, 12

This course aims to develop proficiency in the use of all hand tools and power machines. The pupils learn the fundamentals of furniture design, construction and finishing. Each boy is required to construct one major or two minor pieces of furniture each semester.

Machine Shop

One Unit

15.
Elective 11, 12

Machine Shop aims to give pupils an insight into the metal trades and engineering, besides teaching them the care and use of hand tools and machines, and developing an understanding of metals and what can be done with them. The course includes bench work like filing, drilling and reaming, as well as machine work on lathes, drill presses, shapers, grinders, milling machines, etc. The pupils learn to weld, forge, and to use precision tools and gauges.

Auto Mechanics

One Unit

Elective 11, 12

Auto Mechanics teaches the pupil the theory of the internal combustion engine. Pupils learn what the parts of a car look like, how they fit together and how they work. They are trained to use shop tools and equipment, and may use them in properly maintaining or repairing their own cars. There are units on safety, engine power, the fuel system, the cooling system, the power train, the running gear, the electrical system and the brake system. The course aims to make the pupil a better consumer through developing a better understanding of automobiles.

Printing I-II

One Unit

Elective 10, 11, 12

The Printing course is planned to acquaint the pupil with the general nature of the field and the equipment used. The first semester is made up of eleven jobs. They include setting a poem, aligning figures, use of leaders, and different methods of indentions.

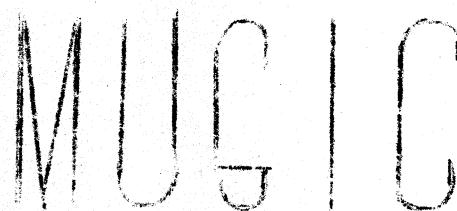
The second semester takes up programs, tickets, receipts, dodgers, business cards, title pages, newspaper ads, letterheads, statements, and two color forms printed on the platen presses. Each boy may also print jobs for his own use.

Printing III-IV

One Unit

Elective 11, 12

Printing III and IV involve similar work, but more advanced and complex in nature.

Chorus

1/8 Unit

Elective 10, 11, 12

In these classes, made up of 10th, 11th and 12th grade pupils, unison, four-part, six-part and eight-part songs are learned. Material is varied, including secular, sacred, standard classic and romantic and modern musical literature.

The aims of the course are to provide valuable cooperative experiences, to provide a means for self-expression, to aid in the development of self-discipline, and to give the pupil a better knowledge of, and appreciation for, music.

Choir

1/8 Unit

Selective 10, 11, 12

Members of Choir are selected by the director on the basis of musicianship, personality and character potentiality in relation to choir requirements. Pitch, tonal-memory, sensitivity are carefully considered.

The choir works on advanced choral music. The opportunity to sing beautiful music with a group of selected singers offers fine emotional expression and a worth-while social and cultural experience for the participating pupils.

Orchestra $\frac{1}{4}$ Unit

Elective 10, 11, 12

The Orchestra is made up of string players, plus brass, woodwind and percussion players selected from the better musicians in Band. Band plus Orchestra may be selected as a fourth subject with the approval of the guidance office. The Orchestra makes five to eight appearances each year with emphasis on a wide range of orchestral literature and appreciation of music of many styles.

Band $\frac{1}{4}$ Unit

Elective 10, 11, 12

The Concert Band serves two broad functions: (1) entertainment at sports events and concerts; (2) development of playing skills, knowledge of a wide range of band music, and appreciation of music of many styles and periods. Those pupils with a vocational interest in music, either in playing or teaching, can profit from band membership.

"B" Band

The "B" Band is made up of senior high pupils who are in need of further musical development before meeting concert band qualifications. Promotion to senior band usually occurs after one or two semesters of "B" Band.

P H Y E D

Physical Education

1/8 Unit per year in 10, 11 Required 9, 10, 12

All boys and girls from 9th to 12th grades take gym for six semesters, plus one semester of health in 11th grade. Everyone is required to wear the school's official uniform:

Girls: Blue shorts and matching shirt, low white tennis shoes and white or light blue socks.

Boys: Khaki shorts, white sleeveless shirt, tennis shoes and white socks.

The course includes learning various sports as they are in season:

Girls: Soccer, hockey, basketball, volleyball, softball and tennis.

Boys: Football, basketball, volleyball, boxing and wrestling, soft ball, tennis, golf and track.

In addition, both boys and girls will have units on tumbling and social dancing. The aim is to develop an interest in various sports activities, to teach how to play the games, to improve skills and to promote leadership and willingness to accept responsibility in organized activities. Health, sportsmanship and leadership are stressed throughout all units.

Health

No credit

Required 11

This course is taken for one semester during the junior year. Units covered are dating, alcohol, smoking, driving, courtship and engagement, marriage, divorce, family living, finances, home ownership, insurance, and future plans. The purposes of Health are to provide a practical course in living, to develop an understanding of life processes, to encourage an analysis of family living, and to prepare the pupil for post school life.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Clock
June, 1954

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the school year 1953-54

This year our enrolment reached over the 530 point. We anticipate upwards of 125 in Kindergarten and with the addition of another fifth grade teacher plus an additional third grade it appears that our total enrolment will approximate 600 pupils. This necessitates utilizing our art room for an upper grade class room and the tentative adaptation of our library for classroom use, with a small spare reserved for the librarian's needs in handling books through itinerant service to classrooms. Art will need to be taught in the classrooms also.

The main function of the school is its instructional program. To that end we have stressed the tool subjects and have seen good achievement in test results. Planning and working through the Curriculum Department has been responsible for many good things accomplished in our basic instructional program. Many field trips have been taken, and in many cases parents and other visitors have come to school to talk with children, show interesting pictures of travel etc.

This year we launched upon a new project,--the taking of pictures of school and P. T. A. activities. Our Parent-Teacher Association helped to pay for the equipment, the films and their development. We took over two hundred colored slides and starting as an entire novice in the field of photography it was gratifying indeed to see the gorgeous colors and interesting details that came to light as we threw the pictures on the screen. Parents attended two evening showings in June and were delighted with the results. A script interpreting the pictures was written and given as the slides were shown. Among things I included in what we called "Dudgeon Doings - 1953-54" were the beautiful environment and setting of our school, teaching and custodial staff and their service to the school and community. The teaching of reading, phonics, arithmetic, social studies, and language were all touched upon. Some pictures demonstrated how teachers are opportunists,--for example, the delivery of coal just outside a classroom window became the inception of a unit on transportation. Some pictures showed a group of first graders reading stories preparatory to reading them for Kindergarten children as is often done in the spring to acquaint these youngsters with the first grade set-up, and to give the first graders an opportunity to proudly show their accomplishments since they left Kindergarten.

Some pictures showed how teachers give individual help while others work independently,--demonstrating how the school creates an opportunity for self-reliance and co-operation and an evidence of how we encourage children to understand -- to help.

One first grade enjoys a Citizenship Club in connection with the Weekly Reader. "Willy Quack" writes illustrated letters to the children about rules of good citizenship, health, courtesy and safety. The rule of the week is chosen at the club meeting and is displayed along with the children's illustrations. The children decide, by ballot voting, who has remembered the rule best by the end of the week and the happy climax comes when the winner receives his reward,--a yellow duck emblem to wear. Of course this is just one of the many ways in which good citizenship is encouraged and emphasized in our school. Another situation which adapted itself well in the picture taking was Mrs. Day's fifth grade room organization based on democratic government. A class election of officers and pupils evaluating their own citizenship made interesting views. Miss Barton's original unit on the seashore made beautiful slides. Shells have a peculiar fascination for children and this unit encourages collecting, a source of pleasurable relaxation for leisure hours as well as a source of knowledge.

Creative activities found a suitable place in the picture taking. Miss Werner's third grade children wrote and produced some dramatic skits. Among them a play correlated with nature study and was created to show how we can protect our forests.

One fourth grade made quite an extensive study of birds. Colorful charts, beautiful books and lovely materials obtained from the Audubon Society depicted well the teaching of such a unit and showed how art work, interesting stories in written language develop as well as trips to the arboretum for first hand observation.

In Mr. Anderson's fifth-sixth grade snaps of a social studies project not only pictured that situation but revealed how we co-operate with the University in helping practice students gain some practical experience in our school. Pictures taken in Miss Rand's sixth grade showed how basic geography facts come to real life meaning as children note their effect upon the life and work of a people in a given area. Also these same children have some fun with the practical in measuring their room and, working in pairs, 36 pupils check their findings for accuracy.

The colored slides showed very clearly how helpful techniques are used in speech correction classes,--practice in front of a mirror, use of picture cards to determine if the child substitutes one sound for another, and the utilization of games, stories and picture cards for speech therapy. Snaps of the audiometric testing for hearing loss showed how such tests are handled.

And how beautifully the attractive new art room gave evidence of children's work! Paintings, toys, showing the ingenious utilization of scraps and discarded objects from home and many appealing projects. A gorgeous display of Christmas decorations, trimmings for the gym for the Christmas Program--all portrayed the fine things that have been accomplished and enjoyed in our art room throughout the year.

The student council took pride in having their photographs taken, especially when Officer Kleinert came out to meet with them regarding matters of safety and good citizenship, and to plan for a general student assembly.

Pictures taken in the library gave a good interpretation of how children become familiar with library procedure and learn to develop a sense of responsibility for the care and handling of books in addition to learning how to locate and use reference material in close correlation with their classroom units and studies.

The gay rollicking songs of Mexico portrayed in vivid colored costumes and typical background setting not only furnished pleasure to the upper grade children who put on the Fiesta, but delighted the hearts of the younger children for whom they presented it.

The National dance of Mexico, the Juarabe, songs of the flower vendors, caballeros, Mexican games all portrayed the habits and customs of this country as the children interpreted in rhythm, dance and song.

These are a few of the situations we captured in color. Among others, I might mention colorful scenes from the Christmas Program, Student Patrol, Easter pleasure in the Kindergarten -- amazing Easter bonnet creations, polio examinations, Kindergarten registration for next fall, Hobby Show, Violin Recital for parents, and Men's Night in P. T. A. The slides were much enjoyed and appreciated by children, staff and parents alike. We have plans to continue the project next year and our April P. T. A. meeting is arranged for showing the pictures taken this coming year.

Following are quotations from Mr. Bratrude's report on the cases he handled at Dudgeon this year: One of the problems incurred by the school psychologist who comes to a particular school only by request for a specific purpose is that teachers do not feel as free in making referrals. They feel that their "problem" has to be quite serious to justify the request for psychological services. This has resulted in situations of maximum difficulty, largely because the children were not referred earlier when their behavior might have been more amenable to change. Consequently, this year it was decided to assign the school psychologist to specific schools on regularly assigned days. Dudgeon's day was Tuesday afternoon.

Through this technique the psychologist has been able to work much more intimately with faculty and children alike than was possible under the previous arrangement. Teachers have felt much less constrained in discussing their children who were not yet specific problems but whose behavior seemed to be moving in that direction. It also had the very desirable effect of acquainting the psychologist with more of the everyday problems which certain youngsters have. In short, it allowed of a great deal of preventive work as well as education for both parties concerned.

As was the case last year all specific referrals were channeled through the principal. This was done largely to insure that no one who needed help or information would be neglected.

This resulted in 14 specific referrals. Of these, one was felt to be outside the scope of the school's responsibility and this was referred to the Dane County Child Guidance Center. The remaining 13 were seen by the psychologist. Of these there were parent conferences in all cases held by the worker or by the teacher who then reported the conference to the principal and the worker. The worker personally had conferences with six of these parents. Some of these contacts were of several sessions in duration. In approximately 10 of the specific referrals diagnostic tests were employed. In all but one of the specific referrals some progress was noted.

It is planned to continue some of these cases throughout the summer. All the children seen this year will receive follow-up studies during the next school year.

Following is Mrs. Easter's statement regarding speech correction at Dudgeon: During the school year 1953-54, 42 children at Dudgeon School received speech therapy. Of this number, 16 were dismissed as corrected, 22 improved needing further therapy, and 4 unimproved who will continue to be observed and receive therapy. About half the children receiving speech therapy were first graders. Most children were seen in small groups.

In late fall all third and sixth grade children along with others as requested by the classroom teacher were screened in the annual hearing testing program. Where losses appeared that were significant on individual tests, parents and teachers were notified.

All new entries to the school from outside the Madison School System were tested on group tests. All Kindergarten children were tested on the Pintner-Cunningham tests. Individual Binet tests were given as necessary.

Miss Hasse reports her year in our school library as follows: Library service to the students of Dudgeon School consists of three days each week, Mondays, Tuesdays and Wednesdays. It is desirable to have consecutive days at a school. The school's enrolment now is 525 students. Children in the first, second and third grades come to the library for a thirty minute period once a week. During this period they return library books and check out other books. When time permits, a story is read to them, new books are shown to them, and there are discussions of authors and books. Some reference work is also done by the third grades. The fourth, fifth and sixth grade classes come to the library once a week for a forty-five minute period. Considerable reference work is done by these upper grades. They make use of the card catalog, encyclopedias, indexes, World Almanac, pamphlet file and other reference materials. There are class discussions of authors and books, and new books are reviewed and displayed. Books are read to the fourth grade classes for part of the period and occasionally to the fifth and sixth grades.

Students in the fourth, fifth and sixth (and some students in the third) grades were given the opportunity to charge out books during a class period. This taught the children something about library procedures and helped to develop a sense of responsibility for the care and handling of books.

I regret the lack of time necessary to have more regular planned instruction in library usage --- much of the instruction had to be given on an individual basis as the various needs arose. On Mondays there are five large classes of the upper grades plus the reference work. (I have had an assistant on that day.) On Tuesdays there are seven scheduled groups coming to the library and occasionally an additional group comes besides the reference work. The schedule on Wednesday consists of four groups plus reference work. I wish to make the same recommendation that has been given in previous annual reports that the school could use more library service because of an enrolment of over 500 children now and an anticipated increased enrolment for this coming year.

Reference work was done by students other than just during the library period. Individuals would come in for a 15 or 20 minute period to look up material on a topic for their classroom units.

As the year progressed, the teachers also made a great deal of use of the library materials in connection with their units of work. Sometimes as many as 35 to 50 books per day were charged out to teachers. Teacher co-operation has been fine and I have enjoyed working with them. As new books came to the library I made special trips to the teachers' rooms to show them individually what new books had arrived. Material for holidays was placed on a special shelf marked for teachers use.

When new books arrived, they were displayed and introduced to the classes also. One section of shelves has been reserved for the new books. The students seem to like having those books kept in a separate place. At times I put the book jackets on old books that had not moved from the shelves for a considerable time: many students drew them out and found that they had missed reading some really good worthwhile books.

On the bulletin boards I displayed material for special days, new book jackets and pictures of various seasons of the year.

There has been a nice spirit of co-operation between the classroom and the library. Miss Slaby's third grade class shared with the library the pictures they drew in connection with their Indian unit. Her class also gave the library a display of drawings from one of the books that was read to them. When Miss Slaby's class was studying about Indians, I offered to give them a talk. I went to their classroom and gave a 30 minute talk on my trip to the Navajo and Hopi Indian Reservations in Arizona. I showed them some pictures and a kachina doll I had purchased on the Reservation and told them about the kachina dances I had seen. When the music department put on a fiesta program, Mrs. Kvalheim and the librarian worked together on gathering illustrative material for it. The art department has given excellent co-operation on preparing the drawings for WHA'S television program for children.

In co-operation with the music department, all the music books were placed on a special shelf. After that was done, more of these books were read by the students.

In the fall the fourth and fifth grade classes played a football game as a reading program. They chose teams, captains and referees. This spirit of competition created an added interest in reading. In the spring the groups asked to play a baseball game on a similar set-up which they did. One fourth grade group of girls made a poster for mountain climbing, and they chose to climb Mt. Everest through a reading program.

There has been a close correlation between classroom units and the materials available from the library. These are some of the units for which library materials were requested ---Wisconsin, other states, Indians, ranch life, birds, flowers, conservation, circus, bananas, transportation, farms and dairying, soap, planets, silk, cotton, wool, plants, communication, bakery, seashore, other countries and animals.

There is a need for more books on science and social studies, also up-to-date material on other countries which is written for third and fourth grade levels as well as for fifth and sixth grades. More primers and pre-primers need to be ordered. Some books need mending and the collection needs weeding out.

The total circulation for the school year of 1953-54 was 17,955 (non-fiction - 7,411; fiction - 10,544). The number of new books added to the collection was 357. Teachers and students were very much pleased to have so many new books added to the library all during the school year.

The year has been a busy one with gratifying results. The P. T. A. has been enthusiastic about doing things for the school -- for children and teachers as well. I wish to express appreciation to the staff for a job well done, to Mr. Falk, to all departments and to the Board of Education for their fine co-operation and help.

Special Problems and Recommendations:

Need for continuation of plan for improved lighting.

Need for further permanent surfacing of playground.

Need for shades for gym windows.

Need for acoustical treatment of gym and classrooms.

Respectfully submitted,

Lucile Clock, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the school year 1953-1954

EMERSON SCHOOL

Enrollment Trends:

Table I - June enrollment for the past eight years.

Grade	1947	1948	1949	1950	1951	1952	1953	June 1954
Kgn.	119	140	165	127	130	144	160	147
First	106	121	153	170	111	112	117	136
Second	96	104	131	132	156	114	107	104
Third	98	102	111	124	112	113	100	90
Fourth	82	90	110	111	121	120	111	102
Fifth	100	83	113	100	108	97	106	104
Sixth	77	102	91	114	95	89	97	105
TOTALS	678	742	874	879	833	789	798	788

Table II - Anticipated Enrollments 1954-1955

Grade	Enrollment	Table II 1954-1955		
		Sections	Average Size	Rooms
Kindergarten	140	5	28	107,105,8
First	124	4	31	100,101,102,104
Second	136	5	27	4,100a,103,205
Third	104	4	26	2,1,204,201
Fourth	89	3	30	203,207,209
Fifth	95	3	31	200a,202
Sixth	104	3	34	200,202
	792	27		

Enrollments:

According to the 1953 school census our kindergarten enrollment should be about the same as last year, which will necessitate five sections. One hundred ten kindergarten pupils enrolled at our advance registration which was on May 18.

Next year we will have five sections of second grade instead of four, while in first we will have four in place of five. Twenty-six kindergarten pupils have indicated that they will attend first grade at another school. Total number of class sections for this year is twenty-seven which is the same as we anticipate for next year. With this type of arrangement, every room in our building, which would lend itself to any type of class at all, will be in use. We do not anticipate any great increase in enrollment, however, we could absorb a number in second, third or fourth grades.

During the year we have received nine students from Truax Field. Seven of these are in fourth grade, one in sixth and one in second. Arrangements have been made for these students to attend Lowell for the next school year. This transfer will eliminate the necessity of a Truax bus stopping at Emerson and will also help cut the size of our fifth grade class sections to about thirty-one.

Our total gross enrollment for this year was eight hundred seventy-two as compared to eight hundred fifty-eight last year. During the year we had forty-seven new enrollees, twenty transfers in, twenty-nine transfers out and fifty withdrawals.

Organization:

For a number of years the Emerson School program has been a heavily departmentalized one, or commonly known as a platoon school. This organization originally included grades two through six in which each homeroom teacher was responsible for two sections of each grade. All special subjects were taught by special teachers in a very rigid schedule. In a program of this type, it was necessary to have two art and two music teachers, auditorium, social studies, science, physical education and library were also special subjects. In 1948 the four sections of second grade were removed from this heavy departmentalized program and were assigned to individual homerooms but were still permitted to have music, art and physical education with special teachers two or three times weekly. As a result a much improved learning situation for this age level was obtained.

Because of heavy enrollments it was difficult to eliminate other grades from this type of organization until this past year. In programming classes for this year it was possible to make the following changes:

1. Remove the four sections of grade three and the four sections of grade four from the heavily departmentalized program and schedule them with a homeroom teacher the greater part of the day.
2. The new daily schedule provides for seven 45 or 50 minute periods in fifth and sixth grades instead of eleven 30 minute periods. (This allows more uninterrupted time for all teachers and eliminates much traffic in our halls.

3. All social studies in fifth and sixth grade are taught by special teacher. (Miss Draxler).
4. Science, as a special subject is taught by Mrs. Hammersley in fifth and sixth grade instead of in fourth as was the practice. This change strengthens our science program in these grades. Science in fourth grade is taught by the homeroom teacher.
5. Eliminate double physical education classes in our third grade sections and provide three 30 minute periods per week with a special teacher. Spelling in third grade, which has been taught by a music teacher, is now a part of the homeroom program.

In order to provide for the above suggested changes in the school program it was necessary to do the following:

1. Eliminate the nutrition program from the Emerson School thereby making it possible to use the rest room and the kitchen for two additional classrooms.
2. Eliminate one art teacher, one music and spelling teacher and a half day physical education teacher. Rooms 106 and 4 were used as additional homerooms.
3. Eliminate auditorium teacher.

Classroom changes were made as follows:

1. Transfer science room (100a) to nutrition rest room.
2. Use nutrition kitchen (Room 209) and Room 201 as fourth grade homerooms.
3. Use Room 100a as second homeroom.
4. Use Room 106 (Art Room) as second grade homeroom.
5. Use music Room 4 as third grade homeroom.
6. Room 8 in basement is used as part-time kindergarten room.

With assistance from Mr. Falk and Miss Leary, a well rounded program has been developed. As the year progressed various changes were made in order to equalize time allotments in special subjects. Practice teachers from the university in art, music and physical education were extremely helpful in meeting the needs in certain grades. Several factors have also contributed to more natural and acceptable behavior patterns in the corridors. Upper grade homerooms and special class locations are grouped mainly on one corridor. This proximity to teachers with whom children work makes for orderly behavior in the halls. Children with good intentions have a better chance of having their standard of behavior accepted by the class as a whole. Fewer children are moving in the halls at any one time, since different grades move at different times. This also relieves congestion in the lobbies and at the drinking fountains.

Reactions from a few teachers whose programs were affected by this reorganization are very enlightening. I quote from several of their reports:

"What a delight it is to have one group of children to work with during the entire day. It gives a teacher an opportunity to become acquainted with the individual child, to learn more about his interests, his problems at school and at home. It also gives the teacher an opportunity to solve those problems, and the child can go home at night with a feeling that his work for that day has been accomplished.

A child is given a feeling of stability in one room when he remains in it for most of his class work. This situation eliminates much confusion and unnecessary waste of time in going from one classroom to another.

A well rounded program can be more completely developed when working with one group. For example, the production of "Hansel and Gretel" was an outcome of a lesson in Music Appreciation. This resulted in lessons in citizenship in tryouts for parts, selection of the most reliable and suitable characters made by the class. Everyone in the class also participated in making the scenery.

The science work involves so much reading, language and spelling in the preparation of reports and the making of booklets, it seems that the homeroom is an appropriate place for this subject. This study along with the other homeroom subjects results in a well integrated program.

The difficulty in requiring a child to report to the homeroom at three thirty no longer exists. That was always one of the great disadvantages of the platoon system. When a child left your room at two o'clock and attended the activity classes, it was almost impossible to get him to report for work after school. This year a child who has not completed his work just remains in his seat at three thirty and continues working.

No doubt the greatest advantage of all with the present set-up is the amount of work you accomplish with your grade. One now has ample time for individual help particularly in arithmetic and reading. While one child may work on his long division, another child may be preparing his report on Norway, or writing a poem on "The Signs of Spring." With the elimination of that constant hurry, hurry, hurry before leaving for the next class, the pupils can now settle themselves for a real day of diversified interests and measure their own day's accomplishments in the one room."

Marie Mc Sherry - Fourth Grade

"I enjoyed working with one class much more than two as under the platoon system. The schedule is much more flexible, and can be varied and changed easily because of interests at a particular time.

The children seemed to have fewer personal problems than last year were caused by sharing desks, changing rooms so often, and being rushed by keeping to exact schedules. Being in one room most of the time, children have a chance to complete projects even if it is necessary to carry them into another period.

Having one room allowed us to plan trips which were not advisable with double the number of children and other class schedules involved. Correlation of subjects was easier with one group, and many ideas and interests could be followed up at the time presented. Having time to work music into our homeroom program was very advantageous as a carry-over from music class and also because it gave us the chance to bring it in as a break from the routine of written work. I was able to give more individual attention when only half the class was in my room and the children profited because of it. Another noticeable help was the reduced amount of paper work and records necessary with one group."

Edith Gruender - Fourth Grade

"The work in Science with somewhat older children is very satisfying. A greater proficiency in Reading skills enables children to acquire information on their own with less effort and more understanding. These children have added maturity with which to collect ideas, experiment with them, judge them, and then to accept, defer judgment, or reject such ideas or opinions. They are better able to distinguish between theories and established facts and basic principles.

Science equipment and reading materials are gathered together in one location and are available to successive groups of children on same ability level. This leads to fuller and more efficient use of equipment on hand. This is of great importance in a subject where simple experimentation and handling of equipment contributes so much to the learning and understanding process.

Good organization has been difficult to achieve, due to lack of proper storage space, or adequate working or exhibit space, but plans for improved conditions are under way."

Mabel Hammersley - Science

"Having been on the platoon system for one year in third grade and being at the present time in almost entirely a self-contained classroom situation, the following ideas occur to me.

It seems that the self-contained classroom situation is by far the better of the two systems when viewed in the light of its effect on the children, on myself as a teacher, and on the staff as a working and cooperating unit.

In itself, the self-contained classroom provides an opportunity for the teacher to integrate the special activities and the skills themselves. The language arts such as those of writing, speaking, reading, drawing, singing, dramatizing, and the like may be brought in at the appropriate moments to reinforce learning activities in reading, arithmetic, social studies, science, spelling, and health. Long time-blocks, instead of the chopped up time units of the platoon system, provide ample opportunity for the teacher and children to work without haste and anxiety. In the long run, this affords a learning situation where rich activities as well as drill periods, after there has been understanding, may be undertaken with success and confidence. This confident learning attitude may easily be seen as reflected in the learning ability of the children, in the relaxed and accepting atmosphere which the teacher may set up, and in the remarkable cooperation and achievements which may be found between staff members themselves.

Staff cooperation while I have been at Emerson has always been excellent. I think that this year cooperation and general friendliness has hit an all-time high. The give and take of ideas as well as the friendly chat over lunch is basic to an atmosphere where teachers, administrators, and children work and learn together."

Anne Belknap - Third Grade

Special Achievements:

Tests were administered this spring in all sections of our second, third, fourth and sixth grades. The results have been of value in planning for the remainder of the school year. In our sixth grades there is wide range of ability in I.Q.'s and achievement. Results of the California test is as follows:

I. Q.	65	to	134
Arithmetic	4.9	to	8.6
Reading	3.8	to	9.5
Spelling	4.1	to	8.5
Language	4.9	to	8.8

Median of class sections for total test:

		Median I.Q.
6-1	6.8	104
6-2	6.8	105
6-3	6.9	110

Emerson School has been fortunate during the past years in having a staff that is competent, cooperative, and responsible for establishing an excellent relationship with children and parents. Six new staff members completed the school year which is mainly due to our change in schedule. Of these, five were without any previous experience. Various techniques were used in order to help these teachers get off to a good start. The following comment from a new teacher's report is indicative of her feeling.

"The two and a half days of program orientation for new teachers at the beginning of the school year does serve as a general introduction to the Madison school system.

The general administrative procedures, the over-all school programs and policies were discussed. I felt it gave the new teachers a more secure feeling to know a little bit about the workings of the school system she is about to enter.

My personal feeling was that the most valuable part of this orientation program was the afternoon sessions in our assigned schools. It helped the new teachers to get a working knowledge of just what was ahead of her. She got a more specific idea of "what it was all about." Knowing the physical layout and policies of "your school" was a big help before starting those first few days in an unfamiliar school system and community."

With a membership of 575 parents, our P.T.A. has again had a very successful and profitable year. Meetings have been well attended ranging from a low of 150 to a high of 400. The new kitchen facilities have provided opportunity for our P.T.A. to participate in two pot-luck dinners. On two occasions preceding P.T.A. meetings, open house was held to give parents an opportunity to visit with the teachers in their rooms. This has proven very successful in that many parents attended who would not otherwise have visited school. The P.T.A. has again sponsored Girl Scouts, Brownies and Cub Scout groups.

During the year our plan for civil defense drill was revised, and two drills were held in our school with excellent results. Three members of our staff attended the civil defense committee meetings. All new members of our staff also participated in the First-Aid courses and received their certificates.

The use of W. I. A. insurance was not as extensive as of a year ago. Fifteen claims were filed with total amount requested of two hundred seventy-six dollars and sixty cents. The largest amount requested for a single accident was one hundred thirty-seven dollars and sixty cents of which only twenty dollars was reimbursed.

The discontinued nutrition program at Emerson resulted in four students being transferred to the Lowell center. One of these returned to us during the second semester. It is apparent that our center has not been missed as no parents have questioned its being moved.

The elimination of an auditorium teacher for this year caused a little concern as we had depended on the teacher for all of our auditorium programs. However, several excellent programs were presented by homeroom teachers and were directly related to units of work. One excellent program of this type was on the "United Nations" given by the sixth grade social studies classes. The Christmas program presented by the entire school for our P.T.A. served as a unifying agent where all teachers participated. Excellent cooperation was received by all staff members.

We have again cooperated with the University in providing opportunities for a number of their junior students in the school of education to gain experiences in class room situations. Typical activities in which they have participated are; working with small groups, assisting with special projects, accompanying groups on field trips, correcting seatwork and in supervision of recreation periods.

There have also been three seniors doing their practice teaching in art, two in physical education, and two in music.

Most of the pupils in our district usually go home for lunch. This is especially true in nice weather even though the distance may be great. During the very cold months, provisions were made for students who lived more than eight-tenths of a mile to bring their lunch. Supervision was provided for by staff members.

Emerson children have again participated in such activities as clothing drives for "Save the Children Federation", and the Junior Red Cross and March of Dimes.

Library:

"I knew the World Almanac would tell me how many moons Jupiter has! Here it is. Yes, I found it all by myself. Jeepers, the library can help you a lot!"

This remark by a fifth grade student embodies many of the objectives we have at Emerson Library. We teach library arrangement and introduce the simpler reference books. We emphasize learning to help ourselves, not expecting to be helped unless we can't help ourselves. We learn that the library is an exciting source of knowledge to supplement the work in the class room.

The reorganization of third and fourth grades and the lengthening of the class period from a half hour to three-fourths of an hour necessitated changes in the library schedule. Fourth, fifth, and sixth grades came for one period instead of two, thus shortening the time these people were in the library from one hour to forty-five minutes. However, since the fifth grade period was not divided, as it formerly was, their time in the library was used to better advantage. The third grade, which formerly came for one period of thirty minutes, now came for a forty-five minute period. This change was an advantage for them because third graders, who are beginning to have specific, individual needs in the library require more help from the librarian than do the upper grade children.

First and second grade children continued to be scheduled in the library for a thirty minute period. Kindergarten classes had a morning and an afternoon period set aside for them so that whenever the teacher needed books, she could bring her class to the library. In this way the children became acquainted with the library and librarian.

Early in the year a library schedule was sent to the class room teachers to be posted in their rooms. Children and teachers were urged to come during the open periods to use reference books and look up other materials needed in the class room.

The book circulation for 1953 was 32,195 books, a net loss over the previous year of 1,284 books. There are a number of reasons for this decline in circulation but I believe the chief one to be the fact that we have one less third grade this year and an additional first grade. First grade children take no books the first semester. Television may also account for somewhat less reading.

The library has been a good place to help the unusual student. We had a "magic show" competently presented by twin boys who have always depended on each other and who did not adjust too well to the other children in their rooms. Their teachers both agreed that the "magic show" in the library gained the respect of their classmates and helped them immeasurably in social adjustments. The librarian noticed a consequent "run" on books in the 600 and 700 classifications and a wider reading interest manifested by the twin boys.

Our recent invitation to provide illustrations for the WHA-TV children's program has interested our artists.

Last fall we had a hobby show in the library. This show helped the librarian to learn about children's special interests, it drew teachers and parents to the library, and it created a friendly atmosphere for the children. The librarian used the show as an opportunity to point out books available for the various hobbies.

The Emerson Book Contest was continued for the second year. A group of fifty books was chosen in the fall, kept on a special shelf, and designated "contest books." In the spring we had class contests in which questions were asked, modeled after "information please" radio program.

We try to work closely with projects carried on by the teachers at Emerson. For instance, when the art department acquired a jig saw, we saw the need in our library for craft books and when the social science teacher presented a pageant during United Nations Week, the library was taxed to its utmost to provide pictures and books about the many nations involved.

The additions of a book truck and a vertical file for storing book jackets and other bulletin materials has helped considerably, since we have no work room space and only a small closet. We are still in need of more adequate lighting and "sound proofing" but know that these things will come in time."

Priscilla Gilbert - Librarian

Safety Patrol:

"The Safety Patrol completed another accident free year with all fifty eight members gaining a better understanding of safety and practicing leadership that is bound to stay with them for years to come. Acceptance of responsibility in the manner shown by these boys and girls is an indication that they will have little trouble in developing good character.

Some of the "interest-keeping" methods employed were made possible by the fine cooperation of the P.T.A. This included a hot chocolate program for the benefit of those on outside posts when the temperature was below zero. This, I might add, made outside duty very desirable in the minds of the children. The P.T.A. also provided funds for the photographing of all members on the patrol. These pictures were attached to each patrolman's identification card, together with their signature and fingerprint. These cards also proved to be popular with the members and have maintained a good "esprit de corps." Tom Ullsvik, our boy patrol captain was honored with a trip to Washington, D. C., for the National Safety Patrol Assembly. Recognition of this type is of great value to not only the person who attends, but also the whole patrol.

Selection and training of new members again was started in May and the ten point rating sheet was used again. All teachers had an opportunity of evaluating each selectee, and made helpful recommendations which greatly simplified the selection problem."

Don Reppen

Special Services:

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

Ninety-seven Second graders were given the polio vaccination in the field trials. No ill effects were reported. The tuberculin testing was administered to one hundred fourteen First graders. There was one positive reaction, but did not have the disease. Out of the total one hundred ninety-eight Third and Sixth graders, one hundred thirty-three returned to school with signed certificates indicating they had been examined by

their family physicians. Of the total First graders, one hundred eleven had been examined by their family physicians either in Kindergarten or before entering First grade. By the dental survey more children are being cared for by their dentist. Referrals from the vision screening done by the teachers were given to the nurse."

Anita Anderson - Nurse

"The adjustment service, supplementing the efforts of teachers and administration to promote desirable school relationships for individual pupils was extended to sixty-six children. The majority were new enrollees who were given achievement tests and mental capacity measures to aid in determining proper grade placement. The adjustment worker gives the yearly Kindergarten mental tests and assists the Third and Sixth grade teachers in administering the group mental tests, if necessary. The retests needed for follow-up information included eleven Kindergarten re-checks, three Third grade and five Sixth grade individual follow-ups. There were eighteen other re-checks found necessary during the year. Pupils having special remedial problems were given careful consideration and study by department workers to determine the academic and sociological assistance needed for adequate school adjustment.

Emphasis on prevention of severe hearing losses continued. Audiometric tests were given to all Third and Sixth graders and to pupils from other grades for whom hearing tests were requested. Group audiometric tests were administered to one hundred seven Sixth graders. Individual pure-tone screening tests were given to eighty-nine Third graders and to seventeen children from other grades on the basis of request. Individual diagnostic hearing tests were given to two Third graders, three Sixth graders, one Second grader, and one Fourth grader. One pupil received special otological service. There are no children at Emerson School who have serious hearing deficiencies.

The speech survey of first grade pupils in the fall, new enrollees, and a re-check of those previously receiving speech help, resulted in speech therapy being offered to forty-seven children with articulatory defects, including one post-operative cleft palate youngster. Because good speech is so important to successful adjustment in social and academic living, training is begun at the First grade level to coincide with the child's initial instruction in reading skills. The articulatory problems indicated included lisping, and work with such troublesome sounds on the road to "Better Speech" as th, v, l, r, sh, ch, and j as in judge. The boy with cleft palate speech has a severe problem and will be having further surgery this spring which may help his voice quality. The speech correction program is designed to meet each child's individual needs and there is close correlation between grade and speech class work. Speech therapy assistance resulted in twenty cases corrected, fourteen greatly improved, ten moderately improved, and three showing slight improvement."

Miss Suliver - Speech Cor.

"One of the problems incurred by the school psychologist coming to a school only by request for a specific purpose is that teachers do not feel free in making referrals. They felt that their "problem" had to be quite serious in justifying the request for psychological services. This resulted in situations of maximum difficulty largely because these children were not referred earlier when their behavior might have been more amendable to change. Consequently this year it was decided to assign the school psychologist to specific schools on regularly assigned days. Emerson's day was Tuesday morning.

Through this technique the psychologist has been able to work much more intimately with faculty and children alike than was possible under the previous arrangement. Teachers felt much less constrained in discussing their children who were not yet specific problems, but whose behavior seemed to be moving in that direction. It also had the very desirable effect of acquainting the psychologist with more of the everyday problems which certain youngsters have. In short it allowed all a great deal of projective work as well as education for both parties concerned.

As was the case last year all specific referrals were generalized through the principal. This was done largely to insure that no one who needed help or information would be neglected. This resulted in twenty-one specific referrals. Of these two were felt to be outside the scope of the schools responsibility and were consequently referred to the Child Guidance Clinic. The remaining nineteen were seen by the psychologist. Of these there were parent conferences in all cases either by the worker or by the teacher who then reported the conference to the principal as well as the psychologist. In one case the worker made eleven visits to the child's home and worked intensively with the mother. In approximately half of the cases, diagnostic tests were employed. In all but two of these specific referrals some progress was noted. It is planned to continue these two as well as other cases throughout the summer. All of the children seen this year will receive follow-up studies during the next school year."

Donald Bratrude

"A total of twenty-three children were enrolled in the Remedial Reading Class. Of these nine were girls, an unusually large number in contrast to the number of boys. Nine pupils were held over from the year 1952-1953.

Fourteen of these pupils had an I.Q. of above one hundred and four below ninety, placing them in the group with normal ability to learn. They were divided among the three upper grades as follows; three Sixth graders, nine Fifth graders and eleven Fourth graders. Two boys from the Fifth grade were excused at the end of the first semester because they were doing satisfactory work. One boy was excused because of inability to learn.

The Remedial Class was held on Tuesday and Thursday afternoons. This limited time does not permit sufficient time for so large a group not only because of the large number included, but also because the time between sessions was too long, especially from Thursday to the following Tuesday."

Walter Berger

Special Problems:

1. Because of the Emerson School location we find that many high school students use our school play areas as a short cut going to and from school. In extremely cold weather they also attempt to use our building as a part-way warming center by passing through our building. In many instances they show no regard for property, privileges of our pupils, or their safety.

We do not allow our pupils to ride bicycles on our school property, however, many high school students ride bicycles at high speeds through our school playgrounds. This practice is extremely hazardous, especially

when approximately eight hundred children are playing in the area. Because of the sidewalks running through the playground from Seventh Street to Sixth Street, attempts have been made to correct this situation without much success.

2. From a study of temperature reports, it is apparent that some of our rooms are consistently being over heated during the heavy firing season. This is due to lack of adequate temperature and ventilating controls. Some adjustments should be made before another firing season begins.
3. In the reorganization of our school program it was necessary to eliminate one music teacher and our staff; as a result it has been difficult to schedule adequate time allotments for all class sections. In order to supplement our music program in first and second grades we have made use of two practice teachers from the University. Homeroom teachers have also assisted, with the guidance and help of Mrs. Kallman.

Recommendations:

1. The seats in the auditorium should be removed and the floor sanded and refinished in a light color.
2. The improvement of lighting and acoustical treatment of our classrooms should be continued.
3. Replacement of noisy floors in two of our classrooms in Fifth and Sixth grade homerooms.
4. To continue the modernization of the boys' and girls' toilet rooms.
5. Transfer of seven Fourth grade Truax Field students to some other school. This would eliminate the bus stop at Emerson and help to cut our class size in these sections of Fifth grade for next year.
6. Each school year and also during the summer vacation, there are many windows broken in our auditorium. This great loss of time and money could be prevented by covering these windows with a heavy wire screen.

Respectfully submitted,

Amery C. Bainbridge, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education

by

A. F. Ketterer, Principal

June 21, 1954

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
1953-1954

Special Achievements

P.T.A.

Even a cursory examination of the reports submitted by the various officers and committee chairmen clearly demonstrates that much has been accomplished by the Franklin P.T.A. during the year 1953-54.

A conscientious and active group of officers, a faithful executive committee, and willing and dependable department chairmen have labored harmoniously to develop and maintain a high level of co-operation and community good will. No matter what problem arises between home and school, our experience points out that it has always been easier to work things out with parents who are active P.T.A. members than with those who are indifferent and inactive in P.T.A. work. Thus P.T.A. has made for a greater bond of friendship, for understanding, and for a keener appreciation between our school and our homes. Doubling our active membership might be a worthy goal for 1954-55.

STAFF

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

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

MUSIC

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

Those who attended the Christmas Program, "Why the Chimes Rang", will agree that the combined music, dramatic, and art talent displayed was exceptionally fine. The teachers directing or participating in this undertaking were Mrs. Nelson, Mrs. Gilbert, Mr. Haugen, Mrs. Patterson, and Miss Radichel.

A number of boys from Franklin were again chosen for Mr. Klose's all-city Boys' Choir.

On Tuesday evening, May 11, a massed band of 100 pupils from Franklin, Nakoma, and West Junior High rendered a fine band and ensemble program in the Franklin gymnasium.

On Tuesday afternoon, May 18, a program featuring music activities in all grades was presented to a large audience in the Franklin gymnasium. In addition to vocal music, rhythms, folk dances, etc., Mrs. Pickart's students of stringed instruments made an extremely fine showing.

At the Commencement exercises held in the gym at 10:00 o'clock on Thursday, June 17, the band and both seventh and eighth grade boys' and girls' glee clubs performed.

ART

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

1. Safety Poster Contest sponsored by the Lions' Club. Every seventh and eighth grade pupil submitted a poster and many of them received a prize. First and third place awards were won by Sally Shore and Judy Niedler respectively. Prize money was used to purchase a fine painting for the eighth grade room.
2. Eighth graders produced an annual or yearbook.
3. Service has been rendered the Red Cross in a number of ways, for example, the filling of Red Cross boxes for overseas children (the contents being supplied by the children); the project at the Red Cross headquarters of labelling bottles, etc. performed by our fifth and sixth graders. Each year we receive very favorable reports on the number of our pupils who participate, and upon their promptness, courtesy and reliability.

Mr. Haugen has rendered an extra service to the school by taking colored pictures of certain activities. These "pictorial records" elicited high interest at parents' meetings.

PHYSICAL EDUCATION GIRLS

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

PHYSICAL EDUCATION - BOYS

Mr. Thompson has been in charge for the past year, and has done a creditable job. Because of his wide and varied experience he was able to develop a better co-recreational program in connection with the 6th, 7th, and 8th grade classes, and his plans for these activities were more closely co-ordinated with those of the girls' department.

EIGHTH GRADE

This class was characterized by extremes in achievement, with a fair percentage of superior students and an equivalent group of weaker students. Keeping the latter group, and even the average, especially the boys, achieving up to capacity was a bit of a job for the teachers. The following test data reveals the status of these pupils in January, 1954, when extensive achievement testing was done. The scores are based on the new Stanford Achievement test.

Pupil	Sex	IQ	Average Grade Placement - Paragraph Meaning, Word Meaning, Spelling, Language, Arithmetic Reasoning and Computation.
1	C	86	6.4
2	C	84	6.7
3	G	121	10.6
4	C	130	11.3
5	B	116	9.7
6	B	97	8.1
7	C	130	12.2
8	B	100	9.7
9	B	111	10.1
10	B	90	9.5
11	B	111	9.5
12	G	111	10.1
13	C	82	7.1
14	B	108	9.0
15	B	87	7.2
16	C	78	6.6
17	G	118	10.2
18	B	117	9.1
19	B	106	8.0
20	B	108	7.2
21	G	113	10.1
22	B	96	6.5
23	B	116	11.5
24	B	109	8.4
25	B	111	8.8
26	G	108	9.8
27	B	100	10.1
28	G	88	5.2
29	B	107	10.4
30	G	116	11.8
31	G	96	7.2
32	B	110	9.0
33	B	122	11.5
34	G	91	7.1
Av. I.Q. + 105.3			6.98 Av. Grade Placement
Range: 78 - 130		Norm:	8.40

MANUAL ARTS - HOME ECONOMICS

The Manual Arts and Home Economics departments were in charge of Mr. Sam Anderson and Miss Kathryn Counsell respectively. The work in both departments has been very satisfactory. Now and then a few seventh and eighth grade girls get "ornery" and persist in having their own way if they can get by with it, especially when it comes to deciding what and how things should be done in the classroom.

GENERAL

It has been evident especially since Christmas, that television has had some noticeable effects on our pupils, and particularly on our primary and intermediate grade groups. All of TV's influence cannot be regarded as adverse, but until parents become more aware of TV's real place, pupils as a whole are going to derive more harm than good from this invention which can be a liability as well as an educational asset. Interest in home reading seems to be suffering. Overstimulation and evidence of lack of proper sleep and rest are, we feel, definitely attributable to improper use of television.

Smoking among intermediate and upper grade pupils seems to be on an increase. This is essentially a problem that the home should deal with, but there has been little evidence that much is being done about this nuisance on the home level. The staff of this school is concerned about the problem, and by precept and example at least should exert a positive influence regarding the whole matter. For the benefit of the record, the Franklin teachers do not smoke on the job, and to the best of my knowledge practically every one is a complete abstainer in "private life". Thus their influence should certainly act as a deterrent, to say the least.

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

PHYSICAL EQUIPMENT

The addition of acoustical treatment in room 217 is a fine improvement, and will be the first classroom in Franklin so equipped. Heretofore this room was used as a music room but it will be used as the eighth grade room during 1954-1955.

Plans are to complete surfacing of the rest of our playground this summer. Though it has taken seven years to complete the project, it is nevertheless appreciated. Some of the earlier surfacing is presently in need of both repair and renovation.

Rebuilding ten of our old banquet tables to match our 30 new type ones will serve to improve our banquet service.

The addition of fluorescent lighting in rooms 101 and 103 will be a worthwhile improvement. The addition of cupboards in rooms 112, 205, and 206 has been a much needed improvement.

The new fence installed last summer has done much to improve the appearance of our grounds.

HEALTH

Franklin School pupils responded well to the health program of this year as follows:

	Enrollment	Examination by family Doctor	Under Dental Care	TB Test	Polio	Field Trial
Grade I	56	50	50	51		
Grade II	62					54
Grade III	41	24		40		
Grade VI	32	20		30		

EXCURSIONS

Outstanding among other excursions made by Franklin pupils, was that made by the eighth grade class on June 11, 1954. The trip involved a train ride in a special coach to Chicago, a bus tour of a portion of the city, and stops at the Museum of Science and Industry, The Shedd Aquarium, The Chicago Natural History Museum, and Lincoln Park. The tour party left Madison at 6:00 a.m. and returned at 9:05 p.m. after a big day. An interesting sidelight is the fact that for many of the pupils it was the first train ride, and very few had ever eaten on a dining car. This excursion was made possible through the co-operation and efforts of Mr. Hurlibut of the Milwaukee Railway, of Miss Bartholomew and Miss Reed, teachers, and Mesdames T. K. Jordan and Rollin Kepler, P.T.A. room mothers who assisted the principal in chaperoning this group. The expenses of the trip were paid with funds raised through various class activities throughout the year.

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

SPELLING

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

This year Judy Fiedler, an eighth grade pupil took first place in the city-wide spelling bee, and ranked third in the statewide finals on April 10, 1954.

As evidence of what progress is being made, the tables on the following page will speak for themselves.

COMPARISON OF SPELLING STATISTICS
1946 and 1954

<u>Grade</u>	<u>Enrollment</u>	<u>Perfect Scores</u>	<u>1946</u> <u>Scores below 90%</u>	<u>Below 75%</u>
2	46	20	0	0
3	33	8	13	8
4	46	7	15	8
5	50	5	17	8
6	39	4	20	8
7	34	2	23	8
8	37	0	27	15
	<u>285</u>	<u>46</u>	<u>115</u>	<u>55</u>
			<u>1954</u>	
2	61	48	10	8
3	39	20	4	1
4	36	12	11	4
5	51	15	8	2
6	32	13	4	4
7	36	9	14	6
8	33	3	13	7
	<u>290</u>	<u>120</u>	<u>64</u>	<u>32</u>

(copy)

June, 1954

ANOTHER PROGRESS REPORT IN SPELLING

<u>1st Sem.</u> <u>Grade</u>	<u>2nd Sem.</u> <u>Grade</u>	<u>Dear Parents:</u>
100	100	The scores listed in column 2 were made by the pupils of room 205 on the final test covering the words studied in their spelling books during the second semester. A check has been placed opposite the standing earned by _____.
100	98	The purpose of this report is to show how well the pupil is succeeding in comparison with his class at Franklin.
100	98	
98	100	
98	100	
98	98	
95	100	
95	100	For the purpose of comparison, individual scores made the first semester have been included in column 1.
95	100	
92	90	
90	98	
90	98	
85	98	The fact that every pupil has "passed" the second test with such excellent scores shows that there is high pupil interest in spelling.
Grade 4		
100	100	
98	100	Grade 3
98	100	First semester class average : 95.04
98	98	Second semester " " : 98.20
96	100	
96	98	Grade 4
92	98	First semester class average : 94.0
92	96	Second semester " " : 98.7
90	100	
80	100	

(Signed) Freda Schultz, teacher
A. F. Ketterer, principal

ORGANIZATIONAL PLANS
for the years
1954-1955, 1955-1956

It is evident that continuing the seventh and eighth grades at Franklin has been in keeping with the wishes and desires of a great percentage of the parents of these upper grade pupils.

It will be necessary to convert room 217 (the small auditorium which has served as a music room for the past several years) into a classroom to accommodate a large 8th grade class. The present manual arts room will be reorganized so as to provide room for the intermediate and upper grade music classes.

For convenience, the following shifts are being made: (1) Room 201 will be used for the seventh grade. (2) Rooms 210 and 213 will accommodate the two sixth grades. (3) Room 206 will take care of the combination 4th and 5th grade.

The tentative two-year plan shapes up in this manner:

Grade (1954-55) Rooms	Grade (1955-56) Rooms
Kdg.	107
1	106 - 108
2	103 - 112
3	101 - 205
4	203
4-5	205
5	207
6	210 - 213
7	201
8	217
To Central 9	
	Transferred from building

NEEDED IMPROVEMENTS

Though we are not scheduled for interior painting until 1956, some thought should be given now to the type of paint to be used. When the decorating was done in 1947 we were assured that we were receiving a washable paint. Experience shows that this is not the case. Then too, serious thought should be given to methods of brushing and cleaning walls annually or semi-annually to keep them cleaner especially over radiators, stair wells, etc. Surely, some means could be devised whereby custodians could do such work and not come into so-called conflict with "union regulations" - often a convenient subterfuge to hide behind, in my opinion.

Improve lighting in gymnasium.

Make teachers' toilet adjacent to office suite accessible from corridor, thus avoiding necessity for passing through outer office, nurse's and speech teacher's room every time toilet is needed.

Improve the Franklin kitchen by installing a modern sink, exhaust fan, cupboards, adequate stoves, and refrigerator. This project may need to be extended over a number of years, but a start should be made during 1954-55.

To provide much needed storage space and to make better use of the rest of the room, new cubical style lockers to replace the wire basket type which have not proved satisfactory.

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

ACKNOWLEDGMENTS

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

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

Respectfully submitted,

Armand F. Ketterer
Principal

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
Maurine Bredeson
June, 1954

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1953-54
LAPHAM SCHOOL

Enrollment Data

The change in the character of our school district mentioned in last year's report continues to be noticed. Mobility is high, there having been a total of 35 transfers out and 47 withdrawals for our first nine months of school, in addition to 15 changes we are sure will occur before next September.

More Truax children have reached elementary school age so that we are needing an increasing amount of help to care for them. During the current school year Lowell has had a group of first graders who will continue at that school next year. Next year another group of first graders will begin to be accommodated there. Because our school has three sections of third grade and only two of fourth, it will be necessary next September to transfer Truax fourth graders to Lincoln School. Mobility in this area is also high among both military personnel and renters in the housing project. In spite of the mobility, total enrollments stay at an approximately static figure.

This year the staff of the Deaf Department has been reduced to four. Several older children in that department left school and six hard-of-hearing children are being accommodated nearly full time in the regular school receiving help from teachers in the Deaf Department after the dismissal of their regular classes.

Achievements

Curricular

Because of our belief that the unique function of schools in our society is to give children the tools of learning, we have emphasized the instructional program of the curriculum at all levels. One measure of our success in this area is the September achievement tests, median results of which are as follows:

	Lapham School	Madison
Gates Primary Reading Grade 2	1.89	2.03
" " (Advanced) Grade 3	3.45	3.5
Durrell & Sullivan Reading Grade 4	4.35	4.4
Iowa Silent Reading Grade 5	5.05	5.4
" " Grade 6	6.45	6.8

In the California Achievement tests given in April, median grade placement results for our sixth grades were as follows:

Reading vocabulary	6.9
Reading comprehension	8.3
Total reading	7.5
Arithmetic reasoning	7.4
Arithmetic fundamentals	8.1
Total arithmetic	8.1
English mechanics	8.3
Spelling	7.5
Total language	7.4
Total battery	7.9

Such an overview does not take into account the strengths and weaknesses peculiar to individual pupils, an aspect which is also of serious concern to our staff. One teacher puts it this way, "I think that in my own estimation the greater individualization of work in all classes with enough group work and discussion to keep the cooperative and sharing spirit vital has been our greatest endeavor. With a large group, which naturally has a wide range of native abilities as well as desires to learn, it has seemed the fairest way to serve all." Those with good ability have been stimulated to do work of a quality commensurate with that ability, most often perhaps through exercising leadership among small groups within the classroom. Such small group work goes on in all areas - reading, spelling, arithmetic, and perhaps most noticeably in social studies. This year it was felt that quite a large group of first and second graders had not achieved the degree of skill in reading which their abilities warranted. Provision was made for a month long program of supplementary instruction in reading last summer under the direction of one of our own staff members. Results were noticeable as these children entered school this fall.

Other aspects of language arts have also received much careful thought and guidance. Speech patterns of the average Lapham child are noticeably immature. Much work to correct articulatory difficulties is done - more of course in the primary grades than later - and with very good success. This is due both to the fine work of the speech correctionist and to the help of classroom teachers. Equally as important toward maturity of language are the provision of many experiences which stimulate the need to talk or write and the subsequent opportunities to talk

and write meaningfully. Such experiences as trips, caring for pets, the sharing of out-of-school experiences and the solution of many kinds of classroom problems stimulate the desire to talk and write. They are present at all grade levels too frequently to admit of detailed enumeration. Many kinds of written and oral expression result--talks, reports, conversations, letters, outlines and creative writing. Perhaps one of the most significant in terms of the many kinds of values for children is the creation of a unit culminating activity to share with an audience. We have this year had several such, some for small audiences of two or three grades, some where children of a group invited only their own parents, and some of all-school proportions. One of the latter, which represented achievement in many areas--social studies, library reading, art, music and physical education--was the fourth grade children's presentation of "Friendship Throughout the World." Creative writing has been stimulated by selective use, especially in fifth and sixth grades, of the WHA program, "Let's Write". Also much letter writing has gone on--to absent children, children who have moved away, children from other states and nations, adults who have been helpful on trips or in other ways, and business concerns from whom we needed information.

New arithmetic texts have been furnished now throughout the entire school. The general opinion of teachers seems to be that the new books present a strong program in building mathematical understanding.

Social studies interests have been present at all grade levels. The progression from the young children's interest in people and events close at hand--home, school, seasonal changes, and community institutions--to those of the older elementary children who study other times and nations, continues as always. Many teachers are seeing new relationships in the teaching of social studies as a result of the current work of the Social Studies Committee and their help on it.

Science experiences claim our attention throughout the school too. More than a little truth is contained in the comment in the public relations newsletter of the National School Public Relations Association, "An apple for the teacher is strictly old hat these days. Our teachers..... are far more likely to be 'gifted' with salamanders, caterpillars, raccoons' feet, snakes, rocks, shells, bats, tadpoles and fish skeletons." Many significant science learnings are clinched by using such opportunities.

Others are the result of more careful planning--the year long study of a moth, from the cocoon which is brought in the fall to the moth which emerges in April, for example. One of the most successful science lessons we have had this year has been the teaching about sound given to a first grade by sixth graders--successful both in promoting mastery of facts by the older children and curiosity on the part of the younger. We may even have discovered one potential teacher, though he thinks he would also like to plan houses.

Physical education has, as always, been a strong part of the elementary curriculum, as have music, art and work in the library. All special teachers work cooperatively with classroom teachers in developing the interests of the group, and each also makes his unique contribution in his special field. Miss Gilbert says that television and 3D movies have affected the art curriculum and that favorite projects have been mobiles, puppets, wire and plastic pins and ornaments, and 3D pictures. A variety show put on by the sixth grade music classes also showed the modern influence.

As in previous years, much use has been made in all of these fields of our many aids to teaching, excursions, experiments, radio, visual aids, and television as seen at home. We are pleased this year to be adding a tape recorder for the building, which we are sure will prove another effective teaching aid.

Civic

We would indeed be remiss in our duty were we to confine our teaching to curricular fields. Work has been done, again throughout the entire school, in the area of social living. It is our constant effort so to order the day's events that every child has an opportunity to feel his personal worth and the value of his contributions to group living. The satisfaction of a job well done is one which is much needed among even many adults today and one which we are striving to help children attain. Responsibility is another important civic goal which we are trying to begin in the elementary school. With children the age of ours it consists of responsibility for their own desks and lockers, our own school and its grounds. To this extent we are actively cooperating with the civic clean-up movement headed by Dr. Jackson. We are hopeful that an increased adult interest in this goal of the schools

will reinforce our teaching. Responsibility extends also into such areas as the need for using time and tools well, the responsibility to accept and profit by help given, the responsibility to respect the rights of others, and the responsibility to help with school routines. As always, girl cadets, boy patrols, and the school service group have been very valuable in these areas. Democratic living is fostered through the planning together of teachers and pupils in curricular and other areas, and in the opportunities afforded children to learn to lead and follow--in class, in school organized clubs, and on the playground. Cooperation with Red Cross in the packing of overseas boxes, labeling of blood bottles and making of articles for hospitals extends the scope of activities beyond the school walls. So, too, do other activities like the clothing collection for the Save the Children Federation.

On an entirely adult level there are two achievements I should like to mention. Much effective use has been made of individual conferences with parents. Also the program of the Parent Teacher Association has been very closely tied in this year to school objectives and activities. The program for the year was as follows:

October - Open House

November - "Books for Today's Children", Margaret Moss

December - Childrens' Holiday Activities

January - Panel, "Radio and TV Bring the World into Today's Home and School".

February - "Home and School Teach Human Rights", Camilla Low

March - Dad's Night

April - "Mental Health Problems", Dr. Walter Argow

May - "Art in Today's Schools", Ruth Allcott.

Lapham School has, as have most other Madison schools, increased its area of cooperation with the University this year. In addition to the usual amount of observation and participation, we have had student teachers both semesters. Staff members have felt not only the satisfaction of helping to train much needed teachers, but also in most cases a personal challenge and satisfaction.

Problems

So closely interwoven with the mobility mentioned early in this report that it is difficult to analyze whether one or the other is cause or effect, is the presence of problems of a mental health nature. We recognize that not all children from broken homes present emotional problems, and conversely

that some problems exist in situations not subject to such easy and superficial analysis. However, an examination of our records shows a comparison of our total enrollment (May, 1953) with the number of children at each grade level from homes with one parent, homes with a step-parent, or homes with an emotional problem sufficiently serious to be known to the school.

	Enrollment	Problem situations
K -	142	36
1 -	92	20
2 -	78	26
3 -	86	27
4 -	68	25
5 -	53	28
6 -	<u>55</u>	<u>16</u>
	<u>574</u>	<u>178</u>

One teacher writes, "My school year has been beset with many problems due to instability in the homes of many youngsters. Their insecurity called for careful planning in organizing a program to meet the emotional and social needs in the room as well as the curricular needs." Her recognition of the problem and working with it has occasioned real growth for her children. Such has been an important aim throughout the school, and there has been much fine achievement toward that goal, particularly in situations where the child has remained with us over a period of years. However when, in addition to the presence of such problems, the family stays with us only briefly, it is very difficult to initiate a program of sound and lasting development.

There has been quite a marked increase in the number of accidents at school and on the playground, a larger than usual proportion of them rather serious. Carelessness, both in and out of the classroom, has been quite prevalent, and for the first time in several years contacts with the police have been necessary. All of these may well be related to the problem of mental health. One encouraging, though at the same time rather disturbing, factor is the amount of reliance by parents on the school in working out resultant problems. Fine help is offered individual schools by the Child Study Department. If what seems a trend continues, we will surely need more and more such help.

Conclusion

May we at Lapham School express our continued appreciation for the excellence of our professional leadership and the support of the community to achieve high standards for our schools. We feel real pride and satisfaction in working for the Madison Board of Education.

Respectfully submitted

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Helen Simon
June 1954

Annual Report

For the School Year 1953-54

LINCOLN SCHOOL

School opened September 13, 1953 with an enrollment of 286 distributed as follows:

Kindergarten	54
1st grade	54
2nd grade	48
3rd grade	37
4th grade	34
5th grade	24
6th grade	35
Total	286

The enrollment at the close of the year for the past six years was as follows:

1949	1950	1951	1952	1953	1954
225	357	378	269	291	269

While schools in outlying areas are becoming more and more crowded, especially in the primary grades, our enrollment in these grades is lessening. This is in great measure due to the fact that many families are moving from small apartments and building homes at the outskirts of the city and in outlying areas.

Our attendance report for the year shows the following figures:

Sept. enrollment	286	Withdrawals	46
New Entrants	31	Transfers out	17
Transfers in	15	June Total	269

Believing firmly that schools are built and run for the fullest development of the personalities of the pupils we try at all times to question each activity or procedure by the formula: "How will this affect the children? Is it good for them?" Realizing too, that without the cooperation of the home, the school cannot do its best for children we try at all times to have the home know what the policies of the school are and in what manner we are attempting to carry them out.

One of the means of accomplishing this, is through the P.T.A. The first meeting of the year was a parent-orientation night when the parents visited their child's room, and the work of the year was explained to them by the teacher. It was a good opportunity for the parents to meet the teacher and other parents, and to discuss questions of mutual interest.

A meeting in March was devoted to an art class demonstration. At this time actual work was done by the pupils under direction of the art teacher; an exhibit of work was held, and Miss Hurst, the teacher, discussed the types of work carried on during the year, and gave the parents hints as to how to stimulate their children's work at home.

A concert of Christmas music was presented by the 5th and 6th grade Glee Club in December.

At the final meeting of the year the upper grades presented the operetta HMS Pinafore, which was a true integration of the work of the music, art, physical education and speech departments.

The P.T.A. members have given much help to the school too, especially in assisting the nurse with the polio shots; in the summer round-up program, and at other times when their help was solicited.

One of the best ways we have of keeping the parents informed of school activities is the publication of our weekly paper, "The Lincoln News" which goes to every home. Published primarily to give notices of meetings, etc. it also gives a fine opportunity to acquaint parents with the purposes of the activities and give suggestions as to how they can further stimulate their interests in school.

Parent-teacher conferences are held whenever parent or teacher feels the need and have proved most beneficial. Often the conference includes the pupil, principal or a member of the Child Study and Service department. Mr. Bratrude of the latter division has given us fine service during the year. His conferences with individual pupils, teachers and parents, in addition to the work of the teacher regularly assigned to Lincoln, has been of great help in overcoming some difficult behavior problems. Mr. Waller and Mrs. Holcombe have been of great assistance, also.

Another means we use of keeping the parent aware of the child's adjustment to school is by means of notes written by the teacher to the parent. Several teachers have kept day by day accounts of the child's behavior, and send home such an account regularly.

Last year we began a special study of our gifted children, and thought we had the pupils who would remain in our school for their elementary experience. To our regret all but three have moved. These three are reported this year by their teachers as follows:

J---Grade 3 I.Q. 140 C.A. 8-4 M.A. 11-8

	<u>Height</u>	<u>Weight</u>
Sept.	50"	50 3/4
June	51 1/4"	55
	Days present 172	Days absent 6

Standard Test results:

California Mental Maturity Prim. '53 Form S

	<u>M.A.</u>	<u>I.Q.</u>
Total	11:8	140
Lang.	11:6	138
N.Lang.	11:8	140

Gates Advanced Primary Reading Test Form 2

	<u>Reading Grade</u>
Type I	5.5 (Average)
Type II	4.8 (5.0)
Average Reading Age	10-9

J---is very quiet and reserved. Her work is always above average. Due to her retiring manner, she is never a leader, but rather a willing follower in classroom activities. She has definite talent in art and has done some outstanding things in it. J---is well liked by all her classmates.

* * *

G---Grade 4 I.Q. 136 C.A. 8-4 M.A. 11-4

	<u>Height</u>	<u>Weight</u>
Sept.	54 1/2"	86 1/2
June	56"	92 1/2
	Days present 164	Days absent 14

Standard Test Results:

10/1/53 Durrell-Sullivan Silent Reading - Reading Gr. 7.1
 4/27/54 Stanford Silent Reading - Reading Gr. 8.7

G---is an outstanding student, doing excellent work in all subjects except writing and arithmetic. She works very rapidly and is somewhat careless in the latter two. At the beginning of the year she read orally in a monotonous voice with jerky phrasing and frequent word repetitions. However, she brought her oral reading up to the high quality of her silent reading in a very short time. G---is well adjusted socially, very dependable, self-controlled, cooperative, a natural leader, and, as reported by her last year's teacher, "always does more than her share in any group enterprise". It was a real pleasure to have her as a pupil, because she is not only a fine student, but a charming person.

Lincoln - 4

K---Grade 1 I.Q. 150 C.A. 6 M.A. 9

	<u>Height</u>	<u>Weight</u>
Sept.	44 "	45
June	46 "	52
	Days present 157.5	Days absent 20.5

K---is socially well adjusted. The children like her and she is very anxious to please both children and adults. While she has this very high I.Q. it isn't apparent that she maintains that in her reading agility. Perhaps this is due to her natural deliberateness. She wants to do things so right that she gives her movements and work much thought first - (and she is a good thinker) then she produces. Her writing, art, music and language abilities are those of a child with such an I.Q. as 150. However, I think she is hardly in the genius class.

* * *

Four gifted pupils in sixth grade are reported as follows:

J--- I.Q. 130 C.A. 11-1 M.A. 14-10

Height 58"	Weight 101
Days present 173.5	
Days absent 4.5	

California Mental Maturity

C.A. 11-7	Total	M.A. 14-10	I.Q. 128
		16-10	145
		11-0	95

Achievement test results:

	<u>Grade</u>	<u>Age</u>
Reading	10-0	15-4
Arith.	7-3	12-8
Lang.	7-4	12-9
Total	8-2	13-7

J---is a gifted child. His interest in reading has probably brought about this world of fact that the child possesses. He has an excellent scientific background and applies common sense to all his studies. He is a very slow moving child who does not care for physical exertion. He tends to appear somewhat lazy, but his mind is very alert. He is an excellent contributor to class discussions. J--- is well liked by the other children and respected by them, except in gym.

* * *

S--- I.Q. 140 C.A. 11-2 M.A. 15-0

Height 58 $\frac{1}{2}$ " Weight 94
Days present 177
Days absent 1

California Mental Maturity

C.A. 11-8 Total M.A. 15-0 I.Q. 129
Lang. 15-8 134
N.Lang. 13-9 118

Achievement test results:

	Grade	Age
Reading	8-8	14-2
Arith.	6-0	13-4
Lang.	9-5	14-10
Total	8-8	14-2

S--- is an excellent student. He is an unusual reader and speller. He is greatly interested in classical music and literature. When we were studying about ancient Greece he became interested and read the entire book. When the children were putting together a cardboard power plant he seemed somewhat awkward with his hands. He is trying very hard to do well in physical education. Because of his trying and his good sportsmanship he is well liked by the children. He is a gifted child who enjoys a challenge in school.

* * *

J--- I.Q. 141 C.A. 11-1 M.A. 14-5

Height 60" Weight 97
Days present 168.5
Days absent 9.5

California Mental Maturity

C.A. 11-8 Total M.A. 14-5 I.Q. 124
Lang. 14-7 125
N.Lang. 14-2 121

Achievement test results:

	Grade	Age
Reading	9-0	14-4
Arith.	7-4	12-9
Lang.	7-5	12-10
Total	8-0	13-4

J--- is an excellent student. He reads especially well and enjoys dramatizing the things that he has read. He is quick and somewhat nervous in his actions. Sometimes his eyes will blink for seconds when he doesn't seem to have control over

them. He is an honest and very well-meaning boy. He enjoys telling jokes. He is well liked by the other children, for he was chosen to go to Washington, D. C. as our representative by the class. His muscular coordination has improved during the last year. He is still somewhat chubby, but since his heart condition is now normal, he has been taking much more interest in gym. He is a gifted child who enjoys a good joke.

* * *

G--- I.Q. 139 C.A. 11-0 M.A. 14-10

Height 57"	Weight 77
Days present 175	
Days absent 3	

California Mental Maturity

C.A. 11-6	Total	M.A. 14-10	I.Q. 129
	Lang.	14-5	125
	N.Lang.	15-6	143

Achievement test results:

	Grade	Age
Reading	9-5	14-10
Arith.	8-0	13-4
Lang.	8-5	13-10
Total	8-6	14-0

G--- is an excellent student. He possesses very high standards and takes a pride in his achievements. He has excellent coordination in physical activities. He is very fair and honest and has a great deal of common sense. He is well liked and respected by the class. G--- is truly a gifted child.

* * *

The above reports bear out the facts discovered by students of gifted children that such pupils are physically, emotionally, and psychologically as well adjusted as average children, while mentally they far outstrip them.

One of the possibilities of meeting the challenge these children give us is to organize a foreign language class. There has been considerable interest expressed by a few parents, but to date haven't had enough pupils interested. Two who were interested joined the Saturday German class offered at the University.

Excerpts from the librarian's report:

Library service to the students at Lincoln School consists of two days each week - Thursdays and Fridays. It is desirable

to have consecutive days at a school. Children in the first, second, third and fourth grades come to the library for a thirty minute period once a week. The third and fourth grades are so large that they are divided into two groups. During this period they return library books and check out other books. When time permits, a story is read to them, new books are shown to them, and there are discussions of authors and books. Some reference work is also done by the third and fourth grade classes. The fifth and sixth grades come to the library once a week for a forty-five minute period each week. Considerable reference work is done by these upper grades. They make use of the card catalog, encyclopedias, indexes, World Almanac, pamphlet file, and other reference materials. There are class discussions of authors and books, and new books are reviewed and displayed.

Students in the fourth, fifth and sixth (and sometimes the third) grades were given the opportunity to charge out books during a class period. This taught the children something about library procedures and helped to develop a sense of responsibility for the care and handling of books. Reference work was done by students other than just during the library period. As the library is not locked, the students also have access to it for reference materials on non-library days. The school could use more library service per week.

As the year progressed, the teachers also made much use of library materials in connection with their units of work. Sometimes as many as 25 to 35 books per day were charged out to teachers. Teacher cooperation has been fine and I have enjoyed working with them. As new books came to the library, I made special trips to the teachers' rooms to show them individually what new books had arrived. Material for holidays was placed on a special shelf marked for teachers' use.

In the fall the fourth, fifth and sixth grade classes played a football game as a reading program. They chose teams, captains, and referees. This spirit of competition created an added interest in reading. In the spring several groups asked to play a baseball game on a similar set up which they did.

There has been a class correlation between classroom units and the materials available from the library. These are some of the units for which library materials were requested - Wisconsin, other states, Indians, ranch life, weather, rocks, Vikings, birds, flowers, conservation, planets, animals, plants, other countries, and Greek and Roman life.

The total circulation for the school year of 1953-54 was 10,048 (non-fiction - 4,630; fiction - 5,418). The number of books added to the collection was 284. Teachers and students were very much pleased to have so many new books added to the library during this school year.

The nurse reports as follows:

Vision:

We are real pleased with the results of the vision testing which was done last fall. The parents of all children with apparent vision defects were contacted and encouraged to see eye physicians. Seven pairs of glasses were prescribed. (These children had not worn any before).

Physical Examinations
1950 - 1951

<u>1st grade</u>	<u>3rd grade</u>	<u>6th grade</u>
57.6%	6%	37%

1951 - 1952

93%	52.9%	50%
-----	-------	-----

1952 - 1953

98.3%	53.4%	53.3%
-------	-------	-------

1953 - 1954

98.6%	76.3%	78.7%
-------	-------	-------

Polio Vaccinations:

Out of 47 second graders 45 consents were received. 42 children completed the series.

Again this year we are pleased with the record made by the pupils in the city-wide testing program.

The results of the October tests is as follows:

Medians	Gr. 2	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
R.G.	2.95	2.12	3.9	4.3	4.0	7.7
R.A.	8.5.5	7.5	9.6	9.8	9.9	13.0

At the close of the year the 6th grade's median on the California Achievement test - total battery was 7.2 with a range from 4.7 to 8.8.

In line with the school board policy of modernizing the older buildings Lincoln has undergone many improvements the past few years. Among these are

New blond furniture in classrooms
Acoustical tiling in lower and upper halls

Fluorescent lighting in eight classrooms
Lockers in lower and upper halls
New roof (summer 1954)
Blacktopping on playground
New fencing
New toilet fixtures
New boiler
New ceiling in kitchen
New clocks

Among improvements yet needed:

Control of erosion on playground
Raising fence at lake to prevent balls from going over
Acoustical tiling in classrooms
Improvements in art room
Completion of program of better lighting in classrooms
Completion of toilet modernization

In reviewing the year we feel it was a good one. That this has been so is due to the continued fine spirit of cooperation which exists between all departments of the public schools. It is a pleasure to work where such a spirit exists. Under such conditions we are able to give our best to those for whom our schools exists - our growing boys and girls.

Respectfully submitted,

Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
JONCFELLOW SCHOOL

Presented to the Board of Education
by the Principal
Walter H. Argravess
June, 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1953 - 1954
LONGFELLOW SCHOOL

ENROLIMENT TRENDS

From first fall attendance reports in September.

<u>Grade</u>	<u>1950</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954 Estimated</u>
Kdg.	(3) 85	(3) 121	(4) 128	(4) 140	(4) 125
1	(2) 56	(2) 42	(3) 82	(3) 83	(3) 84
2	(2) 68	(2) 53	(2) 48	(3) 93	(3) 78
3	(2) 57	(2) 65	(2) 56	(2) 51	(3) 96
4	(2) 52	(2) 48	(2) 69	(2) 53	(2) 52
5	(2) 51	(2) 57	(2) 55	(2) 67	(2) 54
6	(2) 50	(2) 50	(2) 55	(2) 54	(2) 62
Total	(15) 419	(15) 437	(17) 493	(18) 534	(19) 551

() = number of class sections.

From the above figures it may be noted that our increase in enrollment has been small though steady. At present it seems safe to say that we will have three fourth grades in September of 1955. However, it may not call for an additional classroom as a split first and second or second and third may be formed.

A projection of our enrollment may be thrown way off by the fact that the parochial schools in the neighborhood are becoming very crowded. Whether this will cause any substantial number to transfer to Longfellow remains to be seen. The four remedial classes in the building will be reduced to three because of the addition of a third section of third grade next fall.

ACHIEVEMENTS

1. This year we have emphasized the basic idea that a child's educational interests are best served when the partners responsible for their development are working as closely as possible. At our first general staff meeting last September various types of parent and home contacts were discussed. Advantages and limitations of each were brought out. This spring, Mr. Waller discussed this topic with us at staff meeting. Techniques for the establishment of good parent teacher rapport were pointed out, also, some very pertinent references on this subject were furnished us.

The result of these efforts were twofold. First, planning parent conferences or home calls was done effectively. Previous contacts of other teachers, the worker from the Child Study Department, the school

nurse, and this writer were checked on, both orally and as recorded in the cumulative folder. Collections of the child's classwork were kept and used to advantage. Second, teachers were more confident and therefore not only better but actually more conferences and home contacts were made. While some teachers have always maintained close and satisfactory relations with parents, I believe they too profited by this emphasis this year.

2. Again this year we provided an opportunity for sixth grade parents alone, and later the parents with their sixth graders to see the movie "Human Growth." At two early evening meetings Mr. Lee Schwenn, Health Educator for the Madison Health Department, led the discussions and provided frank answers to the many questions of the children.

Parent approval of this type of instruction and this manner of handling this task seems to be unanimous.

3. The parents and teachers through the P.T.A. provided a fine evening of fun for the whole family at Halloween time last fall. There was a good turn out and much enthusiasm for the entertainment provided.

4. The P.T.A. has contributed toward three worthwhile additions to the equipment and furnishings of the school. The science room received a microscope which will do much to bring realism to text book and classroom discussions of things in the microscopic world. A very fine three-speed phonograph has been provided for use of the library and primary rooms on the first floor. The Board of Education, provided one half of the money for the phonograph. Last but not least three additional chairs were purchased for the teacher's room. Each of these items was much appreciated.

5. Spring registration of those kindergarten children who will enter school next fall was carried out again this May. The registration was carried on principally by the Longfellow Pre-school Dads and Mothers Club and the Longfellow staff. The Longfellow P.T.A. and the St. James P.T.A. lent valuable assistance.

About half of our estimated kindergarten enrollment was registered this spring. This does lighten the task of kindergarten enrollment the first day of school in September. There are, I believe, two other equally important outcomes of spring enrollment. First, new parent get to know each other and something of the Pre-school Dads and Mothers Club when the enrolling process includes a social hour and is held in the evening. Second, parents obtain a clearer idea of the work of the school nurse and the pre-kindergarten health examination when the enrolling is done in two sessions and therefore more time can be taken to discuss these things individually.

6. This year the Wisconsin Telephone Company made telephone and telegraph kits available to the schools. These simple kits were devoid

of advertising and were used only after Board of Education approval. They proved very instructive to the fifth graders who used them in their study of electricity. Much was learned of electric circuits, magnetism, and communication. One third grade and one remedial class used the telephone apparatus in studying telephone use and courtesy. The classroom work was supplemented with movies and telephone courtesy and a discussion by a telephone lineman who explained his work as a "community helper" very well.

7. A "Brotherhood Week" potluck found all the sixth graders and their parents eating supper at school. The sixth grade social studies emphasis on countries overseas provided a ready background to bring out the brotherhood of the community with it's many nationalities.
8. Movies, displays, discussions, and books gave a third grade much information on cotton. This important raw material became interesting and vital to this class as the problems of its growth and the ramifications of its use unfolded for these boys and girls. Interest really reached its height when a cotton exhibit arrived from Alabama showing cotton from the boll to its many products. The class wrote the letter of request and later one of appreciation thanking the governmental bureau that sent it.
9. First graders dramatized a group of circus stories from their readers by producing a circus of their own. Classroom teacher, music teacher, speech teacher, and physical education teacher all contributed to this project which was presented to the parents late in May.
10. The pre-primary remedial room capitalized on television to further their reading readiness and language development work this year. With a television "receiver" seven feet tall built out of orange crates and paper, original programs were dramatized. Interest in good speaking, new words, and general language improvement came enthusiastically with these props. Parents were invited to one of the "programs."
11. Cross Country - A graphic summary of the many types of terrain, agriculture, industry, recreation, various cities, etc., was provided by our fifth grades in their study of our vast country. A large map of the United States was made on a bulletin board with an imaginary trip plotted across the country. At representative points strings were run from the map to some two dozen "Master Viewers" which contained reels illustrating points of interest. All of the "Master Viewers" belonged to the boys and girls who purchased the various stereoptican type reels for the occasion.
12. In art class this year enamel finishing of metals was attempted for the first time. Some very presentable pieces of jewelry were produced.

PROBLEMS AND RECOMMENDATIONS.

1. Working without a movie projection room this year for the first time involved some adjustments. Techniques of classroom projection have developed. Generally movie utilization improved as the year advanced.
2. Black topping the balance of the playground as soon feasible is strongly recommended. The present coarse gravel surface makes running games and use of the new basketball "half courts" very difficult. This same coarse gravel is also the source of most of our broken windows.
3. It is recommended that the same block of Mr. Berger's time again be provided for remedial reading instruction next school year. His work with some forty fourth, fifth, and sixth grade boys and girls for all or part of the year was very much worthwhile. Not only did word attack and comprehension improve, but measurable gains were made in spelling as a result of his work. Perhaps one of the most important of the gains that came as a result of Mr. Berger's work are the changes in attitude toward school work. Though these changes are hard to measure objectively they do occur commonly.

I would like to take this opportunity to express both my personal appreciation and that of the Longfellow staff for the understanding and help provided by the Board of Education, the Superintendent of Schools, and all of the departments of the central office.

Respectfully submitted,

Walter H. Argraves, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education
by the Principal

A. Kermit Frater

June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1953-54

LOWELL SCHOOL

I SIGNIFICANT DATA

Enrollment Trends (End of Year):

	1949	1950	1951	1952	1953	1954	1954 Sept. Estimate	No. of Sections
Kdg.	143	148	135	138*	236	126	137	4
1	114	121	100	92	138	116	111**	4
2	87	105	115	92	82	101	117	4
3	83	95	103	116	98	60	103	3
4	80	91	86	95	108	68	62	2
5	91	82	85	89	99	73	75***	2 $\frac{1}{2}$
6	82	87	88	81	88	66	73	2 $\frac{1}{2}$
Totals	680	729	712	703	849	610	678	22

* An additional section transported to Marquette School.

** Includes 25 Truax children to be transferred from Lepham.

*** Includes 6 Truax children to be transferred from Emerson.

Analysis of Enrollment:

Grade	1953-1954				1954-1955 (Estimate)			
	Lowell*	Truax**	Washington	Totals	Lowell*	Truax**	Washington	Total
	Heights**				Heights**			
Kdg.	119	—	7	126	127	—	10	137
1	62	39	15	116	79	25	7	111
2	87	5	9	101	63	39	15	117
3	58	—	2	60	89	5	9	103
4	67	—	1	68	60	—	2	62
5	69	1	3	73	74	—	1	75
6	64	—	2	66	69	1	3	73
Totals	526	45	39	610	561	70	47	678

* Includes District #8. Also, in 1953-54, included 5 from Emerson and 2 from Marquette Districts who were transported here for the Rest Center.

** Transported by bus.

The enrollment dropped sharply with the opening of the Schenk School in September of 1953. This loss was only partly made up by children transported from other areas.

Four standard classrooms have not been occupied by regular classes this year, but all have been used to a certain extent for special services:

Room 100 - Speech correction and testing.

This was the music room previous to the time when increasing enrollment forced music into the basement activity room. Acoustical tile was recently installed on the ceiling and we plan to move music back for next fall and release the activity room for other purposes.

Room 101 - Kindergarten activity room, will have a regular class next year.

Room 208 - Remedial reading, will have a regular class next year.

Room 204 - Used only occasionally, will be used much of the time next year. This and the activity room will house the special services now spread over four rooms.

The school census indicates no sudden increases in child population in the near future, and it is expected that Lowell will have room for some children transported from crowded areas for some time to come.

II SPECIAL ACHIEVEMENTS

The Passing of An Era - "The Nutrition Center"

I have been told that the Lowell Nutrition Center was designed, in the early twenties, primarily for tuberculin contacts (children who have contacts with active tuberculosis, probably in the family) and those who reacted positively to tuberculin tests. The facilities were elaborate: (1) kitchen (2) A most pleasant dining room with lots of windows and the best view in the building. These two rooms were built like a third floor penthouse, opening on the (3) roof of the gymnasium. This large area, with its latticed super-structure, was intended for fresh air rest. (4) Sleeping room large enough to accommodate 35 or 40 children on individual cots. (5) A small room for a doctor (at least that is the label on the house phone). (6) Two wash rooms and miscellaneous storage facilities.

The center at one time was staffed with a nurse and two cooks. The former supervised the children at rest during the noon hour and some other parts of the day, in addition to other care required by the children. The latter served a highly nutritious noon meal including bread that they made daily.

Children were referred to the center only by doctors. They were ordinarily transported to and from school. They took part in most of the school program, usually everything except physical education and recess. At these times, as well as the lunch hour, they went to the center. Lots of rest and highly nutritious food was needed by these children and the aim was to meet these needs.

As time went on, tuberculosis was gradually reduced. In the present principal's nine year tenure at Lowell, only two such cases can be recalled. Children in recent years have been referred for such things as rheumatic fever, heart condition, nervousness, asthma and for many other (sometimes questionable) reasons.

Eventually the need for a special nurse no longer existed, and a "matron" was employed to supervise the children. One cook was sufficient when it was decided that local bakeries made a sufficiently nutritious bread to meet the requirements.

In September of 1952, Lowell was faced with the problem of housing a much larger enrollment, so the center was combined with Emerson's. About half a dozen Lowell children transferred with it. In September of 1953 with the opening of the Schenk School, the entire center was transferred back to Lowell, to relieve Emerson's crowded condition, and has been operated on a curtailed basis with a supervisor for the lunch hour only. It is interesting that seventeen from Lowell, five from Emerson, two from Marquette and none from the other East side schools have been referred this year. The center is now being completely terminated and all city children needing the service will go to the one remaining center at Washington.

It is noteworthy that the health of the children, in particular with respect to tuberculosis, has permitted the reduction of this very costly service.

Referrals made by doctors in 1953-1954 for periods varying from a few weeks to all year:

Rheumatic fever	5
Recurrent infection	4
Anemia	4
Heart condition	1
Post-operative spinal fusion for bone tuberculosis	1
Chronic kidney infection	1
Underweight	1
Respiratory infection	1
"Fatigues easily, eats poorly at home, working mother"	1
Recent surgery	1
Bronchial asthma and nasal allergy	1
Pneumonia - strep throat	1
Broken ankle	1

The facilities of the original nutrition center still exist in very much their original form and condition. It is to be hoped that they can be adapted to some other more urgently needed service.

The psychologist visited Lowell School Monday mornings. Referrals were, as usual, channeled through the Principal. This was done largely to insure that no one who needed help or information would be neglected.

This resulted in 29 specific referrals. Of these, approximately ten were in the nature of follow-up study, and entailed one or more contacts with the child involved and the teachers. Of the remaining nineteen, one was felt to be outside the scope of the school's responsibility and this was referred to the Dane County Child Guidance Center. The remaining eighteen were seen more or less intensively by the psychologist. Of these there were parent conferences in about fifteen of the cases held by the worker or by the teacher who in turn reported the conference to the principal and the worker. The worker personally had conferences with seven of these parents. Some of these contacts were of several sessions in duration. In approximately ten of the specific referrals, diagnostic tests were employed. In all but four of the specific referrals some progress was noted.

It is planned to continue some of these cases throughout the summer. All the children seen this year will receive follow-up studies during the next school year.

Donald Bratrude, School Psychologist

Instruction:

This year I have had a most enjoyable experience in teaching writing to my first grade group. The children became quite intrigued with rhyming words, and wanted to write "rhymes" every day. This interest arose from my quoting the Edward Lear nonsense rhyme, "There was an old man with a beard." The children appear to have become more conscious of words and descriptive phrases as a result of their interest. They enjoy composing short poems each day for their writing lesson, and often illustrated them.

I have felt that the interest in writing is keener this year, and the quality of creative work is better than in former years.

Margaret Lalor, First Grade

Texas has rejoined the Union! It is no longer a separate country for the second grade children at Lowell School. It is also in the South and raises cattle and many fresh vegetables and fruits. This was all easy to see on the large wall map used in the food unit.

Each child was assigned one fruit or vegetable. He went to his grocer to find out where it was grown and how the grocer's supply had arrived in Madison. A picture of the food cut from a magazine was placed at the source point on the map and a string showing distance was run from there to Madison. A plane, train, truck or ship was placed on the string. The map made it apparent how dependent we are during the winter on Florida, Texas and California for our fresh fruits and vegetables. The class discussed how this might be different in the summer and fall. But what of the many places on the map which did not produce a lot of food? We discussed how these areas grew cotton, tobacco, were manufacturing centers, etc. The geographical approach interested the children very much. The map was also used to show birthplaces and trips, and a little world geography was added when a new little girl from Australia became a part of the class. The classroom globe and map puzzles received much use.

Now that we have the food in Madison, it has been marketed, and what better place than a second grade grocery store. Once the children had built the store and properly stocked its shelves, they came face to face with every grocer's marketing problems. The merchandise must be neat. Food must be properly preserved. The grocer has to make signs telling about sales at his store, and when the customer arrives, courtesy helps to bring him back again. He is also more likely to come back if he gets his correct change.

But if you are the customer, on the other hand, what do you buy? What makes up a good breakfast, lunch, or dinner? Answers to these questions were expressed as a part of the individual food unit booklets made by the children. These contained picture table settings of three balanced meals. Also included were food related riddles, poems, advertisements, and elementary food science facts.

Enthusiasm was sustained throughout the food unit but reached its peak with the introduction of maps and simple geography. Maybe this is not surprising when we realize that every television-tutored second grade is a world traveler.

Catherine Morin, Second Grade

As a direct result of our smaller enrollment, the three primary grades have enjoyed more time with the teachers of special subjects.

The children have profited by the added instruction of these people trained in special fields. Teachers and children have had a chance to get better acquainted.

By no means the lesser of the benefits of our present program is the increased number of periods in which parts of homeroom groups remain in the room for work in reading and social studies. There is more time to help our average children to do their best, to give more attention to the less gifted, to help our more able children to find wider fields in which to explore.

Alice Phillips, Third Grade

Many new skills are learned in the fourth grade. Increased purposeful reading brings with it a heavy load of new vocabulary, facts and ideas. We have studied various regions of the world to see how greatly they differ. Beginnings have been made in understanding and recognizing racial differences and the effects of environment upon modes of life. We studied the relationship of the sun, moon and earth to each other and the results.

After learning to use the index and table of contents and to make a simple outline, we undertook the preparation and presentation of special topics. These were an outgrowth of units in social studies. In the preparation of topics, reading became more individualized. It meant that each pupil needed to select material pertinent to his chosen subject. This was followed by organization of material and the preparation of talks which were given before the class.

Lembi Hippaka, Fourth Grade

Lowell is one of the older schools in Madison that has traditionally had a platoon, or departmentalized organization. In keeping with the more recent educational philosophy and trends, class sections have been assigned to home rooms and home room teachers for practically all of the basic work. At the present time, all but two class sections have full time home room teachers. Each of these two sections spends approximately half of the day in Miss Kaeding's room, then goes to fourth or sixth grade teachers for the balance of its basic work. These sections also have the usual special teachers.

The following, written by Miss Kaeding, indicates some of the problems created by not having full time home room teachers for all sections. (Principal)

The fifth grade pupils were divided into two and one-half sections, a 5A with thirty pupils, 5B with twenty-nine pupils and a 5C-4C combination group with fourteen children in the 5C and eleven in the 4C. The 5A and 5B classes each had the pupils of high and low ability, the 5C those of average ability. The groupings were based on the reading scores, the I.Q.'s and the teachers' judgment. This particular grouping was decided on to reduce the range of abilities that the teacher of the combination room would be confronted with.

Because the 5A and 5B sections represented the two extremes of abilities, they required different preparations and a variety of techniques to keep them interested and making progress.

The range of reading scores (September) and I.Q.'s were as follows:

Section	Grade Equivalent	Median	I.Q.
5A	3.0 - 7.7	5.3	78 - 141
5B	2.7 - 9.6	5.3	79 - 147
5C	4.3 - 6.7	5.6	81 - 139

The teacher of the 5C group of average ability pupils combined with a half section of an average fourth grade thought it a workable situation.

Other problems result from not having full time home rooms. The children are taught by the teachers of special subjects, a fourth grade teacher and a sixth grade teacher in addition to myself. It is obvious that the children meet too many personalities daily, five teachers everyday and some days more. The longest continuous period of time they are with one teacher is one and one-half hours. They use rooms on the first, second and the basement floors which makes for much traveling and hall supervision.

The programs appear to be too complicated for ten and eleven year old children. They cannot gain the stability and the helpful kind of instruction they need. No one teacher has the opportunity to know the children well enough to develop to the fullest their individual abilities and interests.

The testing program, attendance reports, report cards, follow-up and special help all have to be "farmed out" in part and lack the personalized sustained interest of one person.

Some of the more interesting activities carried on in the 5A and 5B sections were:

1. A trip to the State Historical Museum to enrich the study of Pioneer Life.
2. The Thanksgiving Program for the school based on the work in Social Studies was given under the direction of the speech teacher.
3. A panel discussion about television was given by six fifth graders representing the three groups for an afternoon meeting of the P.T.A. A survey study of the fifth grades was the basis for the discussion.
4. In the 5A language class each child selected a book from his Reading Design - a record guide of his library reading. He wrote a review of his selection and this summary was recorded. This proved worthwhile, for to hear ourselves as others hear us is very revealing, astonishing, and helpful. The recording was played for the 5B and 5C-4C classes. Miss Olden, the librarian, also used the recorded stories for a program.

Mildred Kaeding, Fifth Grades

We opened our Social Study program with a unit on the United Nations. It helped form an introduction to some of the countries we were to study later and also brought out clearly that when sixty different nations meet and discuss their problems, and those of their neighbors, the delegates must have to be very tolerant with each other. This brought up the problems of different nations. Charts, graphs, flags and maps were made by committees and reports given before the class. Such activities resulted in a better understanding of world problems.

Listening to the five minute news over W.H.A. helped to create a better understanding of events in the confused world we find ourselves in. It lead to a discussion of good commentators, columnists, editorials, and even news broadcasters. Our news broadcasts carried us to all parts of the world and gave us opportunities to use our world maps and locate the places where the news is being made.

Helen Pike, Sixth Grade

Because of decreased enrollment, it was possible to schedule speech improvement classes in the primary grades this year. Although time available provided only two half hour periods per week per class, an effort was made to place these classes on consecutive days, and the following observations were made concerning the program:

Despite the limited time allotted, home room teachers consulted were unanimous in their opinion that speech classes should be continued. Given as various reasons for their approval were such items as:

"The children seem to have more interesting things to say", "they have fun", "they learn to work together better as a class", "they are a better audience", "they listen better", "the children become more selfreliant", "they do not seem afraid to speak in front of a group", "speech classes are stimulating to the children", and "speech classes give them a chance to blow off steam."

In the observation of the speech teacher, it seemed that speech training was placed at the level where it could be very helpful. Bodily activities were emphasized since the younger child's need is so great here. In some instances it was possible to carry through quite well with speech correction cases at a

time before incorrect speech patterns became too set. Provision for the bright child was considered especially valuable, too, since creative dramatics is essentially training in thinking.

It was definitely felt that putting "auditorium" classes in the lower grades had a unifying effect on the school. Since safety patrol operations and Red Cross activities are sponsored by the speech teacher, she was enabled to have a better grasp of situations which arose involving the smaller children. Primary audiences became much more critical audiences, and they seemed more courteous, too. Time was given to the speech teacher to help with lower grade programs. Groups of curious noses which were constantly pressed against the glass of the auditorium at frequent odd moments seemed to her to be a healthful sign. "Esprit de corps" generally seemed to be running high.

It will be of considerable interest to note if there is a carry-over or advancement in the upper grade level speech work, already rather well-established and defined.

Gertrude Bayer, Speech

If there was a theme of the year, it might have been called "Better Reading". We tried to stress it uniformly but it took effect largely in the sixth grade. In years past, our advanced pupils had been able to borrow some books from the adult section. To meet the needs of exceptional readers, we established a "Star Books" section where books of higher literary quality and on higher grade levels were featured. Upon reading five of these titles, the child's name was placed on an "Honor Roll". For every additional five books a star was granted. Interest ran high, yet the average and slower reader felt no adverse pressure of competition.

It is impractical at Lowell to have a large Book Week observance in the fall, though the week is remembered in simple ways. After January when the training period is largely over, something special is done by the library. This year it was "A Day in the Library". This was a program in which the various grades presented samples of their year's activity. The program attached is not to be considered a summary of library work but rather a sample of what goes on in an elementary school library.

A DAY IN THE LIBRARY
(A Program By Six Grades)

- Grade 1 The fun of reading together
- Grade 2 Some of our favorite poems
- Grade 3 We like to look it up. (Learning to use the card catalogue)
- Grade 4 Books are keys (Exhibit and explanation of reading chart)
- Grade 5 Book reports (Tape recordings)
- Grade 6 Book discussion

This has been a good year at Lowell. Classroom and special teachers have contributed cooperatively. There is no doubt that a normal enrollment has relieved the strain we have had in serving the tremendous crowds. The children were benefited, I am sure, by more time for individual attention. To me, the comment of the year came when two of our girls were discussing "Dancing Star" (Anna Pavlova), "I wish that it would go on and on".

Leone F. Olden, Librarian

Some of the most exciting art projects of the year were those which were related to social or theatrical events of the school.

The banquet which is held annually, late in the spring, to honor both the teachers and children of the sixth grade is one of the high points of the year. After the theme, which determined the program and decorating, was established, the children then began to plan what was needed to enhance the affair visually. This year "The 49th, 50th, and 51st States", representing Hawaii, Alaska and the State of Democracy, was the central theme. The children faced a tremendous problem in reconciling into one party two so opposed climates. Finally, someone suggested creating a Hawaiian atmosphere in the dining room and a colder Alaska in the gymnasium where the program would continue after dinner.

The next phase was a bit rugged. Each child had his own and most vivid picture of what the finished rooms should look like. Miraculously, however, an organized plan began to form, responsibilities for the construction of various articles were assumed and committees were formed.

The Hawaiian groups were delighted to receive the help of two University students from the Islands who not only demonstrated the construction of leis which served as party favors, but taught the steps and hand gestures of the hula. An understandable problem resulted. The Alaskan groups found their tasks less exotic but proved to be good sports when they realized the success of the decorations depended on their diligence.

When the evening of the banquet arrived, the tables in the dining room were ablaze with bright tropical colors. Each guest wore a bright paper lei around his neck and peered over center pieces of miniature palm trees. After dinner everyone traveled up to the gymnasium on the "Alaskan Highway." Murals depicting various phases of life in Alaska and ice hanging from walls and windows successfully created a frigid background for the Alaskan program (including the hilarious "Cremation of Sam McGee")!

Feeling as strongly as I do that children's ideas and constructions should look child-made, I was delighted by the effect of their work. It can sometimes be easier to do the designing and planning yourself and let the children execute the plan. I feel, however, that the greatest charm lies in the crudeness and simplicity, yet amazing grace that results from their own efforts, qualities that would be totally absent in a teacher designed project.

Emily Greenblatt, Art

The Remedial Reading Class met three afternoons weekly on Monday, Wednesday and Friday.

The total number of children provided was twenty. Seventeen boys and three girls, divided among the grades as follows: ten from the fourth grade, five from the fifth and five from the sixth.

Five had an I.Q. below 90 and ten above 100, which made this a group with good potential reading abilities. The greater number of them responded satisfactorily.

One boy was excused at the end of the first semester because he was doing satisfactory work. Three boys were enrolled during the second semester only.

Child No.	Grade	I.Q.	C.A.	M.A.	Reading Grade			Reading Age	
					September	January	June	June	
1.	6	93	13-1	12-2	4.6	4.7	7.4	12-4	
2.	6	96	13-5	12-10	4.7	6.1	6.0	11-1	
3.	5	105	12-1	12-8	4.5	5.4	7.6	12-7	
4.	5	86	12-11	11-1	4.0	5.4	6.0	11-1	
5.	5	118	10-11	12-10	5.3	5.1	4.2	9-3	
6.	5	89	12-8	11-4	3.3	4.5	5.8	9-6	
7.	5	116	10-10	12-7	3.7	4.2	6.4	11-4	
8.	6	104	10-4	10-9	2.2	3.5	3.8	8-10	
9.	6	93	12-7	11-9	3.6	3.5	4.2	9-3	
10.	4	104	10-7	11-0	2.1	2.5	3.1	8-1	
11.	4	105	10-6	11-0	2.6	3.2	4.1	9-1	
12.	4	95	9-6	9-0	2.9	3.7	4.1	9-1	
13.	4	113	10-8	12-0	3.3	4.0	5.2	10-2	
14.	6	114	12-1	13-9	2.7	2.75	2.9	7-11	
15.	4	89	10-1	9-0	2.75	2.75	2.7	7-9	
16.	4	116	10-8	12-4	2.4	3.5	2.9	7-11	
17.	4	88	10-9	9-5	2.2	2.95	2.6	7-8	
18.	4	84	11-4	9-6	2.5	---	2.8	7-10	
19.	5	96	10-9	10-4	3.0	---	5.0	10-0	

Ample space was provided in a vacant room because of reduced enrollment in the Lowell School. This facility was greatly appreciated and helped in providing the environment necessary to teaching retarded groups.

Walter Berger, Remedial Reading

(It may be significant that ten of the children listed above have attended at least two different schools in their short careers and one of them has changed schools five times. - Principal)

III SPECIAL PROBLEMS

Great strides have been made in the last half dozen years in repairing and improving the physical facilities. However, continued heavy expenditures will be necessary in order that we maintain a safe, comfortable and functional school plant.

1. Lack of satisfactory temperature control. Considerable improvement has been noted this year, but we continue to have:
 - a. Overheating in some of the old parts of the building.
 - b. Cold Monday mornings.
 - c. Wide temperature variations within some rooms from hour to hour.
2. The playground is too small for a school of this size. It is difficult to find satisfactory activities for the larger boys and girls that do not become dangerous for smaller children who are also present. Softball must be prohibited whenever younger children are present.

IV RECOMMENDATIONS

1. Serious consideration of ways to increase the playground area. It is hoped that outdoor basketball equipment can be provided soon to provide a good activity for older children.
2. Now that many of the bigger repair jobs are being completed, increased attention should be given to smaller items, many of them directly affecting teaching efficiency: noisy floors and doors, worn out locks, singing steam valves, lights that interfere with radio reception, etc.
3. A campaign for better use of floor seal and wax in the summer cleanup. The handbook on "Safe and Healthful School Plant" recommends "spot sealing" the floors. Acceptance of this plan by custodians and their supervisors would save many dollars each year in materials. It would also practically eliminate the necessity for using "Lift" for periodic removal of the surplus -- there would be no surplus! Floors would also stay lighter and look nicer.
4. Continue the splendid work now being done in reconditioning and maintaining the building.

Respectfully submitted,

A. Kermit Frater

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Marquette School

Presented to the Board of Education
by
Lillian Simonson, Principal
June 1954

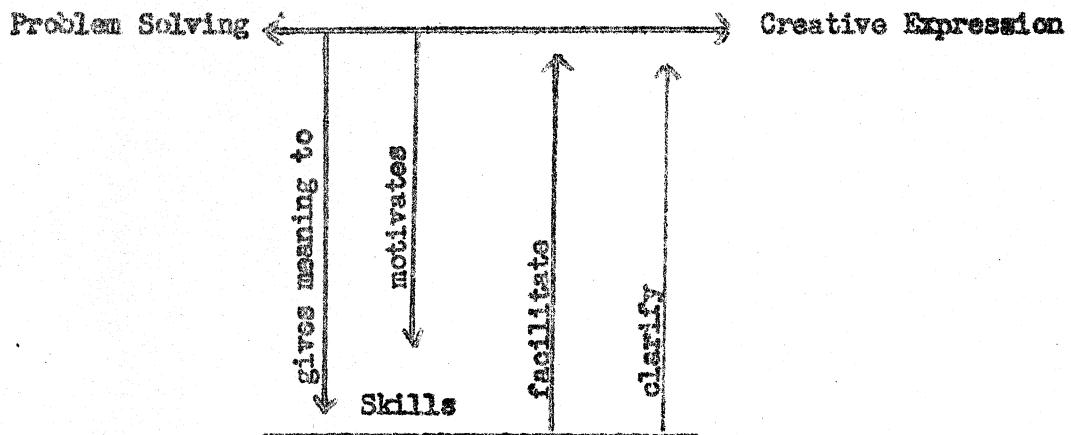
ANNUAL REPORT
For the School Year 1953-54
Marquette School

I. STATISTICAL DATA

The Marquette School had a gross enrollment of 822 this year. There were 31 transfers in, 56 new enrollees, 49 transfers out, and 49 withdrawals. There were 738 children enrolled at the end of the year. These figures reflect a stability in total school population but also indicate a greater mobility than in any year in the past.

II. SPECIAL ACHIEVEMENTS

THE MARQUETTE SCHOOL PHILOSOPHY emphasizes that education should help children mature socially, emotionally, intellectually through problem solving, creative expression and the skills.



Persistent problems of living may become organizing centers in the broad fields of social studies, health, and science or may be the core of curriculum experiences which cut through many broad fields.

These problems should be the integrating force of the school program. Reading skills should be taught in the content fields. Arithmetical concepts can be developed in these areas. Reading, language, writing, spelling and arithmetic skills should be applied and perfected through their use in developmental activities in problem solving. Problem solving shows the need for skills and motivates their establishment.

Art, music, and movement can enrich and extend understandings in content areas. Correlated activities planned by the teachers may lead to an integration of ideas within the pupils.

Teachers need to plan for a balance in the content fields.

A teacher made plan for the year should include all areas in the content fields which research and teacher experience show to be important vehicles for achieving educational objectives.

Pupil teacher planning goes on within these areas; the teacher does not dominate the direction of work or the developmental activities. Because of limited time, it is sometimes wise to alternate emphases; for one period (days or weeks) science may be the dominating interest while social studies and health are secondary interests; and, in the next period social studies or health have the greatest emphasis. Teaching of communication is possible only when pupils have something to communicate. Facts which are verified and organized in terms of a solution to a problem motivate effective written or oral communication.

Creative activities permeate the entire school program and are not limited to special classes. They involve thinking, artistic expression, music, and/or movement.

Creative activity and problem solving may be one and the same.

TEACHER EVALUATION ON THE PROBLEM APPROACH TO LEARNING must be done in terms of the philosophy of the school with specific consideration of the pupil, the teacher and the community.

To help children identify and define problems the teacher must know: the interests children have at various developmental levels; the understandings children need in terms of themselves and the community, and in terms of what research shows there is need to define as fundamental learnings; and the community and its problems in relation to children.

Questions for Self Evaluation

Interest

Do I capitalize on children's curiosity and interests in planning?
What do I do to develop new interests?

Can I distinguish between a real interest and a pupil response which is a verbalism designed to impress me?

Can I tell whether interests will be short term or long term?

Can I sense the difference between real and fancied interests?

Do I work on extending old interests?

Are children learning to identify and define problems?

Are children working on problems which are personally and socially significant?

Are children learning to solve problems?

Do I teach children the problem method? Do they learn to: a) identify and define a problem; b) think of a possible solution; c) find the facts needed to solve the problem; d) select those facts which can be proven to be true; e) determine to what extent the probable solution or hypothesis is correct; f) state the solution according to information at hand; g) change the solution in the light of new facts.

Do I refrain from "speeding up" activities by telling children the principles and the conclusions involved under the false assumption that this enables them to "cover" more materials and thereby learn more?

Do I teach children the relation of facts to principles?

Do I teach children how easily facts can be lined up to prove any idea, apparently, whether false or true?

Do I teach children that everyone has a right to his own opinion but no one has a right to an opinion based on incorrect or incomplete facts?

Are children learning to understand individual and group inter-action in problem solving?

Do I help children discover that group action sometimes has a result superior to anything any individual in the group could produce?

Do children learn that sometimes group action results are mediocre because of the quality of the group or because of the compromising necessary to please all individuals?

Do I teach children to get the most out of group action by: a) sticking to the problem involved; b) utilizing every moment of time; c) listening to the other fellow's contributions instead of thinking only of ones they plan to make; d) selecting the best ideas of individuals without considering personal feelings involved?

Do children realize that group action is only as good as the individuals in the group can make it because of their personal effectiveness?

Do I continue to extend interests after the concentrated study has been concluded?

Do I utilize problem approach to develop skills? - reading - writing - spelling - oral expression? Do I point up the need for skills in working toward a problem solution?

Do I utilize the problem to provide activities for the slow learner, the gifted and the talented?

Do I capitalize on a pupil skill or proficiency to develop pupil status within the group?

Do I evaluate the effectiveness of my teaching according to the modification of pupil behavior?

Do children seem to want to discover the truth?

Are children increasingly aware of problems of mankind?

Are children using steps in problem solving to solve their personal problems of living?

Do children evaluate themselves in terms of other people? a) Do they respect people who know more than they do? b) Do they give responsibilities to their peers in terms of their proficiencies rather than their popularity? c) Are they honestly proud of their own skills and accomplishments? d) Can they recognize their weaknesses without feeling inferior? e) Are they willing to help their fellow man?

BROAD PLANNING was done with new teachers at the beginning of the year and with all teachers at end of the first semester. Teachers met as grade groups and discussed areas emphasized the first semester and made tentative plans for the second semester. Examples of broad plans are given here.

Broad Planning in Social Studies and Science

Social Studies

Evaluation of importance of areas suggested in curriculum guide.

Teachers felt that the geographic surveys of Southern and Eastern Europe and Western and Northern Europe are basic.

Teachers felt that "Architecture Through the Ages" and "Industry Through the Ages" offer opportunities to emphasize social and cultural development of man, to study man's adaptation to his environment, and to identify problems resulting from failure to make satisfactory adjustments because of lack of resources. In these particular interest areas it is possible to re-view Europe with a new organization of facts and principles in terms of problems on architecture and industry.

The principal suggested potentialities in "Books and Records" through the study of the evolution of means of communication and the importance of communication in all phases of man's activity.

The United Nations is considered to be an area studied and discussed regularly after the study of its organization this fall. It was emphasized by Mr. Sturdevant that operations of the U.N. in areas other than conflict be emphasized.

The need to build for continuing interests was stressed. We never "finish a unit". We conclude a period of intensive study with encouragement to children to bring in all new materials on that study and we take time regularly for the examination and evaluation of these materials.

Social Studies Emphases to Date

All rooms have studied Southern Europe. Problems centered around cultural contributions through the ages, trade relationships, and how geographic conditions have influenced the development of the people. It was emphasized that there is great need to study current industrial, social, and political problems.

All rooms have studied Western Europe to some extent. Suggested problems involved studies of colonial possessions as well as home lands. This affords a type of world survey. Comparisons of possessions of Great Britain and France, Spain, Germany and Italy, point up problems involving policies in early exploration and colonization, the unification of Italy, the unification of Germany as well as present day problems in democracy, independence, and optimal development.

All rooms have yet to study Northern and Western Europe. A few possible organization plans were considered.

Sources of content were discussed and it was decided to get Preston's book

on Social Studies to clarify our thinking on this.

Passing events and interests and community activities and institutions motivate many short and long term units - we must not fail to capitalize on these.

Science

Science as an integral part of Social Studies.

Mrs. Lee - Study of conservation, reclamation, and water power in Egypt.

All teachers - Physical forces and how they affect man.

Mr. Sturdevant - Minerals of the world - kind - value - distribution. Their significance in terms of trade, industry, and peace. Their importance in terms of experimentation to determine uses and substitutes.

Animals indigenous to geographic areas studied.

All teachers - Study of weather. The importance of weather to the progress of man in all geographic areas studied.

Mr. Sturdevant - How study of architecture reveals man's adaptation to his physical environment.

Science taught with a minimum of integration with Social Studies.

Mrs. Moon - Heavenly Bodies.

Areas in which all sixth grades have worked this year:
Living Things; Weather, Seasons, Climate; Earth; and Air, Water and Fire.

Areas in which all classes should work this second semester:
Matter, Energy, Machines, Electricity and Magnets; Light and Sound.

The need to survey pupils' past experiences in these fields is indicated. If children have a good background in some areas and there is not time to work intensively in all fields, individual or small group projects may be set up. An occasional "reading unit" in science may be justified in maintaining interest in this case.

Third Grade - Social Studies

January 28, 1954

Third Grade teachers have worked on

Miss Hess

Cotton

Early transportation and the westward movement

Columbus Day

Thanksgiving

Miss Colby

Cotton

Wool

Ranches

Thanksgiving

Miss Hess

Christmas
Valentine Day

Miss Colby

Christmas
Valentine Day

These areas will be worked on the second semester.

Wool
Silk
Linen
Synthetic Fibers
Truck Farms
Fishing
Homes

Silk
Linen
Synthetic Fibers
Truck Farms
Fishing
Homes

Discussion centered on 1) possible approaches to these areas; 2) combining the study of different kinds of textiles through committee organization based on special interests; 3) correlating these areas with science. Other problems for consideration are:

What opportunities for individual work do these areas offer to the superior or gifted child?

What opportunities are there for the slow learner to make contributions to the group?

How can this work be correlated with a free reading program? Language? Music? Art? Movement?

Correlations should be viewed objectively in terms of their real value in helping a child integrate his learning experiences.

Second Grade Science - Margaret Youngclaus

January 28, 1954

Problems in science studied to date in these various areas:

<u>Living Things</u>	<u>Weather,</u> <u>Seasons,</u> <u>Climate</u>	<u>Earth</u>	<u>Heavenly Bodies</u>
Insects		Use of globe for	Sun
Man & animals adjust to seasonal changes	Seasonal names in sequence.	Weekly Reader topics (Land & Water areas)	Moon
a) Man's prep. for winter	Seasonal characteristics.	Maps	Stars
b) hibernation of animals	Weather observ.	diff. between cities & countries	(Characteristics of each)
Use of 3 films	Rain-snow-hail	direction	Length of day changes from winter to summer
How Animals Eat	sleet-wind		Day and Night
How " Move	Thermometer		
How " Defend Themselves.	(indoor & outdoor readings on same day in winter)		
Interdependence of man & animals.	How seasons infl.		
Seed & nut collection in fall.	Man's work		
Birds	(Community helpers)		
Migration	Rain cycle		
Winter birds			

Problems studied cont'd.

<u>Air, Water Fire</u>	<u>Matter, Energy, Machines</u>	<u>Electricity & Magnets</u>	<u>Light & Sound</u>
<p>Fire: all matter is not inflammable.</p> <p>Fire requires air to burn.</p> <p>Protection against fire.</p> <p>Provision made in Madison for fire protection.</p> <p>Uses.</p> <p>Conservation.</p>	<p>Some forms of energy.</p> <p>Simple machines make work easier - (Xmas toys)</p> <p>wheel</p> <p>lever</p> <p>pulley</p>	<p>Uses made of electricity in the home and community.</p>	<p>Practice in differentiating between high & low sounds.</p> <p>Sound travels - (games)</p> <p>Source of light.</p> <p>Need of light for most living things.</p>

Possible problems for study second semester. We should try to let pupils have some experiences in all science areas every year.

<u>Living Things</u>	<u>Weather, Seasons, Climate</u>	<u>Air, Water, Fire</u>	<u>Light and Sound</u>
<p>Plants grow from seeds, slips, bulbs & leaves.</p> <p>Seasonal plant changes.</p> <p>Plant foods & other requirements.</p> <p>Harmful plants.</p> <p>Conserv. of spring flowers.</p> <p>Garden seeds.</p>	<p>Clouds</p> <p>Evaporation</p> <p>Seasonal changes - (spring & summer)</p> <p>wind direction</p>	<p>Air pushes- (kites)</p> <p>Steam</p> <p>Evaporation</p>	<p>Incidental information as need arises - such as: actual questions asked material relative to subject suggested in Weekly Reader.</p>
<p>Zoo Unit</p> <p>Physical characteristics & habits of zoo animals.</p> <p>(Trip to Vilas Park)</p>		<p><u>Earth</u></p> <p>Shape of earth</p> <p>Use of globe in locating countries- (interest created by stamp collection)</p>	<p>Locate native habitat of zoo animals</p>

Problems in science studied to date in these various areas:

<u>Living Things</u>	<u>Weather, Season, Climate</u>	<u>Earth</u>	<u>Air, Fire, Water</u>	<u>Matter, Energy, Machines</u>	<u>Electricity & Magnets</u>
Mammals	Clouds	Parts	Evaporation	Electro Magnets	Compass
Marsupials	Cause of	Solid	Condensation	Magnets	Magnets
Rodents	Season	Liquid	Gas	Atmospheric pressure	Static
Birds		Division	Division into zones	Uses of water	electricity
Australian				How air serves us	Electric currents
Wisconsin					
Netherlands					
Cold Lands					
Hot Regions					
Fish					
Australian					
Local					
Netherlands					
Hot Region					
Reptiles					
Native to above areas					

Possible problems for study second semester.

<u>Living Things</u>	<u>Weather, Season, Climate</u>	<u>Heavenly Bodies</u>	<u>Matter, Energy, Machines</u>	<u>Sound</u>
Insects	Weather changes	Sun	Minerals	Listening for sound.
Moths &		Moon	&	
Butterflies		Stars	Rocks	Travels thru air
Bees	Cause of rainbows	Planets		soil
Amphibians				metal
Frogs				wood
Toads				Light
Trees			Gravity	From sun Artificial

HIGHLIGHTS. We feel that teachers should provide opportunities for children to participate in auditorium situations. Some of our outstanding presentations were: "The Nutcracker Suite" given at Christmas; "Peter Pan"; "Tying the Knot of Heritage", a culmination of a semester of work in fourth grade social studies; several library plays pointing up the organization and use of the library as well as stimulating interest in books; a book parade; and a musical play on the life of Bach. The glee club and the violin groups gave excellent programs. Many teachers had programs at the end of a unit of work such as the westward expansion, ranch life, conservation, weather, forestry, electricity, textiles and other areas of interest.

Science Day held in Mr. Sturdevant's room was an outstanding example of children's work in science over a period of a year. To quote Mr. Sturdevant: "Preparation for Science Day gave us many opportunities for activities for the gifted children. During our considerations of our different problems involved in our study of the Balance in Nature we would find problems and topics that offered possibilities for children to concentrate on in their spare time.

"I have found that when giving special activities to some, even though they may be gifted, and not suggesting something extra to others the select group eventually decides they are doing extra work. It seems that no matter how interested they are in the beginning they get the idea that it is extra work unless each child is offered something that might be considered extra. With this in mind I tried to provide for individual differences by finding shorter projects for the slow and more extensive ones for the gifted. Another reason for doing this is that the slow, if not given an outside project, often feel that the others have all the work that is fun."

THE LIBRARY, continues to maintain an important role in our school. Two interesting projects are described by Miss Bickel:

"We Are Trying To Solve. Pockets were made for each room and tacked to the bulletin board so that they would hold cards. Each week as the upper three groups came to the library we spent a little time trying to define the major problem underway in the classroom in both social studies and science. After a little discussion the class secretary was usually able to write the problem in question form on the card to be tucked into the proper pocket. At first this was a rather fumbling effort, but with the help of teachers and librarian children grew increasingly capable of stating their problems, and as time went on some classes were able to keep the board up to date with a little help. It proved an invaluable devise for co-ordinating library and classroom activities. Very frequently the discussion lead the children of their own volition to go to the catalogue and search out material which was used with great profit in the classroom to solve the problems at hand.

"One other library activity needs to be mentioned in this outline of highlights of the year. A sixth grade class developed a library unit on the card catalogue into a play which was given to the lower grades

to show how a library is organized. Each child represented a book, wrote his own speech and made his own costume (usually a book spine). A committee developed a plot to show that it was impossible for a Billy, who needed a certain book to identify his rock, to find the book he needed in the unorganized, disorderly library. The lesson was put across with humor and punch, and the audience was both entertained and edified each time the 'play' was given."

The use of radio programs at Marquette is shown in this chart.

Weather Reports	News	Growing Up	Afield with Ranger Mac	Let's Write	People & Places	Book Trails
K						
1						
2						
3		Hess R Boyle R				
4				Manogue O	Manogue O	Manogue R Rivard R Schultz R
5 Heyl O			Helmke O Bolton O Heyl R	Helmke O Heyl O		Helmke R Bolton O Heyl R
6	Moon R		Lee O Strdvnt. O	Strdvnt. O	Moon R Lee R	Moon R Lee O Sturdevant R

R - Regularly O - Occasionally

No radio programs are used in K-I-II

Two third grades use one program each, while one uses none.

Each fourth grade uses 1 program regularly, while one uses 2 additional programs occasionally.

Two fifth grades use 1 program regularly, and two occasionally.

One fifth grade uses two programs occasionally.

One fifth grade uses two programs occasionally and two regularly.

One sixth grade uses 3 programs regularly.

Two sixth grades use 1 program regularly and two occasionally.

Conclusions:

There seems to be no over use of radio programs.

Programs seem well selected in terms of interests of groups.

WHA manuals should be used to prepare the class for listening and to get suggestions for class work after the program.

III. SPECIAL PROBLEMS

Special problems are centered on defining the educational program and putting it into operation rather than changing the school organization. We feel that our school is well equipped, that the class load is even, and that we have the right number of special teachers for the size of the school. Our major problem is to secure the maximum from our fine set up.

I wish to thank the Marquette Staff for its professional attitude and fine work. The outstanding contributions of the superintendent and school board makes it possible for us to attain the satisfactions we do in our work.

Respectfully submitted,

Lillian Simonson
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MENDOTA SCHOOL

Presented to the Board of Education
by the Principal
Richard W. Lee
June, 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1953-54
Mendota School

Statistical Data

The enrollment for the school year was 144 students which included one tuition student. There were also 32 kindergarten pupils transported to Sherman School. Following is the enrollment:

1st	32	4th	24
2nd	23	5th	26
3rd	15	6th	19

There was a slight decline in the total enrollment from last year due to the transfer of 7th and 8th grades to East Junior High School. This was made necessary by our expanding community. At the present time there are two housing projects under way--one across from Lakeview Sanitarium of about 40 houses and one north of the school of about 20 houses. Besides these houses, lots are being sold on a new plat between Troy Drive and Woodward's Grove. There are about 150 lots in this area. The Toban farm will also be broken up into housing sites in the near future. This is in addition to the ever expanding Lakeview Heights area.

Our organization plans for the 1954-55 school year are as follows:

Expected Enrollment

	<u>From Mendota</u>	<u>From Oak Park</u>	<u>Combined</u>
Kindergarten	35	22	57
1st	32	17	49
2nd	32	21	53
3rd	26	15	41
4th	15	8	23
5th	22	9	31
6th	26	3	29

This could be broken up into the following sections:

2 sections of kindergarted of 28 - 29
2 sections of first grade of 24 - 25
1 section of second grade of 33
1 section of second and third grade of 26 (20 2nd and 6 3rd)
1 section of third grade of 35
1 section of fourth grade of 23
1 section of fifth grade of 31
1 section of sixth grade of 29

This would eliminate transportation of Oak Park trailer children to Sherman school and eliminate noon transportation except for pick-up or delivery of the Oak Park kindergarten children at noon, depending on which section they are in, morning or afternoon.

This organization would leave room for additional enrollment except for second and third grade sections which will be quite large.

COMMUNITY RELATIONSHIPS:

There has been a continuation of the past good community-school relationships. Parent visitations are high and the various parent-pupil functions such as the Mother-Daughter and Father-Son banquets are well attended. These, together with the PTA sponsored end of school year picnic have served to bring the community and school closer together.

The operetta put on by the school under the capable direction of Mrs. Dennis with the help of the faculty and assistance of the PTA was another way in which the community and school have worked together.

HOT LUNCH PROGRAM

There were approximately 18,978 meals served by the Hot Lunch Program. We were fortunate in acquiring the services of two good cooks, Mrs. Roberts and Mrs. Blanchard. This went a long way toward making the program a success. The program was also a financial success due to an abundance of surplus commodities. We have repaid the \$350.00 borrowed from the School Board and still have a good working capital for next year. Besides this, we still have approximately \$250.00 that was in our fund when we were annexed to the city. This

money is still tied up.

The menu committee for the Hot Lunch Program was made up of members of the PTA. They met periodically to make out menus for the following weeks.

TEACHING:

Speech Therapy - Mrs. Helen Bruce: 13 children were enrolled in speech classes during the school year 1953-54. The largest number were those enrolled at the first grade level. Group and individual therapy was given to meet the individual needs of the child. Teacher and parent cooperation was asked for those children who evidenced a serious speech defect. Home calls were made in all such cases.

Hearing - Mrs. Bruce: All 3rd and 6th graders were screened on the individual pure tone audiometer. Those showing a loss were given an individual test. If the loss was significant they were referred to the school nurse for follow-up.

Testing - Mrs. Bruce: 3rd and 6th grades were given group intelligence tests. Those falling below the lower limits were given a Binet.

Special Services - Mrs. Bruce: There was a definite increase in the requests by parents and the school for counselling.

Second Grade - Mrs. McCullough: On the first day of school the pupils were shown a milkweed plant and a colored picture of a monarch caterpillar. They were asked to look closely at milkweed plants to try to find monarch caterpillars. Although it was getting to be late in the season, seven or eight were brought in over a period of about two weeks.

We put the caterpillars into a box which we call a vivarium. It has glass sides, a screened top, and a screen door. Each morning we put fresh milkweed leaves into the vivarium. We looked through our science books and read all we could find about monarch butterflies and their metamorphosis through the stages of egg, larva, pupa, and adult insect. We wrote stories about our activities and drew pictures of butterflies and caterpillars. All of the caterpillars (at different times) hung from the screened top of the vivarium when ready to change to the pupal stage. The chrysalis was a beautiful light green with gold colored dots.

We could tell by the change in color when the butterfly was nearly ready to emerge. We were fortunate enough to see several of them emerge from the chrysalis. Then we saw the body change shape and the wings become larger and stronger.

When we thought the butterfly was ready to fly (usually on the day after it emerged) we put the vivarium in the open

window, removed the screened top, and watched the butterfly flutter away in the sunshine. We hoped that each one of the monarchs we released migrated to a warmer region, as we had read that they do.

Grades 3 and 4 - Mrs. Foye: Walt Disney's "Living Deserts" and the spread on "Deserts" in Life magazine brought added meaning to the unit on North Africa which combined a second grade Social Studies and a third grade Reading unit (If I Were Going) this year. It was interesting to have the inter-grade discussions on the "why" of weather conditions, land formations, animal life, clothing, transportation and the type of community living in a desert oasis as compared to living in the modern Egyptian cities. "King of the Wind" by Marguerite Henry helped the children understand the value and beauty of Arabian horses and their use in desert lands. One child brought and modeled a real Arabian costume while the class sketched.

Grade 5 - Miss Smith: This year the class spent many pleasant and enjoyable weeks on various projects. Everyone was able to take part in some way because of the many activities.

A unit about the beauty of our own state aroused a great deal of enthusiasm. Most of the pupils being natives of Wisconsin made it even more meaningful. The unit was correlated with all other subjects because of the abundance of material that was available. The children made charts and maps, wrote stories and poems, and various other things individually and in groups. The culminating activity was a large float showing a Wisconsin farm, the capitol, and a scene from the northern region.

SPECIAL PROBLEMS AND RECOMMENDATIONS:

All of our special problems and recommendations are being taken under consideration in the addition of four class rooms, an all-purpose room, and remodeling of present facilities.

The Mendota School staff and the community are appreciative of the consideration given to our school and community by the Board of Education, Superintendent Falk, and the department of the Madison school system. We are looking forward to the increased facilities made possible by the expansion of our school.

Respectfully submitted,
Richard W. Lee
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MIDVALE SCHOOL

Presented to the Board of Education
by the Principal
Paul J. Olson
June, 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1953-54
Midvale School

I. Significant Trends (enrollment data)

	End of Year 1951-52	End of Year 1952-53	End of Year 1953-54	Est. September 1954-55
Kindergarten	124	189	195	225
First	82	91	147	147
Second	79	91	94	148
Third	61	88	106	94
Fourth	68	68	89	106
Fifth	50	74	77	90
Sixth	49	53	74	77
	<u>513</u>	<u>654</u>	<u>782</u>	<u>887</u>

It will be noted that in estimating the September, 1954 enrollments I have not shown an increase in grades two to six. In past years this increase has been (1952-53) 34 youngsters and (1953-54) 29 youngsters. Because we can expect this trend to continue a more realistic total figure might be about 920.

It is obvious that such enrollment figures indicate that Midvale has reached the saturation point if the typical Madison classroom pattern and class size is to be followed.

The kindergarten actual enrollment stands at 212. The increase in estimate to 225 represents past experience with kindergarten enrollments, and is also probably too low.

Kindergarten Enrollments

	June enrollments (actual)	September enrollments (5th day)
1952	176	185
1953	166	184
1954	212	225 (estimate)

It is possible that the present kindergarten enrollment is more complete than that in previous years - but it is my guess that in each case the differences arose from "move ins" and not the lack of complete coverage in June. It is a bit interesting that requests for kindergarten enrollment blanks for next year were received from such places as Holland, England, and New York.

The preliminary census figures also reflect the "abundant" growth in our school district. The total (-1 through 20) is 2603, certain to be increased by 20 or 30 more. Of these 2603 only 445 are in the age group 13-20, the out of elementary school age class. 955 youngsters were in the 5 year period -1 through 4, and 1203 in the 8 year period 5 through 12. These "in residence" figures show an increase in each "age class" on every census taken in succeeding years.

II. Special Achievements

Instructional Program

Much of the time the faculty of a school is concerned with getting "along on the job". It is perhaps important, occasionally, to recall to mind what that job is. It would appear that schools exist to teach children. The multitude of special services which yearly accumulate to a school are indications, in a way, that society, perhaps knowingly but more likely willy-nilly, is constantly enlarging that concept "to teach children".

Achievement in schools is most difficult to evaluate. Perhaps the most objective measures are the scores of the achievement testing program and yet these scores measure such a minute fraction of the educative process that at times they seem insignificant.

The larger and unmeasurable values seem to me to be in the attitudes, ideals and general competencies which can not be reduced to statistics - nor are they immediately apparent. What judgments one makes in these fields come under the heading of faith and are made with best grace by someone other than those in direct responsibility.

Excursions

Thirty seven field trips were made during the year. These trips varied from many neighborhood "walks" to such diverse places as the post office, TV stations, fire stations and railroads. I was especially interested in the "back yard" trips to road building, house construction, and other community projects. All too often it seems to me we have a tendency to seek out the bizarre and distant.

Incursions

Several very fine talks and presentations were given class groups by parents who have had special experiences. A lecture on moths, talks on Austria, Switzerland and China by neighborhood parents, brought a certain authenticity to youngsters.

Presentations

Some 24 "plays", dramatizations, or other presentations were given for parents during the afternoon school hours. I have always been pleased by the goodly number of dads who found it possible to attend such presentations. These dramatizations grew out of classroom activities and varied from a panel discussion on prehistoric animals to such activities as a Chinese dance and a solar system presentation. It is my belief that much platform poise as well as experience in planning and writing result from these activities.

Television

A fifth grade was observed by University specialists in three WHA-TV science programs. The media is new and fascinating, but does not as yet appear to be world shaking in importance. Except for the novelty I was not impressed.

Radio and Tape Recording

Tape recording continues to be a "must" at Midvale. Radio programs recorded can, of course, be used at any time and thus become much more usable. Classroom use of the recorder also has many values.

Report cards

Midvale went a step further in the development of a "confidential-grade level" reporting system. Parents indicated an overwhelming acceptance - about 90%. Teachers also found the new card more workable.

Height-Weight

Using P.T.A. funds, the heights and weights of all Midvale children were plotted on height-weight charts. Considerable raw data is now available and it is planned that next year interpretive work will be carried on. Several definite suspicions remain to be clarified. These guesses, or suspicions, include:

- a. A sharp break in the weight pattern seems frequently to coincide with a behavioral change.
- b. At Midvale more than normal weight gains are much more common than weight losses - indicating perhaps too high a dietary level of some foods.
- c. The middle elementary years seem to show the greatest tendency towards weight breaks.

University Participants

Five university students participated in classroom work as part of their junior year in the elementary program.

Parent Conferences

All Midvale teachers held group conferences with parents early in the fall. The intent was to acquaint parents with the particular problems of that particular grade and group. Rapport was excellent and a sound basis for cooperation was reached. We steadily urge parents to meet with us before crisis level meetings are necessary.

P.T.A.

Our P.T.A. continued active. Membership reached 874. Three meetings exceeded 500 in attendance. Our opening pot luck found 714 guests; a double showing of the Christmas program exceeded 900; and the movie "The Midvale Story" was shown to some 600 parents. The P.T.A. besides paying for clerical work on height-weight charts, converted five record players, purchased a movie camera, purchased an art kiln, paid for the sixth grade banquet, and paid for the "Midvale Story".

The Midvale Story

A 1200 foot colored, sound movie on the teaching of reading at Midvale was made by the staff. Special technical help by Mr. Robert Henry is acknowledged.

Speech Correction

During the school year of 1953-54, Midvale School has had the services of a speech correctionist twice a week. Children receiving special help with their speech totaled 63 (43 boys and 20 girls). Most of them were seen twice a week in twenty minute periods with the exception of some first graders with less severe speech problems who were seen once a week. These children were selected through a speech survey of all first grades, from a list of those having previously received speech help and through teacher referral.

Types of speech problems:

Articulation	57
Voice	4
Cleft Palate (repaired)	2

Note: One of these coming from Queen of Peace once a week

Case dismissals:

Dismissed before June 1, 1954	16
Dismissed June 18, 1954	7
Total dismissals	23
Moved away	3

Speech Correction (cont.)

Number of children worked with from each grade:

First	29
Second	14
Third	7
Fourth	5
Fifth	2
Sixth	5

In addition to carrying on this regular speech correction work, the speech correctionist was also available for help in testing of intelligence, achievement and hearing. A hearing survey of the third and sixth grades was conducted in November. In April the Pintner-Cunningham group tests were administered to the kindergarten children.

-- Phyllis Peterson

Psychological Assistance

One of the problems incurred by the school psychologist who comes to a particular school only by request for a specific purpose is that teachers do not feel as free in making referrals. They feel that their "problem" has to be quite serious to justify the request for psychological services. This has resulted in situations of maximum difficulty, largely because the children were not referred earlier when their behavior might have been more amenable to change. Consequently, this year it was decided to assign the school psychologist to specific schools on regularly assigned days. Midvale's day was Wednesday morning.

Through this technique the psychologist has been able to work much more intimately with faculty and children alike than was possible under the previous arrangement. Teachers have felt much less constrained in discussing their children who were not yet specific problems but whose behavior seemed to be moving in that direction. It also had the very desirable effect of acquainting the psychologist with more of the everyday problems which certain youngsters have. In short, it allowed of a great deal of preventive work as well as education for both parties concerned.

As was the case last year all specific referrals were channeled through the principal. This was done largely to insure that no one who needed help or information would be neglected.

This resulted in 24 specific referrals. Of these two were felt to be outside the scope of the school's responsibility and these were referred to the Dane County Child Guidance Center. Of the remaining 22 children all but four received some type of psychological diagnostic testing. In addition, 13 of the parents of these 22 children were personally seen by the school psychologist.

Midvale - 6

Psychological Assistance (cont.)

and 10 of these parents were seen more than the initial interview. In one case this involved some eight separate sessions. In the remaining 9 cases who had no contact with the school psychologist teacher-parent conferences took place which were then reported to the worker as well as the principal.

In most of these specific referrals some progress was noted. It is planned to continue certain of these cases throughout the summer. All the children seen this year will receive follow-up studies during the next school year.

... Donald Bratwude

III. Special Problems

The special problem of Midvale remains how to best serve the needs of Midvale children and the Midvale community. It is felt that a high level of expectation, ability and interest exist in the area, and it is felt that the school must constantly seek to move towards better education. Perhaps it can be put that at Midvale a general attitude of "reasonable discontent" should be the faculty climate.

A large school also seems to imply an impersonal school. Midvale seeks to avoid this implication. Because impersonality dribbles down from administration and faculty, this is a specific principal-faculty problem.

IV. Recommendations

Organization plans and building recommendations have already been filed.

V. Acknowledgements

Midvale would again like to thank the Board of Education, the Superintendent, the directors and supervisors of the special departments, for their cooperation and permissiveness during the past year. Any achievements made were made because Madison is the kind of city and has the kind of top level administration which develops a climate and desire for achievement.

Respectfully submitted,

Paul J. Olson, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
Nakoma School

Presented to the Board of Education
by the Principal
Walter W. Engelke
June, 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1953-54
Nakoma School

PUPILS

Enrollment statistics:

<u>Grade</u>	<u>1952-53</u>	<u>1953-54</u>	<u>Increase</u>	<u>Decrease</u>	<u>Non-Resident</u>
K	123	84		39	13
1	68	111	43		11
2	69	71	2		7
3	74	73		1	4
4	63	71	8		0
5	62	73	11		9
6	51	69	18		8
7	46	37		9	0
8	36	41	5		2
Totals	592	630	38 (net)		54

The following information can be derived from a study of the above tables and other data:

1. The total enrollment of 630 pupils represents a net increase of 38 pupils. The net increase the previous year was 77 pupils - hence the number is just about half.
2. The kindergarten enrollment showed a drop of nearly one-third, while the record enrollment of the previous year resulted in an increase of nearly two-thirds for the first grade.
3. The total number of non-resident pupils remains the same as last year and at the beginning of the year was not sufficient to extend class sizes beyond the desirable maximum of 35 pupils per teacher. As the year progressed, however, additional resident enrollments caused several rooms to go to 36 or 37 pupils.

CURRICULUM

There has been a decided increase in the number of field trips made by various groups. In many instances more trips would have been taken that had considerable educational value, but teachers felt that it would involve considerable bus fare for the children. The availability of the "school bus" this year has helped.

All field trips were carefully planned in advance in order to obtain the maximum value for the age of the pupils concerned. Trips to new places such as the Madison planetarium, the University sheep farm, a chicken hatchery, and the airport were pioneer experiences for pupils, parents, and teachers.

Outstanding coordination has been evidenced this year in the work of the library, art, music, and physical educational teachers and the homeroom teachers. It just doesn't seem possible that so much can be going on in one class at one time.

The testing program in reading has always been of great interest to the teachers who live day by day with the struggle of young minds to grasp meaning from the printed word. The statistics of a class test summary must be translated into the living reality of the teacher's plans for each pupil in his reading progress. Parents are grateful for well-trained teachers and the special help available to them.

The continued revamping of our text and supplementary book supply has not yet reached the point where we feel it is adequate. A strong effort must be made next fall to enrich this source of information in all classrooms.

Teachers have been happy to cooperate this year on the city-wide study of social studies units.

Awards won by pupils in the fields of art and spelling were extremely gratifying and deserved. Such contests lead to certain disappointments but have some values also.

STAFF

It has become a commonplace to see frequent changes in the turnover among newer members of the staff, many of whom also change their marital status.

1954 is an eventful year in the history of Nakoma School because it marks the retirement of one teacher who is part of Nakoma's history, and it marks also the end of the 7th and 8th grades as part of the Nakoma School set-up.

Miss Floy Kendrick has taught at Nakoma School for the past 26 years. During that time she has taught arithmetic and English to all 7th and 8th graders. More than that, however, she has guided hundreds of boys and girls into that fascinating period of adolescence with a concern and wisdom which gave them competence and confidence to face their high school years. In all important aspects of the teaching profession, Miss Kendrick represents the best. Her reward can come in the satisfaction of the hundreds of pupils and their parents who remember her influence. Her colleagues on the teaching staff, past and present, will identify her with a rich heritage of memory and tradition.

The transfer of grades 7 and 8 to West Junior High next September also involves the re-assignment of several teachers. Miss Kathryn S. Counsell in home economics, and Mr. Leon Schuster in social studies, have been at Nakoma for many years. Their absence will be felt keenly but we are glad that Madison pupils will continue to have the benefit of their teaching.

COMMUNITY RELATIONS

The increased enrollment in school has widened the school community so that there is a more typical cross-section of educational and economic levels. It has also increased the attendance at the regularly scheduled school-community events so that facilities have been quite crowded.

It is important and significant that the highly organized and well-attended activities of the community which are centered in the school have not replaced the basic contact between teachers and parents. A conscientious teacher and understanding parent are the right of every child in school.

An index to the health of community relations lies in the type of persons accepting leadership responsibilities in the PTA. Nakoma School is fortunate in the readiness of qualified parents to carry on the work of the PTA.

BUILDING, GROUNDS, EQUIPMENT

Building facilities have been really stretched during the year to create room for the 630 pupils. This was accomplished by

- (1) A large group (50) in the morning kindergarten with 2 teachers
- (2) Continuing partition of library, making larger room available for small first grade (24).
- (3) Using only one classroom for grades 7 and 8 by having one group "floating" to special classes.
- (4) Multiple use of art room and home economics room for other special classes.

The school grounds have witnessed considerable erosion this spring. Much work is needed to restore the playgrounds to their original condition.

A new tape recorder was purchased this year and has had much use as an instructional tool at all levels and in a variety of subject areas. Long needed office files were installed during the year to make more efficient use of the small space.

Respectfully submitted,

Walter W. Engelke
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
By the Principal
H. RALPH ALLEN
June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-54

I. Significant Data

Enrollment Overview

Grade	Annual Gross Enrollment					Anticipated September 1954
	1950 1951	1951 1952	1952 1953	1953 1954	June 1954	
Kind.	185	141	165	136	119	130
1	159	102	119	117	106	94
2	152	108	108	111	104	102
3	129	131	103	104	92	101
4	109	111	105	93	87	92
5	99	96	101	106	96	90
6	94	92	86	96	92	95
Totals	927	781	787	763	696	704

Five non-resident pupils were enrolled at Randall School this year - three in Kindergarten, and two in Grade One.

Enrollment Changes 1953-54

Month	New Entrants	Transfers In	Withdrawals	Transfers Out	Net Enrollment
Sept.	720	3	1	0	722
Oct.	5	5	3	1	726
Nov.	6	0	5	0	729
Dec.	6	6	6	7	728
Jan.	2	1	17	2	712
Feb.	2	2	4	4	708
Mar.	2	2	2	0	710
Apr.	1	0	4	0	707
May	0	0	1	0	706
June	0	0	8	2	696
Totals	744	19	51	16	

Ten of the new enrollees came from other states. Eleven came from other Wisconsin communities. Three enrolled late.

The nineteen pupils who transferred to Randall School came from seven of Madison's Public Schools. Longfellow and Marquette each contributed four. Dudgeon and Franklin each contributed three. Lapham and Lowell each contributed two and one came from Washington.

Randall - 2

Of the 51 pupils who withdrew, 21 moved to other states, 22 to other communities in Wisconsin, 7 moved outside the United States, and one went to a parochial school.

Six Madison Public Schools received the 16 pupils who transferred from Randall School.

In June, 1954, class sizes ranged from 24 to 34. The average number of pupils for each of the twenty-four class sections was 29 pupils.

II STAFF

The twenty-four class sections were served by twenty-eight teachers as follows:

2 Kindergarten teachers
11 Primary teachers
8 Intermediate teachers
1 Art teachers
1 Music teacher
1 Violin teacher (one half-day each week)
1 Librarian
2 Physical Education teachers (one served three half-days each week)
1 Speech Therapist and General Adjustment Worker (two half-days each week with additional time for home calls and testing.)

III. ACHIEVEMENT

Curricular Achievement

Academic achievement as measured by standardized tests was, for the most part, in line with previous years. The reading tests administered as a part of the city-wide testing program in October yielded the following results (grade equivalents):

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
	Randall	City	Randall	City	Randall	City
Q3	3.3	2.6	5.2	4.4	6.0	5.4
Median	2.4	2.0	4.1	3.5	5.3	4.4
Q1	2.0	1.73	3.4	2.9	4.6	3.5

The California Achievement Tests were administered to all Randall sixth grade pupils in May. The results, in grade equivalents, are as follows:

	Reading	Language	Arithmetic	Total	National Norm
Q3	8.5	7.7	8.0	8.1	
Median	7.9	7.1	7.5	7.6	6.9
Q1	7.2	6.6	7.0	7.0	

Each new enrollee was tested by the adjustment worker of the Department of Child Study and Service in order that proper placement be made. During the school year, each teacher evaluated performance of the pupils in the class with respect to personal growth as well as to academic growth.

Special attention was given to helping pupils to progress in areas of personal growth. It was felt that this emphasis helped all the pupils in developing improved social and personal traits and also better work habits. The results were apparent growth in citizenship and more effective application of scientific attitude and method in applying their knowledge.

It was our purpose to help the pupils to grow in line with these objectives by giving them opportunities to identify these needs, to see their relationships with them, and to work for better attainment by more purposeful application of knowledge and effort.

Areas in which growth was evidenced through teachers and pupils planning and working together and about which teachers wrote evaluative statements were:

Growth in showing appreciation and respect for the worth of ourselves and other people including rights, privileges and contributions; respect for our own and other's property; more effective use of time; improved attitudes in planning, investigating, organizing, and evaluating; and respect for decisions.

Improved manners and courteous behavior.

Growth in accepting responsibilities as individuals and members of groups. Included in teachers' evaluations were comments regarding care of selves, safety, health practices, taking initiative, presiding, completing tasks, planning, and concern for others.

Opportunities were provided regularly to allow those who were more able to do self-directed work and to use initiative in further learning.

Comments taken from the reports of teachers which point out some of the activities which involved the more able pupils are contained in the paragraphs which follow:

A first grade teacher states, "These pupils showed special interests in some of our stories or in some of the topics we discussed. They were encouraged to find more information to share with us. They composed stories and poems and illustrated them nicely."

A second grade teacher relates, "They made many extra written and oral reports related to our science and social studies topics. They either 'chairmaned' or made up an entire committee for various extra projects. Many such committees were active during the year - choosing books from the library and categorizing them for our use, marking the sections that were pertinent at the time; in charge of preparing bulletin board displays; keeping seasonal or unit pictures organized in files; and planning group readings and discussions.

They were encouraged to make wide and wise use of the library books for enjoyment and for research reports. They prepared many charts and pictures related to the units of study (for group use). They made arithmetic flash cards. Occasionally they singly helped a slower pupil to have more opportunity to read orally. I arranged to give them many chances to do extra and more advanced arithmetic work. They were encouraged to use initiative in as many ways as possible. Sometimes they served as game referee, or led a game, or in some cases taught a new game. These pupils did original and creative art work, usually pertinent to some particular study or season or musical experience. A certain number were regularly required to take 5 extra spelling words, usually words used in connection with our topics. Some created language tests (such as sentences demanding a knowledge of how to use 'say' and 'seen'). They helped drill others in basic arithmetic facts to be mastered. Toward the end of the year they would occasionally write, in their own words, the one main fact which they thought was contained in paragraphs which they read.

This has been a challenge to me and I'm confident that their extra (usually self-directed) work was purposeful."

A third grade teacher wrote, "Always there were those who wanted and needed to investigate further into each topic. Their questions needed to be answered."

It was they who felt in many cases that they needed the extra information to prove points. They did added research, prepared reports on special topics, made individual lists of spelling words to be learned, wrote original story problems in arithmetic using given sets of numbers - and sometimes prepared problems involving no numbers; helped other pupils to practice

the arithmetic combinations, located books we would need to use and make a bibliography, prepared dramatizations and puppet presentations, and made dioramas and murals."

The arithmetic teacher (grades 5 and 6) relates, "Several of the gifted pupils made floor plans (drawn to scale) of their homes. One committee made careful scale drawings of the floor plans of the three floors of our school. Other extra projects included planning a trip, reading road maps, figuring mileage, cost for gasoline and meals and lodging, and time involved; making neighborhood maps; recording in tables and graphs and charts such things as wind direction, velocity, temperature, air pressure, humidity; a study of weather flags; history of money, values of some foreign money, making problems using foreign values and measures; making graphs using information from some personal experiences; arranging bulletin boards to include newspaper and magazine clippings related to things we were doing in our lessons; working as a committee group in doing research about architecture, banking, bargain buying, etc.; and making direct contacts with community resources and resource people."

To present further evidences of provisions for the pupils who were more able would involve much repetition and much space. The roles played by all of the teachers in this respect were commendable and certainly were beneficial to all of the pupils.

Extra-Curricular Achievement

At the beginning of the second semester, instruction in French was once again provided. About 100 pupils in fifth and sixth grades elected to receive this instruction. Four classes were organized and each class met twice during each week. Some of the class groups met from 8:00 to 8:30 in the mornings and the other class groups met from 3:30 to 4:00 in the afternoons.

The program of language instruction was continued because of the great amount of interest on the part of the parents and also because we feel that there will be value to these pupils to have had it. If the next generations are to live more closely with their world neighbors and if there is to be peace among them, surely they will need to understand one another better. Since language is a vehicle by which better understandings can be achieved, we feel some obligation to provide the many kinds of learnings which will contribute to a happier and more peaceful world. Our pupils will have much to offer to this end and we hope they will be helped in making their contributions because more of them have had some language instruction.

The aural-oral method of teaching French was employed and the pupils appeared to learn through dialogue many phrases which they could use in asking and answering questions. Pupils of this age imitate sounds well and the French teachers felt that very satisfactory progress was made. A program (all in French) was given by these pupils in the auditorium for their parents and friends at the end of the semester.

IV. SCHOOL ORGANIZATIONS

Patrol and Hostess Groups: Thirty-six boys and forty-four girls constituted the Randall School Safety Patrol and girl hostess groups this year.

The patrol boys served as two teams, alternating by weeks. Ten stations outside of the building were patrolled by the boys.

The girl hostess group served as two teams alternating by weeks. Twelve stations in the building were patrolled by the girls.

Fifth grade boys and girls were trained during the last month of school and took charge of the patrol stations during the last two weeks of school.

The patrol members and the sixth grade teachers selected Daniel Mermin to be the Randall School patrol representative at the National Patrol Assembly in Washington D.C. this spring.

Student Council: Each class section starting in third grade was represented in the student council. The elected officers (fifth and sixth grade pupils) discussed council matters with kindergarten classes and the class sections in first and second grades.

The council is a good instrument for promoting school unity and is a good clearing house for matters of school-wide concern.

V. COMMUNITY RELATIONS

Pre-School and Kindergarten Parents Group: Seven meetings were held during the year. At some of the meetings outside speakers spoke on "Family Foundations," "Seeing Things," "Special Services for Madison Children," "Some Ways of Helping the Pre-School Child," and "Youth and Law Enforcement." The final meeting of the year was the Summer Round-Up meeting.

Randall P.T.A. Attendance averaged over 250 at the P.T.A. meetings this year. Three of the meetings included Pot-luck suppers.

October - Pot-luck supper - "Get Acquainted"

November - "Go To School Night" (about 900 in attendance)

December - Christmas Program by pupils

January - Pot-Luck supper - "Providing for Exceptional Children in Our Schools" - Dr. Waller

February - Pot-Luck supper - "Educational Problems Facing Madison" - Superintendent Falk

March - "Television and Your Child" - Harold B. McCarty

April - "How to Live 100 Years Happily" - Dr. Schindler

May - Spring Music Program by pupils.

Parent Education Meetings: Three meetings were held as symposium meetings - December, January, and February. Topics were: Principles of Child Development, Children's Emotions, and Social Development. Average attendance was about 50 parents and participation in discussion was excellent.

Conferences With Parents: This year we have endeavored to make these contacts profitable in more cases. Most teachers have used these opportunities for mutual understanding and assistance more generally this year.

VI SPECIAL SERVICES

Public Health Service: Most of the pupils in grades 1, 3, and 6 had the recommended physical examinations by their own physicians.

Grade 1 - 101 pupils examined this year and last year in kindergarten.

Grade 3 - 85 pupils examined this year.

Grade 6 - 85 pupils examined this year.

In the dental survey last fall (Grades 1, 3, 6) 76% were found to have good dental repair.

The vision of every pupil in school was checked by using the Snellen chart. Thirteen pupils were referred to their eye doctors. Seven were fitted with corrective lenses, five were diagnosed as not yet needing correction, and one did not have further examination.

An opportunity to participate in the polio vaccine field trials was offered to all second grade pupils. Parental permission was obtained for 101 of 105 pupils enrolled. Because of illness two who had permission could not participate. 95.2% of the second grade pupils were vaccinated.

The communicable disease record for this year was:

Mumps - 41 cases

Chicken Pox - 6

Scarlet fever and strap throat 4

Measles - 1

Homebound Instruction: Homebound instruction was provided for two pupils - a sixth grade girl who was injured by a fall from a bridge and a fourth grade girl who had rheumatic fever. The home homebound teacher conferred with the regular classroom teachers very often and a very complete report was submitted for each of the two children at the end of the year.

Speech Therapy: Forty pupils received special help in the program to aid in overcoming functional speech handicaps. The greatest number were those enrolled in first grade. Group and individual therapy was given to meet the individual needs of each pupil. Teachers' and parents' cooperation was used in each case.

Hearing Tests: With continued emphasis on prevention of severe hearing loss, audiometric tests on the Pure-tone audiometer were given to pupils of third and sixth grades and to pupils of other grades for whom tests were requested.

Mental Testing: All pupils of kindergarten, third grade, and sixth grade as well as all pupils new to our school this year were given mental tests. Those who measured below the normal range were given Binet tests.

Violin Instruction: Eleven fifth grade pupils and ten sixth grade pupils met once each week for violin lessons during the year.

Library: Our library inventory includes 6973 books. These books plus the reference sets, periodicals, pamphlets, and picture files serve the Randall pupils well. New books are added regularly. The very helpful services of our librarian are much appreciated.

VII. SPECIAL PROBLEMS AND RECOMMENDATIONS

1. The program of lighting improvement should be continued until all of our classrooms meet the requirements recommended by the Illuminating Engineering Society and American Institute of architects.
2. Acoustic treatment to classroom ceilings is very effective and it is hoped that the program of improvement will continue to include the remaining classrooms, the gymnasium and the corridors.
3. Six new toilet bowls should be installed in one of the boys' toilet rooms on second floor to replace old fixtures that do not always work well.
4. Several classroom floors, some of which have been temporarily repaired, will need to be replaced as soon as possible.
5. The floor in the gymnasium has buckled and will need to be replaced very soon.
6. The addition of a sizable area of blacktopping on the upper playground is requested for next year.
7. We have requested that an architectural study be made with thought to providing a kitchen, boys' and girls' dressing rooms and shower rooms and a sizable community room.
8. Some investigation of the condition of the entire wiring system of our building is recommended.
9. It is recommended that we continue to offer instruction in French to fifth and sixth grade pupils and that the classes meet before and after regular school hours.

VIII. ACKNOWLEDGEMENTS

Sincere appreciation is expressed for the fine cooperation of the Randall School staff, the Superintendent of Schools, the supervisory staff of the central office, and the Board of Education during the entire year.

Respectfully submitted,

H. RALPH ALLEN, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
HERBERT SCHENK SCHOOL

Presented to the Board of Education
by the Principal
Ansgar Svance

June 1954

THE MADISON PUBLIC SCHOOLS

MADISON

WISCONSIN

Annual Report
For the School Year 1953-1954

HERBERT SCHEENK SCHOOL

ENROLLMENT DATA

The total number of pupils enrolled during the year was four hundred thirty-eight, compared with three hundred ninety-nine on opening day and four hundred four on the tenth attendance report, showing a net gain of only five.

The anticipated kindergarten enrollment (96, according to the census and trends) did not materialize, while the first grade enrollment did surpass expectations, necessitating a change in the organization of the school in October, with the following enrollment data for the year:

Enrollment 1953-54

Grade	Sections	Sept. 14	Feb. 5	June 31
Kindergarten	3	87	87	81
First	4	107	108	106
Second	2	57	58	59
Third	1	35	37	31
Fourth	1	36	39	38
Fifth	2	44	46	46
Sixth	1	22	22	23
Total	14	399	407	404

The above figures indicate a small decrease in the Spring enrollment which has been due to families moving into rural areas. There are also several families living in the school district where the father is federally employed and/or stationed at Truax Field. Reassignment of these persons accounts for quite a number of withdrawals.

Census figures (May 1954) reveal 144 four-year olds and 102 five-year-olds. The completion and anticipated occupancy of 50 homes in the Eastmorland and Dempsey Road areas by September 1954 could well increase the kindergarten as well as the primary grade totals considerably.

Hence the organization for the school year 1954-55 is planned as follows:

<u>Grades</u>	<u>Sections</u>	<u>Approximate Enrollment</u>
Kindergarten	4	120 - 130
First	3	80 - 84
Second	4	110 - 115
Third	2	60 - 64
Fourth	1	30 - 32
Fourth - Fifth	1	22 - 24
Fifth	1	30 - 32
Sixth	2	50 - 52
Total	18	502 - 533

SPECIAL ACHIEVEMENTS

Emphasis

In this first year of operation of the new school, there seemed to be a general feeling that a high standard of school citizenship should be established. Teachers met at the various grade group levels to discuss standards of behavior and school routine and many discussions were held in the classrooms through which pupils voiced their opinions and influenced each other toward individual and group improvement.

The following films were shown to assist in the school citizenship improvement program:

How Quiet Helps at School
Let's Be Good Citizens When Playing
Skipper Learns a Lesson
Sing a Song of Friendship

Glen Walks Up
Good Sportsmanship
Brotherhood of Man
Safety Patrol

The most recent yearbook of the A.A.S.A. entitled Educating for American Citizenship contains many a tribute to the classroom teacher, one of which is, "The teacher holds the magic shuttle that weaves the pattern of improved citizenship education".

The yearbook further states that to be a good citizen one has first to be a good person. It is within the power of every teacher -- regardless of his subject -- to help develop good persons. Affection for children, love and understanding are potent factors in developing good citizens.

Citizenship Projects

The following are representative reports of several citizenship projects conducted in the classrooms:

A kindergarten teacher states: "Serving on lunch committees aided pupils in acquiring habits of helpfulness, cooperation, neatness and to accept responsibility. Working on cleanup committees taught responsibility, neatness and cooperation. Sharing and telling time helped develop

courtesy to others in addition to the other more obvious purposes. Selecting good helpers of the day -- those who contributed most to help make a happy day. Talking about reasons for walking quietly to and from movie room -- consideration for others. Observing the playground and schoolyard rules." -- Mrs. Emma Olson

A primary teacher writes: "Not long after the beginning of this school year the teacher and pupils of Room 19, Grade 2, realized the need for some sort of a democratic governing body such as a student council. After discussing just what method would best work out in our situation, the children with their teacher decided on organizing a Citizenship Club with a president, vice-president, and secretary. Short meetings were held each Friday afternoon at which time the leaders were chosen to do the necessary chores for the room for the week following.

Problems arising were talked over and solutions decided by the students were brought to the teacher for final "pros" and "cons". (Many times the children's way of handling situations were too severe to pass teacher's approval). Each week minutes were written by the secretary and kept for future reference. An outstanding boy and girl of the room were chosen each Friday and a chart was made by the pupils so that the names could be on display for a week each. The motto of the club was presented in problem form -- "How Can We Be Better Citizens?"

The children gave the flag salute every day and followed it with one of the numerous patriotic songs which were learned in the room and during music class. Following this activity a "Clean Handkerchief Parade" was held and in order to march a child needed either a clean handkerchief or a small package of cleansing tissues. Many interesting Friday afternoon meetings resulted. New business became old business and much was accomplished." -- Miss Ruth Howard

An intermediate teacher comments: "At the beginning of the year we organized a class club which was to meet daily from 8:30 to 8:45. We elected a president, vice-president, and secretary. The president was to preside over the meeting, vice-president to take roll, and secretary to keep the minutes of the meeting. We elected new officers each month, thus many children had an opportunity to hold an office and perform the duties of that office.

My aims in organizing this club were several -- children need to be exposed to parliamentary procedure at an early age so that later in life they can feel competent in holding office. This short period gave me an opportunity to make any announcements, children selected the "helpers" (each child drew from a box after we decided what helpers were needed). The period was also used as a "sharing time" and also as a news time with some child volunteering to bring the news for a week at a time and fix up the news bulletin board. Another child brought the weather report for each day for a period of a week (this was an outgrowth of a weather unit) and we watched the length of the days and nights change during the year.

We recited the Pledge of Allegiance each morning with different children holding the flag and leading the salute. When the necessity arose we chose an aim for the day or week such as good sportsmanship, obey safety

patrols, etc. If some particular problem arose such as one person being tardy so much that the room had a poor record, the children made a rule for handling the situation — usually much harsher than I would have made." — Miss Louise Cooper.

Primary pupils, teachers and Mr. Walker, our custodian, cooperated in a rocks-and-sticks clean-up campaign and the entire school joined the clean-up "Don't be a Litterbug" program inaugurated here by Dr. Arnold Jackson and the City-Wide Committee.

Five all-school pupil assemblies were held with seasonal themes as centers of interest. These were Hallowe'en, Christmas, Valentine and February Birthdays (patriotic), Easter and Pupil-Talent program in June.

INSTRUCTIONAL PROGRAM

Many factors contribute to the successes of a school, but none perhaps as much as its instructional program and the ability of its teachers to understand each pupil. Fortunately for the Herbert Schenk School staff, it was possible to draw on the resources of Madison's school system, its directors, its supervisors, its curriculum, child guidance, physical education and other departments, and consequently operate along lines found in other Madison schools.

The following reports of teachers relate activities carried on to enhance the instructional program:

Kindergarten — A trip to Klinke's Hatchery and caring for 7 baby chicks in the classroom; cookie baking and frosting in school's kitchen and decorating Christmas trees with the cookies; good foods to eat developed into a fruit and vegetable train on bulletin board; large-scale farm constructed. Children built and painted boat models, made paper boats, brought pictures. Large boat scrapbook made. Life cycle of moth and butterfly studied. Caterpillars brought in fall, supplied with leaves and twigs in jars, occasionally water added. In spring several emerged from pupa stage. Large murals made illustrating favorite stories.

First Grade — Several "observation" walks, to see our new school, homes surrounding, fall changes, preparation for winter and spring changes. Some projects with major emphasis included a study of homes throughout the ages — cave homes, tree houses, Eskimo homes, Indian teepes, adobe houses, castles, desert tents, log cabins and homes of today. Culminating activity to social studies units gave all children an opportunity to work on murals or friezes, such as jack-o'lantern parade, the toy shop, ways-we-travel, and our farm. Other first grade projects included a large Thanksgiving mural, making of silhouettes of children for gifts to parents, caring for 12 chicks, having a science exhibit on "Signs of Fall", which other rooms visited. Auditorium activities included contribution of group to assembly singing, Easter bonnet parade, recitations for patriotic assembly program and decorating a Christmas tree in the auditorium.

Second Grade — Field trips were made to the Central fire station, main post office and to Gardner's Bakery. Special projects included the making of butter, baking of bread, construction of post office and grocery store

out of orange crates and paper, and study of winter birds. Auditorium activities included contribution of group to assembly singing, and decorating a Christmas tree in the auditorium.

Third Grade -- A field trip was taken to the University farm in connection with unit of wool, where sheep shearing was witnessed. Special projects included science corner, chalk mural on colonial children, study of lumber unit originating with tales of Paul Bunyan and culminating in mural on lumbering and Paul Bunyan and his blue ox. Auditorium activities included contribution to Christmas program "How Children Celebrate Christmas in England".

Fourth Grade -- Special projects included a four-seasonal farm display in connection with study of moderate climate lands; counter display of Amazon region and science booklets on animals, special recognition by means of a chart for reading library books and acting out stories in pantomime. Auditorium activities included contributions of the group to assemblies and representing France's Christmas customs in the Christmas program.

Fifth Grade -- Field trips were taken to the Capitol building, to the Marquette School science exhibit and to the State Game and Fur Farm at Poynette. Special projects included a hobby show, publishing of a class paper, "The Monthly Star", the visit of Alice in Dairyland, keeping scrapbooks of school news items, construction of model urban community, survey of ages of children and making of line and bar graphs, and tour of heating plant. Auditorium activities included dramatization, "King Arithmetic", and representing Holland and Mexico in "Christmas in Many Lands".

Sixth Grade -- Field trips were taken to the Historical Museum, Leonardo da Vinci display at the Memorial Union and to the Fish Hatchery. Special projects included a museum of pioneers' equipment, Greek plays, friezes on Greek and Roman culture, papier mache work on prehistoric animals, frieze on early civilizations, and correspondence with a Chicago reporter on the visit of the King and Queen of Greece. Auditorium activities included contributions of Scandinavian customs and the Nativity scene to the Christmas program, a social studies TV show, "I've Got a Secret", and talent program and prehistoric unit display at farewell dinner.

Music

Music classes were conducted on Tuesday and Thursday mornings and all day Friday. A Glee Club of fifth and sixth grade children was organized as was a Triple Trio of sixth grade girls. These groups appeared publicly at the May P.T.A. program, at Christmas time and at pupil assemblies.

Art

Classes in art for all children were conducted on Wednesday and Thursday of each week. Much of the art activity was correlated with classroom work and many new media were enthusiastically used and new projects displayed. Because of its windows facing the parking area, week-end visitors often gazed in upon the art room displays in amazement at the creations of the children. Many pupils displayed their work at the Salon of School Art in Scanlan Hall.

Physical Education

Physical education classes for upper grade boys were held on Tuesday and Thursday mornings and for girls and primary (mixed) classes on Monday, Wednesday and Friday mornings. The pupils of grades four, five and six participated in a games and folk and square dancing event with their parents in April. This was presented under the direction of the physical education instructors. The after-school sports program for both girls and boys was directed by members of the staff who had lighter teaching loads.

Library

Kindergarten -- The three kindergarten classes came to the library at approximately six-week intervals. At times, the intervals varied in order to make their visits coincide with a holiday, such as Christmas and Easter. First Grade -- Four classes of one-half hour each during the first semester and forty-five minutes each during the second semester. The early part of the year was spent in discussion and periodic brief review of proper library behavior and care of books. With the beginning of the second semester they began taking out books, one book per child at a time.

Second Grade -- Two sections of forty-five minutes each. Some time, of course, was spent on quiet reading, but quite a bit was done with these classes. Stories were read to them and from this they were encouraged to tell stories, and later to write their own stories. Third Grade -- Two half-sections of one-half hour each, and combining the groups once a month. Discussion of the books they were reading and of the authors of these books took up much of the time when they weren't reading which was how they preferred to spend their time. Fourth Grade -- This class was divided, boys and girls, each coming forty-five minutes a week. Use of the card catalog and encyclopedia was taught, as well as the techniques for finding the books on the shelves. Much time was also spent on the discussion of books and authors and time was usually allowed for reading.

Fifth Grade -- Two sections of one hour each. Time was spent on review of the card catalog and encyclopedia. From there we went on to a brief discussion of the system of classifying books. Other discussions centered around individual books and authors and an attempt was made at recording such discussions. The use of the vertical file was explained and proved very useful in the search for materials for their study of the United States. Sixth Grade -- Girls and boys were grouped separately, each having forty-five minutes weekly. The use of the card catalog, encyclopedia and vertical file were reviewed, as well as other reference books available. There was also discussion of books and authors.

-- Mrs. Jean Mundt, Librarian

Health Survey

Bulletins from the City Health Department were distributed to every teacher. Conferences were planned with each teacher by the nurse to discuss its contents. Frequent teacher-nurse conferences were held during the school year to discuss health problems of individual children. Vision screening of all school children from first grade through sixth grade was done in

the classroom and home visits by the nurse resulted for all children showing some defect.

Eighty-one kindergarten children out of eighty-eight were examined by their family physician before entering school in the fall of 1953. There were ninety negative tuberculin tests given to first graders, one positive, but this child showed no active tuberculosis. Out of seventy-two third and sixth graders, thirty-seven returned their physical forms signed by their doctors. Fifteen had a physical check-up but no signed forms were sent to the school. One hundred seven of the one hundred ten first graders had been examined before entering kindergarten the year before.

The dental survey of the first, third and sixth graders showed minimum defects. Forty-six second graders with parent consent participated in the field trial of the new polio vaccine.

— Anita Anderson, Nurse

Child Study

One of the problems incurred by the school psychologist who comes to a particular school only by request for a specific purpose is that teachers do not feel as free in making referrals. They feel that their "problem" has to be quite serious to justify the request for psychological services. This has resulted in situations of maximum difficulty, largely because the children were not referred earlier when their behavior might have been more amenable to change. Consequently, this year it was decided to assign the school psychologist to specific schools on regularly assigned days. Herbert Schenk School was visited Monday afternoons.

Through this technique, the psychologist has been able to work much more intimately with faculty and children alike than was possible under the previous arrangement. Teachers have felt much less constrained in discussing their children who were not yet specific problems but whose behavior seemed to be moving in that direction. It also had the very desirable effect of acquainting the psychologist with more of the everyday problems which certain youngsters have. In short, it allowed for a great deal of preventive work as well as education for both parties concerned.

All specific referrals were channeled through the principal. This was done largely to insure that no one who needed help or information would be neglected. This resulted in 16 specific referrals. These 16 were seen more or less intensively by the psychologist. Of these there were parent conferences in seven of the cases held by the psychologist himself. In the remaining nine cases the parents were contacted either by the teacher or the principal and the result of these conferences was discussed with the psychologist. Some of these contacts were of several sessions in duration. Most of the psychologist's time was spent in working with about six of these cases. These six were seen on an average of about ten sessions. In approximately half of the specific referrals diagnostic tests were employed. In all but two of the specific referrals some progress was noted. It is planned to continue some of these cases throughout the summer. All the children seen this year will receive follow-up studies during the next school year.

— Donald Bratruude, Child Psychologist

Speech Therapy

During the school year of 1953-54, Herbert Schenk School has been served by a speech correctionist twice a week. Thirty children (sixteen boys and fourteen girls) received special help with their speech. Most of them were seen twice a week in twenty-minute periods with the exception of some of the first graders with less severe speech problems who were seen once a week. These children were selected through a speech survey of all first grades, from a list of those having previously received speech help, and through teacher referral.

<u>Problem Types</u>	<u>Dismissals</u>	<u>Grade Frequency</u>
Articulation 26	Before June 1, 1954 10	First 19
Voice 3	On June 18, 1954 3	Second 7
Stuttering 1	Total 13	Third 1
		Fourth 1
		Fifth 1
	Moved away 1	Sixth 1

In addition to carrying on this regular speech correction work, the speech correctionist was also available for help in testing of intelligence, achievement and hearing. A hearing survey of the third and sixth grades was conducted in November. In April, Pintner-Cunningham group tests were administered to all kindergarten children.

— Phyllis Peterson, Speech Correctionist

Violin Instruction

Fifteen pupils enrolled in the fall and fourteen completed the year's work. They presented a program for the parents at the May P.T.A. program. The time assigned to Herbert Schenk School was Friday afternoon and consequently several sessions with the young violinists were lost. This had an effect on their home rehearsal schedule as well.

— Mrs. Geraldine Johnson, Instructor

COMMUNITY SERVICESParent-Teacher Association

The Herbert Schenk Parent-Teacher Association was formally organized on October 28, with election and installation of officers on November 18. Over three hundred twenty-five parents became charter members. Many activities and organizations were sponsored. Cub Pack, Brownie and Girl Scout groups functioned under capable leadership. The Family Fun Fair was an outstanding financial success, as well as a medium for bringing the school and the community together. The P.T.A., the Mothers' Club and the Scout groups named above cooperated wholeheartedly in planning and staging this event.

Programs which merit mention here were the January 20th panel discussion on "Our Report Card System", moderated by Dr. Carl Waller; the Founders Day program at which Dr. H. Kent Tenney spoke on "Emotional Problems in Children"; and the May program in which a pictorial review in colored slides of the year's work and activities and the school's organization were shown. The Glee Club and the violin class also participated in this program.

Mothers' Club

This group had organized at Lowell School in the spring of 1953 and was ready to go even before school opened up. The principal was early "felt out" by this group's presiding officer as to whether or not he favored pot-luck dinners, square dancing, etc. The program was largely social and entertaining.

Youth and Adult Centers

The Department of Recreation operated the Saturday morning youth center for elementary children, commencing in November. About 100 children each Saturday enjoyed a program of sports, arts and crafts, games, story-telling and movies. The Thursday night adult program which began in January included square dancing, bridge, golf and men's sports sponsored by the Department of Recreation, and resemailing and sewing by the Vocational School. Two community square dances were held after the formal adult program had closed. The square dancing group also appeared on WKOW-TV

ADMINISTRATION

The opportunity to come to work in mid-August was a tremendous help in organizing the school, the office detail, and accessioning the hundreds and hundreds of books and other materials. This coupled with the pupil visitation days and the orientation days with the faculty permitted us an extremely smooth opening day. Pupils and teachers immediately felt a belongingness, as if the school had been in operation for a considerable time.

During the school year at the beginning of each month, a "Calendar for the Month" was sent to each home. It afforded parents an opportunity to plan ahead for events at school and permitted announcements to be made relative to problems and events coming up. Several parents commented favorably upon receipt of the "Calendar".

The report card system originally tried at Lincoln School and then more recently used at Midvale and Sherman schools was adopted for further experimental purposes upon unanimous agreement of the staff. The January P.T.A. meeting, just prior to the second report card period, was used in explaining it to the parents. Not one single adverse comment was heard during the year, and it is planned to use the same card next year. Members of the staff have at various times discussed improvements in the card, some of which will be carried out in the improved report card method presently used at Midvale.

Events of Importance - 1953-1954

Pupil Visitation Days	September 8, 9
Dedication Program	September 16
Parent Visitation Days	November 10, 11, 12
Christmas Program	December 17
-- "Christmas in Many Lands" presented by Grades 3, 4, 5, 6	

Family Fun Fair	February 19
-- purchase of dishes by P.T.A. and Mothers' Club	
Sixth Grade Farewell Dinner	June 17
-- Talent program and Safety Patrol awards	

The Staff

Few changes occurred in the staff during this first year. Mrs. Wheater was secured to take the half-day kindergarten, Mrs. Montgomery replaced Mrs. Mason as school secretary, and Mrs. Keel completed the year for Mrs. Emerick as third grade teacher. Mr. Lowell was added as half-day custodial help.

Since our faculty was largely a new-to-Madison group, teachers with previous Madison experience assisted in orientating these new teachers to the Madison school program, interpreting its philosophy and curriculum materials. Several teachers visited another school for a half day as an in-service aid to learn about Madison's way of educating its children. We were very fortunate in securing capable substitutes, especially where needed for longer periods of time. Absences for a day or two of the regular teachers during the first semester were quite frequent. There were very few absences during the second semester.

Contributions of the staff to good school-community relationships, in addition to good teaching, consisted of active participation in several P.T.A. programs and a visit to a local industry. This latter took the place of a Monday after-school teachers' meeting. Each and every member of the staff, whether clerical, custodial, or teacher, made a distinct contribution to harmonious school and community relations. Children were enthusiastic about their school and their teachers. In pleasant weather one could frequently see youngsters at school as early as 7:30 AM.

SPECIAL PROBLEMS

Because of the foresight and thoughtfulness of the Board of Education and the Administrative department of Madison's public schools in planning and equipping the school, no serious special problems have arisen, except for those occasioned by expanding pupil population. I have discovered that builders also frequently need to adjust figures on estimates of homes to be constructed and occupied.

The area upon which homes can be built is, however, so large and so nearby to the school that one must needs be realistic about home construction as well as annexation of adjacent areas. 352 homesites are platted and will be built upon in the Eastmorland area with 50 - 75 more homes in the area east of Dempsey Road. Of these, 50 - 65 are expected to be occupied by January 1, 1955 and again as many to be in the process of construction at that time. A third large-scale contractor has recently purchased land west of Dempsey road on which 50 homes are planned. Other problems include:

North wall of gym, and kindergarten (Room 11) becoming
very rain-soaked in early June rain.

Entrance doors -- West Tulane and Main are unsatisfactorily mounted.

Counter moldings in many rooms too hastily mounted.

Several vertical window frames are loose or get out of position when windows are opened.

Outside bells are not sufficiently audible.

The area north of the gym becomes very muddy in times of rain and thaw.

These and others I have included in a report to the Supervisor of Buildings and Grounds. We are happy about the installation of the jungle gyms and the basketball backstops.

RECOMMENDATIONS

Detailed recommendations relative to the organization of the school for 1954-55 have been made in letters to the Superintendent and the department supervisors. In brief they are:

Three additional classrooms.

Conversion of music room to classroom (temporary).

Additional music, art and physical education time allotment.

Music classes in auditorium.

Other recommendations are submitted in the 1955 budget requests and include the blacktopping of an area north of the gym.

Acknowledgements

I wish it were possible to name all those who have been concerned about the welfare of our new school, this first year. So many persons have been so very helpful. I am indeed very grateful for the help and suggestions given by Mrs. June Hennie and Mr. Paul Olson at Midvale, and by the many principals whom I often contacted by phone.

To the Lowell School staff who assisted in the selection of the school safety patrol and the grade placement of nearly three hundred pupils, a sincere thank you. I appreciate deeply the efforts of Supt. Falk in his selection of a most congenial and able group of teachers. Members of his administrative staff and the department supervisors are to be complimented for their very fine staff assignments and their many helpful suggestions.

The Herbert Schenk School staff joins me in expressing a sincere appreciation to the Board of Education and to Superintendent Falk for the privilege and opportunity to serve in our various capacities.

Respectfully submitted,

Ansgar Svance
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Sherman School

Presented to the Board of Education
by the Principal
Anthony A. Farina

June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-54
SHERMAN SCHOOL

The Community

The "building boom" in Sherman Park seems to be temporarily at a standstill. About a dozen homes are in the process of being built in the new Brentwood Village subdivision; and perhaps twenty other homes are going up in the rest of the area. Manley Street, the most recently platted street, is almost completely built up and there is no plan for a new street immediately.

A marked change has come over Sherman Park in the last five years. There seems to have been almost a complete turnover of residents, and the new families coming in are younger and have more school age children. Property values are up, and people seem to be taking greater pride in their homes. There is a smaller percentage of working mothers, and many of these mothers are employed on a part-time basis.

Parents are taking pride in our school, as evidenced by our good attendance at general PTA meetings; by our almost 100% attendance at the individual grade banquets; and by more frequent school visitation. Several families who have been forced to move from trailers or from rented houses, have purchased houses in Sherman Park in order to keep their children at Sherman. When parents go to such lengths, they must indeed share a great pride in our school and community.

Enrollment

For the fifth straight year, not unlike other Madison schools, Sherman School showed an increased enrollment. Total figures included children from four areas: kindergarten children from the Mendota School area; children in all grades from the Oak Park Trailer Court; fifth and sixth graders from the Truax Field apartments and barracks; and children in the immediate school district. The 59½ children at Sherman at the end of the school year came from the above areas as follows:

<u>Sherman District</u>	<u>Mendota</u>	<u>Oak Park</u>	<u>Truax</u>
468	37	77	12

Thirty-six of the thirty-seven Mendota children are in kindergarten, the other child being in first grade on a special permit. The number

of kindergarten pupils from this area has increased from 30 at the beginning of the year to the present 36. This increase was partly due to the new housing project in Mendota, 3 of the children moving in during the school year. The striking fact about the Mendota area kindergarten group is that there was not a single withdrawal or transfer during the entire year.

The Oak Park Trailer Camp enrollment fluctuated much during the year, with many children coming to Sherman for a short time then leaving again, in most cases to schools outside the city. The gross enrollment from Oak Park was 112 children; the net in June of this year is 77, showing a loss of 35 children. The drop was sharpest from January to May, when the number from Oak Park dropped from 94 to 74.

Enrollment figures for Oak Park for October, January and June follow:

<u>Kdg.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>	
October 1953	22	26	20	12	11	6	9	106
January 1954	22	22	18	10	9	4	7	92
June 1954	14	19	17	7	9	3	8	77

The total figure for June 1954, is much the same as for June 1953.

<u>Kdg.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>	
June 1953	22	14	12	8	8	5	4	73
June 1954	14	19	17	7	9	3	8	77

Of the 73 children from Oak Park who were enrolled last June, 40 are still at Sherman School.

Percentage-wise, an even larger number have moved from the Truax dwellings. Out of 18 children living there in September 1953, only 12 still remain. Most of the children who have left have moved to other homes in Madison.

At the beginning of the school year, it quickly became apparent that we had to have another classroom in order to accomodate four first grade sections, the first time in the brief history of our school that we had had to make four sections of one grade. To make room for this extra section, we had to take over the music room for a kindergarten, and use the classroom formerly occupied by the kindergarten for the first grade. This meant, then, that we were using our classroom facilities to capacity, 2 rooms for kindergartens (the music room and the regular kindergarten) and 16 rooms for grades 1 - 6.

Our class sizes averaged about 29 children per section, with only two of our classes rather crowded. The two fourth grades proved very "popular", with class sizes staying at 35 or 36 the entire year.

Kindergartens were also large, averaging more than 35 children per section. Of the 142 children in kindergarten at the end of the year, 36 were from the Mendota area, 14 from Oak Park, and 92 from the school district.

With our school at capacity, and an additional large group expected to enroll next September, it was obvious either that Sherman School must be expanded, or provision be made to take some of our children to another school. The answer to the problem apparently is the addition now being built at Mendota School. According to present plans, the 77 children from Oak Park will be transported to Mendota instead of Sherman. At the moment, enrollment for next year appears to be as follows:

<u>Kdg.</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>	<u>Sixth Grade</u>	<u>Total</u>
108	88	86	68	47	63	73	533

Enrollment Statistics

	<u>June 1953</u>	<u>October 1953</u>	<u>June 1954</u>
Kdg.	141	137	142
First	90	106	103
Second	60	92	87
Third	68	58	55
Fourth	86	67	71
Fifth	56	84	75
Sixth	45	59	60
	<u>546</u>	<u>603</u>	<u>593</u>

Report Cards

Again this year grades 2 - 6 used the experimental report card which was first used at Lincoln School by Miss Helen Simon. In brief, this report card procedure is as follows:

- 1) At the end of the first report card period, a "Confidential Report" is mailed to parents, telling them whether their child is doing above average, average, or below average work in the various subject matter areas (spelling, social studies, reading, arithmetic, etc.).
- 2) At succeeding report periods, the report card is marked after each subject with:

"M" - Maintaining the level of work
 "I" - Improving the level of work
 "L" - Losing ground, dropping to a lower level of work

There are a couple of obvious weaknesses in this report card. First, parents are likely to lose the confidential report, on which all the report card markings are based. Second, there are four forms with which a teacher has to work, making it rather cumbersome.

During the year, teachers at Midvale School used a report card that combined most of the confidential features of the experimental card on one report card. Committees of teachers from Midvale, Schenk, and Sherman Schools met this year to discuss this new form, and voted to adopt the card for use next year, with a few minor changes.

Teachers

Five new teachers joined our staff in September, three as replacements for teachers who had left, and two to take over extra sections of grades. Our orientation and in-service training at Sherman was designed to expand and implement that provided for new teachers at their first meetings with the Superintendent. Each teacher was assigned a "buddy" to help answer questions; and provided with a copy of the Sherman School Handbook, containing most of our normal school routine. Frequent meetings early in the year with new members of the staff helped in clarifying policy; and individual conferences were planned to discuss teaching procedures and to discuss curriculum bulletins.

Our staff continued to work in harmony and as a group. Our staff meetings were concerned with topics of general interest to all teachers. Discussions led by Dr. Don Bratrude, "When Should We Consult the Guidance Department?", and by Dr. Carl Waller on parent interviews, were highlights of the year.

Illness hit our teachers harder than usual this past year. Unlike other years, however, our substitute teachers did a good job, generally, of filling in. Mrs. Ruth Carnes did a very able job of stepping in for periods of two to three weeks at a time.

Credit is also due to Mrs. Kathryn Sachtjen for taking over a classroom in midyear, after a teacher resigned. Mrs. Sachtjen did an excellent job of continuing the children's learning without breaking continuity.

Administration

Administrative problems at the beginning of the year centered about the position of school secretary. Mrs. Louise Willis, who had been the able and efficient secretary at Sherman for several years, had resigned, and qualified persons for the job were difficult to find. The first person to have the job resigned after less than a month. Mrs. Susan Pavlik took over the position then, and has filled the job well.

Public relations in a school must be carried on by every member of the school staff, clerical, custodial, and teaching members. Leadership for a school's public relations centers in the principal, and it is his

responsibility to see that relations between school and community are harmonious. Our most direct contact with the parents is through the children. The best public relations for a school is a child who is enthusiastic about his school, his teacher, and about learning.

The Shermanite, a weekly one-page newspaper, sent to all parents, was of considerable value in announcing meetings, telling what was going on in school, and in general taking the school into the home.

Physical Plant

Our school is probably in as excellent condition as possible. The custodial staff, teachers and children have done a good job of keeping the building clean. Easy maintenance features help in keeping our addition in tip-top shape; the south wing requires a little more care and a little more work, but is also bright and clean.

Gradually, installation of acoustical tile ceilings and improved lighting in the south wing rooms will be made. Two of these rooms already have new lighting, and one has the sound-absorbent tile.

With the transfer of the Oak Park children to Mendota, it looks as if our present classroom facilities will be adequate for the next three or four years. Next year we will use only 15 of the 16 classrooms, and the following year also 15. So plans for expansion into the activity room and library may apparently be safely postponed.

Respectfully submitted,

Anthony A. Farina
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
WASHINGTON SCHOOL

Presented to the Board of Education

by the Principal
Pearl Leroux
June - 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-1954
WASHINGTON SCHOOL

SCHOOL STATISTICS

	1949 1950	1950 1951	1951 1952	1952 1953	1953 1954
Total Enrollment	602	541	631	693	650
Orthopedic Enrollment	58	52	52	56	57
Out-Patients (Pupils who come for treatment only)	71	65	54	56	57
After September					
Withdrawals (Minus Orthopedic)	46	45	31	76	39
Transfers to other Madison Public Schools (Minus Orthopedic)	21	59	51	48	36
Transfers to Washington and other new pupils (Minus Orthopedic)	25	68	134	112	90

There has been less moving in and out of the district but the percentage is still high. At the present time we have 202 mothers working full or part time. It is surprising to find that 38 of these mothers are from the Kindergarten group. Each year we seem to have a greater number of Kindergarten mothers who work.

Nineteen percent of our children come from broken homes. This is a much lower percentage than in former years.

NUTRITION ROOM

Total Pupil Enrollment	124
Average Daily Pupil Attendance for Lunch	113
Total Enrollment of Nutrition Pupils	23
Average Daily Attendance of Nutrition Pupils for Lunch	20
Total Enrollment of Special Education Pupils for Lunch (Longfellow)	58
Average Daily Attendance of Special Education Pupils for Lunch	53
Total Enrollment of Orthopedic Pupils for Lunch	43
Average Daily Attendance for Lunch	40
*Average Daily Attendance of Adults on Duty	18
Average Daily Attendance of Adults Who Pay	9
Total Average Daily Lunches for Adults	27
Total Average Daily Lunches for Pupils and Adults	140

All adults who are not on neon duty pay 30¢ per lunch tray.

* Adults on Duty: 2 cooks, 3 matrons, 2 teachers and University students who help with Orthopedic pupils and the pupils who bring their lunch to school.

This year the two cooks preferred working shorter hours (6½ hours). A third helper was hired to work not more than ten hours a week to help at the rush hours when the food must be packed for Longfellow School and children must be served at the Washington School. The plan has been very satisfactory.

We had about ten children who were on special diets. The blender given to us by the Brace & Loan Fund group was appreciated by children who must always eat soft food. The food prepared with the blender was more appetizing and the children could have a wider variety of foods.

INSURANCE

Pupil		Total Bill Requested	Doctor Amount Received
1. John Prafke	(Injured Finger)	\$ 13.00	\$ 13.00
2. Beverly Fries	(Injured Leg)	7.00	7.00
3. Vicki Marie Warnes	(Fractured Arm)	96.00	65.00
4. Malcolm Aldridge	(Pinched fingers)	18.00	15.00
5. William Crary	(Bumped head - unconscious)	15.00	15.00
6. James Dana	(Bruised hand and arm)	2.00	2.00
7. Malchom Aldridge	(Cut on chin)	10.00	10.00
8. Gerald Lawry	(Cut on finger)	11.00	8.00
9. Mark Fenton	(Cut on head)	6.00	6.00
10. Kathryn Grise (Orth)	(Sprained ankle)	9.50	9.50
11. John Armstrong (Orth)	(Cut Lip)	3.00	3.00
12. Sue Creek (Orth)	(Cut Chin - May 12, 1954)	Not Settled	
13. Sue Creek (Orth)	(Cut Chin - June 2, 1954)	Not Settled	
14. David Rowin	(Chipped Teeth) - Jan. 19, 1954	Case open for year	
15. Linette Lamont	(Burned Hand)	Not Settled	
		\$190.50	\$153.50

We have had very few accidents this year in spite of the small playground area. We had only 15 accidents and four of these were in the Orthopedic Department. The insurance company has been very fair with all settlements. We have had no complaints from parents on any of these settlements.

HEALTH REPORT

Eighty per cent of the children in First, Third and Sixth grades had physical examinations by their family physicians.

Seventy-six per cent of the children in First, Third and Sixth grades who were found in the dental survey to have dental defects have completed their dental work or are under the care of their dentists.

The First grade children again received tuberculin tests. No positive reactions were found.

Sixty-nine per cent of the seventy-seven of the Second grade children were vaccinated against polio in May, 1954.

All children in Grades 1-6 were given vision tests early in the fall. The tests were completed the first of October.

MILK

Milk was served to Kindergarten, First, Second and Third grades only this year. Orders for the upper grades were so small we felt it was not worth the time to serve the few. If children in any of these classes wished to have milk each day they were allowed to go to the kitchen.

REMEDIAL READING

The Remedial Reading program was conducted daily from 10 to 11:30. Space was provided by joint use of the speech room.

With the exception of one boy, a fifth grade pupil, all children enrolled were from the fourth and third grades. The division was made as follows: From the fourth grade, three girls and three boys; from the third grade, seven boys. This, with the fifth grade boy, made a total of fourteen.

Two pupils, one a boy and the other a girl, were excused during the year because it was discovered that they did not qualify for the class.

One girl was a transfer from the reading class at Longfellow. She completed her work with a gain of one year, six months in reading ability as measured by standard reading tests.

Gains made by pupils in the fourth grade were all above a full year and a half (1.53). Gains in the third grade were less significant when measured in months but quite important because of the emotional difficulties encountered. These children had just arrived at a point where noticeable improvement was resulting. Better study habits and greater interest in the reading work was evident.

Since all of these children are below fifth grade in placement (excepting one boy) it would be advisable to continue the work next year so as to take advantage of the progress made during the past year.

LIBRARY REPORT

Because of an increase in our book budget this year, it was possible to add 625 new books to our stock, making a total of 5,658 volumes in the library after withdrawing 355 books. There are approximately 11.4 books per pupil enrolled, exclusive of Kindergarten. However, there is still need for replacing old classics and purchasing new titles.

Our circulation of 26,589 this year was a gain of 440 volumes over that of last year.

Through arrangements with the University of Wisconsin, two library school students, Sally Davis and Elizabeth Christian, observed library classes at various times and took pictures of the activities. The pictures were made into "slides", twenty-eight of which were purchased by the School Library Department for future use.

Mrs. MacDonald deserves much credit for the excellent work she has done in assisting the pupils in making illustrations which will be shown this summer on the children's program over WHA television station. The illustrations are the children's impressions of five books they have read this year.

Marian Laufenberg has been a very able assistant in our library on Fridays. The Library Club members have also been of much help in doing routine work.

The PTA again gave us twenty dollars for magazines, which, in addition to the thirty dollars allotted in our budget, gave us an unusually good collection of magazines.

ART

We have tried to develop art in the program as a means of expression and communication through individual and group projects in a creative manner. A wide range of materials, along with guidance in the use of them, has been made available with emphasis on the child's growth rather than on the finished product. This was also carried out in the craft program where it was learned objects should be useful and pleasing to the eye but adapted to the material being used. Work habits and skills are vital to the program and are taught whenever feasible.

The acquiring of a kiln this year enabled the children to see how the creative and the functional can be achieved. It was a splendid opportunity to teach the appreciation of fine ceramics that are being used increasingly in our daily life.

From time to time, art projects were based on units of study in the various grades, when it was felt it would develop the child's knowledge and his own creative growth.

MUSIC

Besides the music we enjoyed each day and the singing we all enjoyed together occasionally, all the children contributed to the Christmas program. The Fourth, Fifth and Sixth grades contributed when plays were given by the various grades and the Glee Club contributed to two PTA programs.

SPEECH

Thirty-two children were enrolled in speech classes during the academic year, 1953-1954. The greatest number were those enrolled in the first grades. Group and individual therapy was given to meet the individual needs of each child.

Teacher and parent co-operation was asked for these children who evidenced a serious speech defect. Home calls were made in all such cases.

All third and sixth graders were screened on the individual pure tone audiometer. Those showing a loss were given an individual test. If the loss was significant the case was referred to the nurse for follow up.

Kindergarten, Third and Sixth grades were given group intelligent tests. Those falling below the lower limits were given a Binet.

There was a definite increase in the requests by parents and the schools for counselling.

TEACHERS

We haven't reports from individual teachers this year, but, less we minimize the work that is done by this group, I should like to list the things for which they take responsibility and also to commend them for a fine job again this year.

- (1) The classroom teachers must work very closely with the Speech Correctionist and the Nurse.
- (2) The teacher is responsible for the type of library books each child should read, the care and time each pupil may keep a book.
- (3) The classroom teacher is responsible for the Nutrition children. Teachers must schedule time for rest. They must not let children run or exercise very much. They must see that they rest on schedule time, and they must try to find time to give them extra work so that they will make their grades. These children leave at three o'clock which makes it difficult to do extra work.
- (4) The Hearing and Physical tests are given early in the Fall. We have outside help when those tests are given, but the teachers work closely with the Nurse and parents so that any difficulties will be followed through.
- (5) Teachers must continually check on illnesses in their rooms and, again, with the cooperation of the Nurse, work with parents if it is necessary to follow through on these children.
- (6) The serving of milk is time-consuming but an important service, and it is the duty of the teacher to take care of the finances as well as the milk orders.
- (7) Besides the extra activities, teachers have taken children on several trips. They have made good use of the tape recorder and visual aids for extra motivation. Teachers have continued the units of work for their particular grades, but the most important work has been done with the individual children in each room.

We have a big turn-over always during the year. We have many children who have come to us from other places who need extra help. Many of these children have moved several times and are behind in their work. We have many children who come from broken homes. All of this tends to make emotional problems. A great deal of time is spent on those individuals. Many studies were made and many conferences were held with parents. Most of these conferences were pleasant and worthwhile. This year we have many more emotionally upset children in our lower grades. Some of them have been very difficult discipline problems.

The Special teachers, too, have worked with these children, cooperated with the classroom teachers and sat in on the conferences with the classroom teachers and parents.

The Guidance Department has been most helpful in working with our problem children. We have needed more help than usual from this department.

PARENT-TEACHERS ASSOCIATION

The activities of the PTA have been many and very helpful. They assisted in the testing of eyes, the physical examinations, the polio and other vaccinations.

The PTA made a special effort to encourage parents to participate in school activities.

We were very grateful to the PTA for all the cooperation and help.

BUILDINGS AND GROUNDS

Buildings and Grounds have done a fine job in completing the Washington School schedule on repairs and other work. Everything on our list, with the exception of one small bookcase, was completed. The map tracks were put up in the classrooms; the railing was placed under the blackboard in the Orthopedic Department; two bulletin boards were put up in the classrooms; the kitchen was painted; a driveway was made on Francis Street; and some black-topping was completed. We appreciate this fine service.

RECOMMENDATIONS

Our playground area is small and drainage is poor which lessens the playground area in the Spring and when it rains. We have appreciated the area that was black-topped this year and hope it will be possible to complete the black-topping next year.

We have had another good year. I wish to thank our Superintendent and the various departments for the fine cooperation they have given us in making this a good year.

Respectfully submitted,

Pearl Leroux, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

Art Department

Presented to the Board of Education
by the Director
RUTH ALLCOTT
June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-54
ART DEPARTMENT

The art department was so well organized under the guidance of the late Lucy Irene Buck that the new director found it a very stimulating position to assume.

The spirit of the art teachers is excellent and is one of mutual cooperation for the advancement of art in the Madison Public Schools.

Throughout the year a number of art teacher workshops were held in the art office. Substitute teachers in art were also invited to join the workshops to become acquainted with new materials and the art teachers for whom they substitute. The first workshop in November provided an opportunity for staff to get together and investigate a new liquid plastic material. Its creative possibilities were evaluated and approved. A supply was then provided for use in the art classes for Christmas and other projects.

The first week in December the art office again became a workshop where teachers gathered after school for demonstrations by staff members who had experimented with various new art techniques and materials and investigated new ways of using old materials. Workshop space was provided throughout the week following the two days of demonstrations so teachers could return at their own convenience for further experimentation.

One of the special projects demonstrated was a simple silk screen printing process suitable for elementary school children. A junior high teacher and an elementary art teacher who had tried this work with their own classes shared their experiences with the rest of the group. Special exhibits of new ideas accompanied these workshops.

After Christmas another series of workshops were held at which time junior and senior high teachers demonstrated the firing of enamel-on-copper, using a new type electric kiln. The elementary teachers were enthusiastic about the use of this new craft. They feel the need of art experiences of this kind at upper elementary level. After numerous experiments a suitable process was evolved to make this work a stimulating addition to the elementary art program. Three of the new type, inexpensive kilns were purchased and put on a rotating basis of two weeks in each school. Reports indicate the project has been a very worth while experience for children.

In the spring, at the suggestion of the art teachers themselves, two evening workshops were held at which time seven screens were designed and constructed to better exhibit the childrens' work at the Salon of School Art. Tri-panel screens were made of a new peg-board material which makes possible the exhibition of craft work and other three-dimensional projections as well as flat paintings and drawings.

Madison schools have grown so fast that the staff felt the need of additional space to properly display the annual spring Art Salon so that a more representative cross section could be shown of the work done in our schools. Since no one gallery is adequate to display the entire exhibit, it was decided to experiment with two shows held simultaneously in Scanlan Hall of the Vocational School and the top flight gallery of the Madison Free Library. Many more pieces of art work were exhibited and from all reports many people attended both shows.

Another project of the art office has been the collecting and mounting of art prints into teaching portfolios. This instructional material has been catalogued and made available for circulation to all schools for use in art and other classes. Prints are mounted on cardboard for convenient display, and in many cases, are accompanied by descriptive material for picture study and as teaching aids in better understanding artists and art movements.

In conclusion I wish to pay special tribute to the splendid help and cooperation I have received this first year: -- the Madison Board of Education for providing us with the best teachers and art equipment; Mr. Falk for his stimulating guidance as administrator; the school principals and classroom teachers for their understanding and extension of the art program; Mr. McDaniels for making possible our workshops; Mrs. Parham and Mr. Hawley for their helpful suggestions; Mr. Klose, who shares the art office, for his patience and understanding during our workshops; to Donna Diederich our illustrator and assistant who conscientiously carried on with our experiments; and to the hard working staff of art teachers who have enthusiastically participated in all our projects and given generously of their time and themselves to make the year pleasant and profitable. The helpful spirit of all was greatly appreciated.

Respectfully submitted,
Ruth Allcott

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-54
Department of Child Study and Service

This last year the department attempted to work out at least a partial definition of the extent to which the school should become involved in guidance services for the emotionally disturbed youngster. It had been hoped that the 1952 Survey of Family and Child Welfare Services in Madison and Dane County would help with this problem by clarifying the nature and extent of the school's guidance functions in relation to services offered by the other community agencies. Unfortunately this does not appear to have been the case. Rather, the Survey seemed to appraise each agency individually and in the school's case assumed that there were no limits in the extent to which it could or should enter into the affairs of the families of its children. The Survey recommendations were predicated on the belief that the school was the most important social agency in the community and that it was responsible for wrestling with any and all situations impinging on the child's ability to learn.

The department had never questioned the importance of the school's favored position or its potential contribution in the area of child guidance. It had explicitly accepted the fact that the modern school soon identified the children giving evidences of maladjustment. The department has moved in this direction by including on its staff persons who could make psychodiagnostic evaluations of the child as well as effectively plan remedial measures for him. However, at the same time the department realized that there were many other agencies in the community interested in children who were more adequately equipped to handle certain situations than the school. The school, it was felt, should not prematurely take on more responsibility than the community was willing for it to have.

In attempting to appraise the school's role, it seemed that its function should be largely diagnostic and preventive. In this way it runs very little chance of duplicating another agency's legitimate area of responsibility. At the same time, it allows the school to function in an area for which it is peculiarly well suited because it sees virtually all of the community's children. It also implies that frequently it is necessary and desirable for the school to become maximally involved in the treatment oriented phase of remedial work in order to accomplish these ends. It becomes increasingly necessary to accept treatment responsibility when the other community resources cannot or do not function in ways that meet school needs.

It is thus apparent that there is probably little hope for ever rigidly defining or delineating the extent of the school's responsibilities in these areas. Too much depends upon the accessibility of available community resources.

The whole problem of the school's guidance responsibility was ably presented by Professor E. A. Gaumnitz to the April 1954 meeting of the Madison Board of Education. The Department of Child Study and Service gratefully acknowledges its debt to Professor Gaumnitz for his efforts on this subject and believes that the following policies as set forth during that meeting, testify to a job well done.

The Board of Education reaffirms the following proposals and policies relative to the guidance services offered by the Madison Public Schools:

1. The schools are one of the most important social agencies in the community. As such they are concerned with the social, moral, emotional, recreational and vocational as well as the educational adjustment and well-being of all children. The extent to which the schools function in administering to these over-all needs of children and their parents is difficult to specifically define. Much depends upon the accessibility and services of other available community resources likewise concerned with these problems. For the schools to duplicate or to compete with social services offered by other community resources is presumptuous.
2. Because the guidance function of the school is largely diagnostic and preventive in nature, the school has limits in the extent to which it can and should enter into the affairs of the families of its children. Occasionally it will be necessary for the school to become maximally involved in treatment situations in order to accomplish the desirable adjustment of the pupil to school. Specifically, these situations develop when it is not possible to utilize other existing agencies.
3. Parental contacts and assistance are offered in cases which seem to warrant parental consideration. These contacts are for the purpose of helping the parents "work through" the problems of the child or for preparing them to use the services offered by other agencies.
4. Not all types of pupil problems warrant social casework consideration. In those cases which do, the department staff appears adequate to render the types of services defined under items 2 and 3 above. If and when the schools assume broader guidance responsibilities the casework services will be expanded.
5. There are no needless duplications in the Department of Child Study & Service of various records found in the schools. Information in the schools is readily available to the department when needed. Detailed case histories are made in instances where pupils (at the discretion of the staff) appear to need intensive study and treatment.
6. The schools cooperate with other community agencies in exchange of information and in referring cases where the agencies are concerned.
7. Efforts are directed to assisting teachers and parents to recognize and deal with types of pupil attitudes and behavior which suggest unsatisfactory adjustment.

Guidance Services on the Secondary Level

Guidance Services to Meet Individual Needs: Individual guidance needs of high school age youth may be classified under two categories--those who need assistance because they have more than their share of educational, emotional or social problems, and those who need help primarily in planning for future college or job experience.

The past year 194 high school pupils were given batteries of diagnostic tests and counsel. Many of these pupils and their parents were seen several times in the department. The more disturbed were worked with intensively over a longer period of time. Thirteen of these pupils presented problems so complex that psychiatric assistance was solicited. Two were placed in mental hospitals. The loss of the part-time psychiatrist has hindered study and treatment to some extent. Last year 34 students and parents were seen by the psychiatrist. The long period of waiting for appointments at the Dane County Child Guidance Clinic prohibits more general use of that agency.

Each year the guidance workers in the high schools render additional service to those needing batteries of aptitude tests. This plan relieves the load in the department. The youth referred to the central department are screened by the high school guidance workers so that those who get help in the Department of Child Study and Service are chiefly those who present involved problems and require continuous and intensive consideration.

There continues to be need to consider provisions for a group of socially unadjusted pupils of high school age. These children might well be segregated and taught for the better part of the day by a teacher specially trained. It appears that 20 to 30 of such pupils, most of them boys, could be cared for better if such a plan were instituted. As the city grows there will be more of these children. East High School has 15 or more at the present time who might be "treated as they learn" through some type of group therapy plan.

High School Credit for Returning Veterans: This is the tenth year the department has been designated by the United States Armed Forces Institute and the American Council on Education to administer the General Educational Development tests. The amount of testing and counseling is directly related to the number of veterans being separated from various branches of the Armed Forces. From a high of 765 tests given in 1946-47, the number dropped to 86 in 1951-52. This year 185 tests were given. The increase over two or three years ago can be attributed to conscription policies and the demand of recruitment offices to determine eligibility of potential enlistees. Considerable time is spent with former Madison students in helping them work out future plans for college or work. Most boys who take the tests appear to be planning to enter the labor market rather than college. The records of those who enter the University of Wisconsin continue to be better than anticipated even though they have not completed the regular formal high school work.

Work-Experience Program: We are living in a world in which the democratic way of life has been challenged by force and by propaganda. To meet this challenge successfully, youth will need more education, more training, and greater know-how in working and living together. Much of this knowledge must be gained through experience in the world of work.

Learning to be good workers is not merely acquiring job skills, but developing good work habits, and constructive attitudes.

The first job may have little significance in determining the youth's future vocational course. Interests and capacities are not yet fully developed; yet good job experience can be of greater importance to young workers than they themselves realize. It can provide an opportunity to develop work habits and attitudes which will help to determine the whole course of their productive life and aid them in achieving the adult status they are looking for.

Because the adolescent is striving to be grown up and wants to be considered a person of some importance with a contribution to make, one should encourage his ambitions and give him credit for good work done.

The third Governors Conference on Children and Youth held in April 1953 disclosed that, "Work-experience programs have their value in resulting in maturity effects on young people. In that work-experience programs take place during formative stages of youth development, they offer exploratory experience that serves to present occupational information in a practical manner and assist the individual in his adjustment to changing conditions of employment."

The C. L. Baker & Company management consultants located at Estes Park, Colorado, say, "Reliable study reveals that in a large group of leading businessmen their success was due 87% because of their Human Relations ability and only 13% because of their technical knowledge. Experience has become a good teacher but on-the-job experience is too limited."

The number of pupils taking advantage of the work-experience program showed a good increase over the previous three years. As can be seen by the table following, last year 241 were on work-experience. This year 278 participated.

After operating the work-experience program in the Madison schools for over eight years it will be observed that more could be done in the classroom in the area of Human Relations.

Record of Work Experience Program for 4 Years

School Year Semesters	Applica- tions for Credit	Accepted into Program	Number of Places Employment	New Employ- ers	Cumulative Places of Employment
1950-1951					
1st semester	140	115	86	34	447
2nd semester	116	111	93	27	474
1951-1952					
1st semester	127	101	86	33	507
2nd semester	143	131	108	26	533
1952-1953					
1st semester	121	107	73	26	559
2nd semester	120	113	83	12	571
1953-1954					
1st semester	140	131	97	34	605
2nd semester	138	136	100	18	623

Job Placement Services: There are large numbers of boys and girls sixteen years of age and older who need and desire jobs. Jobs for young workers are becoming more difficult to secure. The Youth Employment Service with offices at the Community Center has assisted over 300 high school age pupils to get part-time jobs. Some arrangement which would solicit the aid of the local Wisconsin State Employment Service office to register and place these pupils should be worked out. Plans have been started to accomplish this. It does not seem desirable for the schools to become placement agencies if other community agencies can and will take over this responsibility. The possibility of using the Wisconsin State Employment Service testing and counseling service for those pupils who plan to go to work and do not know what kind of jobs to pursue, has been investigated. This coming year it is hoped one high school may experiment with Wisconsin State Employment services.

Guidance Services at the Elementary Level

Aids to Pupil Placement: Increase in school population continues to create demand for orienting the pupil in Madison for the first time to our system. The adjustment teachers on the elementary level and the guidance workers in the high schools and central department test and counsel the new students in an effort to help them to the right placement. Time spent in getting and giving information to these new pupils and their parents may be dividends in the way of assuring better future school adjustment. The plan employed of assigning speech and adjustment workers to the same schools year after year makes for possible follow-up and understanding of school communities, families and individual children.

This year for the first time a psychologist worked regularly in six elementary schools. This tended to make the psychologist much more a part of the regular school faculty and resulted in making in-service training a natural part of each visit. It also had the effect of encouraging teachers to make early referrals. This was so because the psychologist had become a part of the faculty and they did not feel that their "problem" had to be so serious before making a referral. Naturally the result has been a much larger percentage of referrals which could be managed at the classroom level. This is the meaning of preventive work at the classroom level.

Services to Meet Individual Needs: Clinical study of 313 elementary pupils was done at the request of teachers, parents, principals and workers of social and legal agencies. Thirty-one cases were referred for psychiatric study, nearly all making contact with the Dane County Child Guidance Clinic and referred through the department. Meetings of members of the Dane County Child Guidance Clinic with workers in the Department of Child Study and Service and teachers was helpful in securing information on causes of children's problems. Suggestions for school treatment was provided by the Dane County Child Guidance Clinic staff in a number of these cases. Three children were excused from school attendance on the recommendation of the Clinic's psychiatrist.

In all cases of severe maladjustment parents are counseled as a part of the treatment plan. Parents are always informed of the progress the child may make and the implications of the child's adjustment from an educational standpoint.

Although the number of cases singled out for intensive study is relatively small when considering the total school population, these cases consume much time. The need to continue parent study groups and provide parent counseling service aimed to prevent maladjustments from arising, is great. A plan to meet with teachers, by buildings, to discuss symptoms of behavior leading to maladjustment, will be provided the coming year. Some meetings on interpretation of pupil behavior to parents were held in four schools this past year. Appreciation is expressed to the Dane County Child Guidance Clinic and the Dane County Probation Department and other local and county and state agencies which have cooperated with the schools in study treatment and disposition of cases.

The City Public Health Department has given much excellent help in working with pupils who have received nutrition and rest services, as well as pupils who have unusual physical problems which may affect their school adjustment. The interpretation of such problems to the parents has been carried on by the nurses under the direction of the supervising nurse and city public health officer.

Remedial Reading: The May issue of Life magazine presents an article "Why Do Students Dog Down on the First 'R'?" One section of the article states, "Reading retardation can be largely prevented, can be detected early, and can be remedied. But in order that these things may be done, we need vastly greater understanding on the part of the parents and taxpayers, for the job takes time and takes money. It requires above all enough superior supplemental teachers--particularly remedial and guidance teachers."

This article is typical of a number of articles and a number of attitudes people have relative to reading. Certainly, there are numbers of children who fail to make a satisfactory start in reading because they are not ready for the complicated processes required in reading. Possibly, if children whose mental ages are too low to benefit from a formal reading plan could be withheld until they were sufficiently mature, the problem might be partially solved. However, there are many factors that enter into the ability to learn to read, and it is difficult to isolate or analyze all of these factors.

It would seem from the comments of teachers and principals in the schools where the remedial reading person has worked that there are more children in need of reading help than can be served. All children given remedial reading help were enrolled in grades four, five or six.

Remedial Reading Program
Enrollment by Grades in All Schools

Grade	Brierton	Lovell	Longfellow	Washington
3	0	0	5	7
4	10	8	7	5
5	7	6	2	1
6	3	5	2	0
Totals	20	19	21	13

Intelligence Quotients of Pupils by Schools

<u>I.Q.</u>	<u>Emerson</u>	<u>Lowell</u>	<u>Longfellow</u>	<u>Washington</u>	<u>Total</u>
76-80			1		1
81-85	1	1		2	4
86-90	3	1		1	8
91-95	2	3		2	7
96-100	2	2	9	2	15
101-105	4	4	2	3	14
106-110	3		3	2	8
111-115	2	2	3		7
116-120	3	3	2	1	9
Totals	20	19	21	13	73

Gain or Loss in Reading Ability

<u>Emerson</u>	<u>Lowell</u>	<u>Longfellow</u>	<u>Washington</u>
Months Gained	Number	Months Gained	Number
- 6	1	- 9	1
1	1	0	1
4	3	3	2
5	2	5	2
7	1	6	1
10	1	10	1
11	2	12	1
12	2	13	1
13	1	15	1
14	2	16	1
16	1	17	1
18	1	18	1
22	2	19	1
		20	2
		21	1
		23	1
Total	20	Total	19
		Total	21
		Total	13

The gains made by the pupils participating in the remedial reading program in the four schools are indicated in the table above. One will note rather sharp differences between the gains made among the pupils in the four schools. There are several probable reasons why this situation prevails. For instance, in the Longfellow and Lowell schools there are a larger number of 5th and 6th graders. At the Emerson school there was less time spent with the pupils, which could account for a lower per pupil gain. It also seemed that there were more serious or involved problems at Emerson this year.

It has been the feeling of the remedial teacher that he could work more effectively if he worked with two schools than four. This would avoid the necessity of duplicating materials for four schools. More important, the teaching could be more intensive. Also, the availability of physical facilities for the room is a problem which has much to do with the results achieved.

Guidance in Transition from Elementary to Junior High School: It appears that the three different types of orientation plans employed by Central, East and West High Schools have met with approval. Parents of local children like to have a part in electing courses of study. Schools outside the city appreciate the information about courses which children secure before program time, as well as the opportunity to get acquainted with the new school. Certainly orientation activities assist incoming boys and girls to "feel more at home" in the new school. Our plan has been observed and copied by a number of cities.

Testing Service

Pre-school Testing: The plan followed the last five years of testing children seeking early admission to school just before the fall session opens, continues to receive favor by administrators and parents.

The past summer 77 children were tested and 32 were recommended for kindergarten admission. It is gratifying to note the relatively small number of requests and also that nearly all parents have accepted recommendations made in a kindly way.

Statistics on Tests Administered:

<u>Intelligence Tests</u>		4,726
Group Pintner-Cunningham tests to all kindergartners	1,660	
Group California Mental Maturity tests to 3rd graders	945	
Group California Mental Maturity tests to 6th graders	901	
Group Pintner-Cunningham tests to 1st, 2nd, 3rd graders for placement purposes and other reasons	210	
Group California Mental Maturity tests to 1st, 2nd, 3rd graders for placement purposes and other reasons	218	
Group Henmon-Nelson tests to 4th, 5th, 6th graders for placement purposes and other reasons	53	
Group California Mental Maturity tests to 4th, 5th, 6th graders for placement purposes and other reasons	245	
Individual Otis intelligence tests	4	
Individual Wechsler-Bellevue tests	47	
Individual Binet tests	143	
 Rorschach Association tests (individual)	34	
Educational Achievement tests	153	
Specialized aptitude tests	282	
USAFI General Educational Development tests to 44 veterans	185	

Because of steady increases of school population numbers of tests given will continue to increase. Changing the critical score for retesting group results with individual tests decreased the number of individual tests. It is felt this is defensible as teachers and guidance workers generally examine test data in relation to all other kinds of information available on a pupil.

Because two of the high schools have plans to make specific aptitude tests available at the eleventh grade level, the number of special aptitude tests decreased somewhat the past two years. Most of the aptitude tests given in the department are a part of case study procedure.

Audionetric Testing: The audiometric testing was done during the month of October in the third, sixth and ninth grades.

All of the testing this year was done by the use of pure tone audiometers. It is planned to use this method for screening in the future. It is hoped, however, that in the coming year some volunteer help may be secured, possibly from Parent Teacher Associations, to assist with the testing so that it will not take so much of the speech therapist's time away from her regular program. This method is widely used throughout the state in the hearing conservation program.

The summary of the testing done is as follows:

Total group tests	3,034
Total individual tests	162
Medical referrals	24

The Otological Clinic was held on January 29, 1954. Twenty-one of the twenty-four children scheduled, came to the Clinic.

Other Services

Parent-Teacher Meetings: As is the case each year, members of the department have appeared before Parent-Teacher groups in elementary and secondary schools. Topics relating to the developmental problems of children and the role home and school can play in dealing with such problems appear to be of greatest interest to parents. The use of sound films and dramatic skits followed by discussion has been an interesting development at the elementary level. The skits give parents a chance to be an active part of the program.

Community Chest Camperships: For the twelfth consecutive year the department has worked with the Community Chest Campership committee in making arrangements for deserving children to attend summer camps. This spring 135 children (184 last year) were recommended and approved for camp experience of one or two weeks. Nearly all children are of elementary school age and from homes which are somewhat impoverished. This experience is most worthwhile for them. The schools are happy to indorse and cooperate with the Community Chest on this project.

Cooperation with Other Community Resources: City, county and state agencies dealing with child welfare services frequently come to the department for information and assistance in cases which involve delinquency, foster home and institutional placement, and family adjustment problems. The schools also contact the agencies for information relative to children in school attendance who are known to the agency.

The schools are grateful for the fine relations with various agencies.

Participation in Community Activities: Members of the staff are serving on various committees concerned with different phases of child welfare at the local, county and state levels. This past year there has been considerable demand on the part of some of the staff to give talks to outlying areas which contemplate annexation to the city.

Cooperation with University of Wisconsin Medical School: For the fifth consecutive year the department has made arrangements for senior medical students to observe each week different services for exceptional children provided in the schools. The staff of the medical school feels that the plan makes for a better understanding on the part of these future physicians of the health services rendered. It is felt that the cooperation of local practicing physicians and the Medical Society is desirable, and that this is reason in itself for cooperating with doctors in training.

Pre-School Child Care Center: The cooperative child care center located in the Salvation Army building was discontinued November 15, 1953 due to the lack of sufficient numbers of children to finance the operation. At the time Board of Education sponsorship terminated the Salvation Army took over the service and the Board of Education loaned various equipment to the new sponsor.

Nutrition Program: The types of disabilities represented were as follows:

Convalescing from rheumatic fever	20
Malnutrition	8
Anemia	6
Congenital heart	4
Respiratory infections	4
Asthma and allergies	3
Kidney infection	3
Nervous hyperactivity	1
Polio residual	1
Bone tuberculosis	1
Tonsilitis	1
Convalescing from surgery	1
Virus infection	1
Pyelitis	1

A total of 51 children, 24 boys and 31 girls, was served in two centers. This was the second year that the program operated in two centers, the plan being to decide whether or not there was sufficient need for services on the east side of the city. It was decided after a careful study of the enrollment (a large majority of the enrollment in the Lowell center was made up of children in that school district) that children needing nutrition and rest care might all be served in one center, that is, Washington school. This plan met with the approval of the city health officer who in turn discussed it with local physicians.

During the 1954-55 school year, therefore, all children who have the recommendation of their family physician will be served at the Washington nutrition center.

Nurses and other members of the city health department have cooperated to make this program possible by making visits to the homes and following up on recommendations for admission by the doctors. These services are appreciated.

Special Education

(Written by Mrs. Helen Holcombe)

School for the Deaf: The classes of the deaf department were reduced from five to four this year. The reduction was made possible by the withdrawal or transfer of all the older pupils. Two of these transferred to the State School at Delavan, two returned to schools in their own communities, and three were referred to the Rehabilitation Division for job training.

Thirty-one children were enrolled in the four classes and six hard of hearing children were assigned to regular classes in the school and received special instruction from the teachers of the deaf. Only eight of the children enrolled in the deaf department were from the city of Madison itself.

A good deal of credit is due the teachers who have accepted the hearing-handicapped children in their groups with normal hearing and have worked with them so patiently. The two new teachers having the youngest children proved very capable and good progress was made.

Several civic groups of interested people contributed to the pleasure and advancement of the classes. The East Side Business Womens Club gave a party, the Parents Council raised money for added equipment. The Hubbard Dance Recital made funds available so that a number of deaf children could have camp experience and an added sum was given to the Board of Education to be used at the discretion of the school.

Volunteers again worked with the youngest group so the teacher could be free for more intensive individual work with the children.

The equipment in all of the rooms now is of recent make and quite adequate amount. The nature of the instruments used is such that some breakage must be anticipated. Electronic advancement in the past few years has done much to improve the sound quality of group hearing aids as well as their flexibility. Rapid advances tend to outmode such equipment more rapidly than was true years ago.

During American Hearing Week, Mrs. Doering demonstrated on television, using one of her pupils to show methods of teaching the young deaf child.

Students in nursing and medicine again visited the department as a part of their training and two university students were taken the second semester for practice teaching.

Sight-Saving Class: Seven new children were enrolled in the room for the visually handicapped this year. These newcomers had a good effect upon the group as a whole. A larger number of children in the first grade seemed to stimulate interest and made the learning of reading more attractive.

The wide age range accommodated in this room has always posed some problems. When a pupil becomes fifteen or sixteen years of age and yet is not able to do high school work, he is quite socially isolated remaining in the class for the visually handicapped and yet he must be kept there because there is no other place for him which meets his academic needs.

There continues to be difficulty in obtaining large print books from Stanwix House, the only publisher of such material. At present there is a large back order. The publisher promises fulfillment but for some reason delays. This makes future budgeting awkward and classwork planning difficult.

The physical equipment of the room is good. It is planned to give a treatment of green paint to the present blackboard. With the use of yellow chalk on such a board there should be definite improvement in the ease of seeing assignments.

One boy, age seventeen, was referred to Rehabilitation at the close of the year since he seems to have reached his academic limit, and it was felt he should have attention directed toward occupational preparation. One girl is entering high school. She may have to have a "reader" to read text books to her as the use of her eyes should be limited.

Although not directly concerned with the class of visually handicapped as it now exists, there has been a group of parents organized to promote the establishment of a program for the young blind children so that they might have instruction while living at home. These blind babies have increased in numbers during the past ten years due to the fact that modern medicine has learned to save the lives of many very premature infants whose eyes were not fully formed at birth and will always remain defective.

Classes for the Mentally Handicapped: Probably the most important academic skill to be taught the mentally handicapped is reading. They will probably do little reading for pleasure, but they must be able to read signs for their own safety, read and carry out directions, and recognize names on streets, buildings and buses.

Reading should be delayed until the child has emotional and mental readiness for it. This is hard for parents to accept. The reading program throughout the classes for mentally handicapped is divided into the following areas:

1. Reading Readiness - mental age: four to six years
This level includes experience with signing, memorizing rhymes, talking about pictures, matching pictures, following directions in game fashion, copying bead patterns, increasing vocabulary, and imitating sounds.
2. Instructional - mental age: six to seven years
Here more specific reading readiness drill is used and pre-primer and primer work is begun.
3. Basic - mental age: eight to nine years
Fundamentals of phonics, oral and silent reading from many books at the first and second grade level are provided.

4. Exploratory - mental age: nine to eleven years
Word recognition increases. More independent reading can be done. A good attitude toward books and learning from them can be developed.
5. Independent reading - mental age: twelve to thirteen years
Reading for information and some pleasure without the attention of the teacher.

Obviously, there are many children in the educable groups whose mental ages at maturity are so limited that they never acquire more than some basic skill in this field.

The mentally handicapped child is interested in the concrete and "doing" factors of experience rather than the verbal or abstract factors. Therefore, many of them have rather less interest in reading and more in handwork activities and these are also stressed in the program. Handicrafts provide children with experiences which develop habits, skills and attitudes useful in home and industry. They improve muscle control and coordination, create leisure time interests and develop good work habits. The children take pride in creating and constructing something useful.

The handwork projects must be set up in order of difficulty. They range from such activities in the beginning group as paper construction, clay modeling and picture coloring, to a ceramics project in the intermediate group and the oldest boys' work in fundamentals of electricity, bench metal and wood work, in which useful objects for the home are made.

During the past year 120 children were enrolled in the classes for the "educable" retarded and eight in the "trainable" group. Many of the older boys became sixteen by the second semester and entered Vocational school, leaving only eight in the class. Because there will be no room for the group at West High School next year, it will be discontinued. At present the heaviest enrollment in the various groups comes at the eleven to thirteen year age and another group of high school age will have to be created soon.

The "trainable" class continued but when the year ended there were only five children remaining. Several children had moved out of the city. The parents of those remaining feel that the class meets a great need and it will be continued. There is a waiting list of young children whose only possible school placement would be this particular class.

In general, the enrollment of the groups is larger than we wish it were for most successful teaching. Many emotionally disturbed children are included in classes for the retarded for lack of better placement. In some cases these children are actually retarded but have been kept too long in normal classes, perhaps because of parental insistence or because the city in which they lived did not provide a special program. In other cases the ability appeared to be near normal but achievement was severely interfered with by emotional disturbance and even psychotic characteristics.

Orthopedic Classes: The number and types of physical disabilities represented in the children regularly enrolled in the orthopedic school and those who come in as outpatients, were as follows:

	<u>Regularly Enrolled</u>	<u>Outpatients</u>
Poliomyelitis	18	42
Cerebral Palsy	15	12
Muscular dystrophy	6	0
Spina Bifida	3	0
Epilepsy	2	0
Perthe's hip joint disease	3	0
Epidermolysis Bullosa	2	0
Fracture	1	0
Osteoid Osteoma	0	1
Post encephalitis	1	0
Tumor on optic nerve (post-operative)	1	0
Klippel-Feil Syndrome	1	0
Muscular disorders	1	0
Transverse myelitis	1	0
Amputees	0	2

During the past year 55 children were enrolled in the three classes provided on a multiple grade plan. Twenty were enrolled in the primary section (kindergarten and grade 1), 22 in the intermediate section (grades 2 through 4) and 15 in the advanced section (grades 5 through 9). Fifty-seven children were served as outpatients, receiving physical therapy only. The enrollment of children on in and outpatient bases is practically the same as it was the past year. The resignation of one physical therapist in the late summer will mean that two physical therapists will try to serve about 100 pupils. If the incidence of polio remains low this year the two physical therapists may be able to carry this load.

There were fewer recent polio cases but an increase in unusual enrollments. Severity of polio involvement and the amount of involvement in individual cases has required more extensive physical therapy treatment. The need for custodial assistance has greatly increased because these severe cases, some almost completely helpless, require much more care, i.e., changing of extensive brace equipment, toilet care, help in feeding, lifting off and on chairs and treatment tables, and taking children from one activity to another. In the polio group four were withdrawn to have extensive surgery, three followed by physical therapy.

The number of dystrophy cases has increased. One of these is a boy from West Virginia who stays at the Neurological Foundation in order to have evaluation, study and treatment. Many of the dystrophies are participating in a study being made nationally in the use of a new drug. These children are under the supervision of Dr. Peters at the University Hospitals. The mid-day medication is prepared and served by the nutrition matron.

The total number of children on special diets is eleven. The three epileptics and a transverse myelitis case also have drugs given at school. In two of these epileptic cases it is thought that the seizures have been better controlled.

The enrollment statistics in the outpatient group indicate these facts:

The decrease of eight in the pre-school group, while no doubt due to less polio, is balanced by an increase of seven in the lower grades. There is an increase of 5 in grades 7, 8 and 9, and a decrease of one in grades 10, 11, and 12. The larger non-resident total shows an increase in special service to rural areas.

Techniques this year have included more functional and craft skills. Several projects have provided excellent motivation for developing hand skills. The activities included making Christmas corsages and holiday decorations, leather belts, hand loom weaving, crocheting, bead work, etc. We look forward to finding more time for this phase of functional training.

Service organizations have continued their interest: Pythian Sisters and Knights of Pythias, equipment; Roundy Fun Fund, recreation, equipment; Shriners, recreation, entertainment and equipment; Good Neighbors Club W.L.S., radio-victrola; Brace Loan Fund, equipment, service, seasonal parties and establishment of a Library Fund for books to be loaned to parents. Gratitude is expressed to these organizations.

There is a need for safe adequate out-door play space for the orthopedic children. It is hoped that better surfacing of the ground space will be provided and also that the two porches can be connected with concrete. This would provide space enough for the increased number of wheelchair cases to play games on the porches. Those with unstable gaits might play with fewer falls with improved surfacing.

The regularly enrolled pupils are a most heterogeneous group who present numerous problems due to their multiple disabilities. About fifty percent are nonresident children who live in boarding homes during the school week and return to their homes on the weekend. Finding foster homes and supervising them takes about one third of the time of one of the visiting teachers in the department. The daily educational program is flexible to provide for physical therapy, speech training, rest and unforeseen adjustments arising due to the disabilities of the children. Teachers provide for individual differences regularly by making preparations for scholastic experiences on four or five levels as well as attempting to adjust to the social and emotional needs of each child. Emphasis on group as well as individual participation is planned to meet social needs. Despite various handicaps, most children complete a regular year of scholastic work.

On the primary level consideration should be given to separating the kindergarten and first grade children or changing the kindergarten session to the afternoon.

The plan of having clinics for physical examinations at the school is most satisfactory. This procedure enables the physicians to meet with parents and the staff at the time the individual physical examination is given.

Fourth year medical students and nurses in training have been given a chance to visit the school in order to get first hand information on problems presented by orthopedic children.

Students taking Education 73 at the University of Wisconsin have again provided fine assistance during the noon recreational and relaxation period.

The friendly and generous cooperation of service organizations has been much appreciated. Services particularly welcomed were those offered by Madison Shrine Club, Roundy's Fun Fund, the various county polio chapters, and the Revolving Brace Loan Fund.

General Speech Correction: The average child who enters school at the age of about five years has speech acceptable for his age. Certain sound substitutions are recognized as signs of incomplete development and most of them disappear as the child matures. More than seventy per cent of all speech defects are articulatory in nature, and their treatment follows much the same plan. Neurotic disorders require emotional retraining with speech correction. The most difficult cases our therapists work with are those of delayed speech. The common causes of delayed speech are: low mentality, hearing loss, poor coordination due to disease or paralysis, prolonged illness, lack of need for or motivation of speech, dual language in the home, and emotional conflicts. In such cases it is necessary to have as complete a case study as possible in order to be most helpful to the child.

The general principles of treatment for speech deviates are:

1. Show the child he has errors to correct.
2. Eliminate the cause of the disorder.
3. Through ear training the old sounds are broken down, the error is isolated, recognized and discriminated.
4. The new sound is introduced and intensified.
5. Games and activities are used to teach the sound in isolation.
6. The sound is incorporated in familiar words.
7. Effort is made to make the use of the correct sound habitual.

Seven hundred thirty-six pupils were treated on a regular basis this year with the various speech difficulties as follows:

Articulation defects	612
Stuttering	55
Delayed speech	17
Voice disorders	25
Cerebral palsy	11
Cleft palate	10
Impaired hearing	6

Of this number 282 were dismissed as corrected, 398 were improved and 56 were apparently unimproved. Six pupils left before the end of the year.

Eighteen practice teachers were assigned to the therapists from the University Speech course 179.

Cerebral Palsied Speech Program: The therapy followed at the Orthopedic School considered speech as "communication" with the practice given on specific sounds, breathing, voice quality, tongue exercises, etc. given in relation to how these will improve the whole speech pattern and result in improved communication.

Therefore, much of the therapy centered about practical situations where connected speech was used or stimulated and where the specific defects were correctly carried over into the larger concept of speech as rapidly as possible. Of course, with the cerebral palsied and aphasic, progress varies widely depending upon the severity of the speech problem.

The routine of relaxation and breathing followed by vowel drills and specific therapy to improve the special defects of the children was continued. Following this, practical situations requiring connected speech or voluntary speech were arranged.

Some of the situations used successfully this year follow: plastic dishes set for a meal with pictures of foods used made a mealtime experience; doll house with furniture gave a home setting with many concepts explainable such as hot and cold (stove and refrigerator), upstairs and downstairs, etc.; a corrugated cardboard store large enough for a child to sit inside was equipped with foods or toys on the inside shelves. A cash register and money completing it gave experiences in the buying and paying for things. This store should be adaptable many other ways in following years. These experiences and others similar to them combined familiar background with directed therapy with good results.

Because of the lessened enrollment this year, more children were seen individually. While much was accomplished in some cases, more group work would be helpful in that speech is a group activity and therapy with several works quite efficiently when proper grouping is made.

In May, Miss Elinor Miller of the University of Wisconsin Graduate School, with the proper approval of the Superintendent, included the cerebral palsied children at the Orthopedic School in her research for her Master's thesis on articulation testing for the cerebral palsied. The thesis is to be completed this summer and no results of this study are available at present.

Attendance, Home Visitation, and Census
(Written by August Vander Heulen)

Attendance and Home Visitation: The tremendous growth of Madison in the past ten years has created many educational problems requiring intensive study and investigation. As a result the schools have found it necessary to make frequent referrals to this department for a variety of reasons. One of the basic difficulties in a growing city is the problem of enforcement of the compulsory attendance law and desirable school - home relationship. The Child Study Department has a staff of three attendance and visitation workers available for this service.

The attendance and home visitation worker assists in interpreting the school to the parent and the parent to the school. The worker is generally accepted by pupils and parents alike and the service is usually welcomed in the home. The school offers a particularly favorable situation for preventive work because of its easy, natural approach to children and parents. The positive guidance of pupils in such a way as to promote desirable personality traits and behavior pattern is always uppermost in the minds of the workers.

Problems of truancy and maladjustment are best remedied when the causes of the difficulty are understood. Compulsion and threats to evoke school attendance laws are a poor approach to an adequate solution of the problem at hand. Mild adjustments may yield to simple treatment by attacking the present difficulties. Many of the attendance problems that come to the attention of the workers can be handled in this manner.

There are other cases, however, which require that the worker delve deeply into the history of the individual and his present attitudes. Such modifiable liabilities as lack of security, over-protection, lack of affection, and incorrect methods of discipline, are frequently observed in the home, and are contributing factors to the pupil's inability to adjust to the school situation. The more difficult problems of adjustment involve such complexities as deep-seated family habits, poor economic circumstances, and serious physical and mental defects. Maladjustments of this kind are dealt with clinically within the department or referred to outside agencies.

This department has a close working relationship with administrators, teachers, school office staffs, and social agencies in the community and we are deeply indebted to them for the friendly cooperative spirit with which we have been received.

The growth of Madison has created many other problems affecting the operation of our schools and many of these have been referred to this department. Such items as transportation, school census, remission of tuition, attendance reports, transfer requests, special census breakdown and maps, annexations, school boundary questions and eligibility for federal aid are time consuming but very important. The public relation aspect of most of these problems cannot be stressed too much.

A summary of work carried on by the attendance and home visitation workers:

Home calls	3,508
Calls at schools	2,070
Transportation Calls	64
Census home calls	81
Unclaimed programs	62
Investigations	23
 Total	 5,808

The home calls may be further examined by the per cent of use by the following divisions:

Elementary schools	3.5%
Junior high schools	43.3%
Senior high schools	28.3%
Parochial schools	.5%
Vocational school	21.2%
East & West remedials	3.2%
 Total	 100.0%

Census Summary

The annual enumeration of the child population of the city of Madison was recently completed by a staff of 30 workers. The work has been checked and the data that are being presented have been prepared from these findings.

Census cards are checked against pupils enrolled in Madison public and private schools. All pupils must be accounted for and those who are missed are added to the official census by the office staff. Workers must submit their reports by June 1 and as a result miss some of the births in May and all births in June. Lists of births are obtained from the Department of Health for these months and are checked and added to the census totals if they are legal residents of the city. Births added to the census totalled 342. Other age groups added to the census totalled 328.

In checking we discovered 6 cases where children had moved from within the city limits to adjoining areas and failed to inform their schools. Their new addresses were investigated and as a result tuition fees amounting to \$696.80 have been charged to these adjoining districts which we serve.

The total child population of 29,999 exceeds the 1953 report by 1028 or approximately 3.55%. The total census increase of 1028 in 1954 is less than the 1527 increase of 1953. However, annexation of the Mendota area accounted for 452 of that increase. The annexation of Washington Heights in December of 1953 accounted for 136 of this increase. The 1954 births totalled 2379, just 4 less than a year ago and the second highest in the history of Madison. The largest increase in this category was in the Midvale area while the Washington district showed the biggest decline.

The school age population, 4 through 19, shows an increase of 616 or about 3.1%. This is about one-half the percentage increase of the previous year. The greatest increases were in Midvale 265; Schenk 132; Randall 129, and Nakoma 85. Significant losses were observed in Washington—102, and Longfellow—77.

The preschool population, ages birth through 3 years for 1954, recorded an increase of 409 as compared to an increase of 310 in 1953. The 10 year period from 1944 to 1954 shows a gain of 3905 or approximately 82%. This year's births exceeded the 1944 births by 1053. Table XI portrays graphically a general loss in the pre-school and primary age groups from year to year. For instance last year's record 2383 births have tapered off to 2206 or a loss of 17%. This is consistent with the general pattern over a period of years.

Tables VIII through XI demonstrate the mobility of the child population in Madison on an over-all basis and by school districts. The newer areas such as Midvale, Schenk, Nakoma, Sherman and the Randall area west of Findlay Park not only retain their early age group but in most instances have increased over previous years because of new construction. The older areas such as Washington and Lapham show definite losses as to mobility.

The newer areas: Midvale #355, Lakoma #150, Randall #207, Schenk #132, and Sherman #134 accounted for 978 of the 1028 increase or 94%. The Washington area loss of 256 was the only significant trend in that direction.

Dudgeon: The usual pattern of consistency is apparent in the Dudgeon area this year. There has been an increase of only 107 since 1948. The sizeable increase in the 1948 census is in part due to the annexation of Briar Hill. Table VIII demonstrates consistent but small gains in most age groups. The over-all total indicates a net gain of 20.

Emerson: This area has been consistent in maintaining the same over-all totals the past six years with slight losses some years and slight increases in other years. However, in the preschool and early primary years the exodus continues. Table VIII demonstrates this mobility particularly in age groups 1 through 8 with losses varying from 16 to 64. Table IX provides an added breakdown separating roughly Eken Plat from the older Emerson area. The newer area recorded an increase of 540 since 1947 as compared to a decline of 209 for the same period in the older area. However, there has been little change in the over-all totals of each area since 1951. The newer area tends to retain its children of preschool and school age to a greater degree than the older area.

Franklin: An increase of 81 children in 1954 is the first experienced in this area since 1948. The increase in 1948 was for the most part due to the annexation of the Brams addition. A substantial loss in child population in 1952 was due to the transfer of the area west of Park Street and south of Ridgewood Avenue to the Longfellow district. The 85 births in 1954 is the highest recorded here since 1951. There continues to be substantial losses in the primary age groups ranging from 33 to 60. This year there was an increase of 4 in the one year group over the births of 1953. While the increase is quite small it reverses the trend of the previous years.

Lapham: Lapham continues to remain in a static condition with a slight loss of 17 over the 1953 census. All of this loss can be attributed to the general reduction in the Sherman Terrace apartments. There were 21 apartments vacant according to the census worker. The exodus of Truax military personnel at this time probably accounted for it. The mobility in this housing area is not unusual and probably some of these apartments will be occupied by September. A check made of the 1952-1953 census shows a turnover of families of more than 60%. A breakdown of the child population in this section follows. The exodus of younger children continues with losses varying from 17 to 93.

A Table Showing Census Trends in Sherman Terrace Since Its Construction in 1949 (Included in Lapham Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1949	2	1	3	1	1	0	2	1	0	0	0	0	1	0	0	0	0	1	0	0	1	14
1950	30	28	24	21	21	12	8	13	11	8	7	7	8	7	3	2	1	2	2	2	1	218
1951	34	32	46	30	31	23	12	8	11	9	4	6	5	8	6	4	2	2	0	3	7	283
1952	34	45	28	29	27	20	21	16	8	10	10	6	5	5	13	5	4	4	1	2	4	297
1953	35	35	36	23	22	22	17	9	9	4	8	7	7	4	5	9	6	2	5	8	4	277
1954	31	33	23	33	13	17	12	12	7	5	2	8	10	6	6	4	6	7	4	3	5	247

Lincoln: The Lincoln census has hovered around the 400 mark since 1947. There has been an over-all loss of 46 since 1947. The greater losses persist in the 1 to 8 year old group ranging from 11 to 32. The birth total of 48 is the highest since 1947.

Longfellow: There has been an increase of 30 over the 1953 census and an increase of 109 since 1947. The transfer of Ridgewood Avenue in the Wingra Drive area in 1952 from Franklin accounted for an increase of 116. On the basis of these figures it is safe to assume that this area has remained static. Minus figures in Table VIII prevail in almost all years up to age 18. Fairly good increases are observed in ages 2 to 7 indicating a mild upward trend.

Lowell: The Lowell area again demonstrates a static condition since the Schenk area was removed in 1952. There is an over-all increase of 93 since 1948. The annexation of the Sunny Knoll - Sauthoff Plat area from District VIII in 1953 accounts for most of the increase that year. Minor losses are observed in most of the age groups.

District VIII: Census figures of 1954 are about the same as they were a year ago. The loss of Sunny Knoll in the Sauthoff Plat area to Lowell in 1953 accounted for most of the loss in that year's census. There is little likelihood that there will be any significant changes in years to come.

Marquette: This district continues on about the same plane as in previous years although there has been an over-all loss of 315 since 1947. The birth rate continues its mild upward trend with a total of 246. This is the highest birth total since 1947. The exodus, as demonstrated in Table VIII, continues in all age groups with the most predominant losses in the 1 to 9 year old categories.

Mendota: This area was annexed to the city in July of 1952 and has added substantially to the Madison total increase the past few years. There was an increase of 53 in all age groups in 1954. However, only 9 teenagers were recorded in the Lakeview Sanatorium and Mendota State Hospital as compared to 14 the previous year. Briefly, the loss in this age group was offset by increases in the preschool and primary age groups. A considerable portion of the increase can be attributed to a new housing project on Highway 113 opposite Lakeview Sanatorium this past year.

Mendota Census Figures

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1953	27	32	35	18	33	28	34	20	20	23	22	20	10	18	12	13	15	12	15	23	22	452
1954	35	48	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505

Midvale: The Midvale area again led all districts in child population increase with a plus figure of 355. The birth total of 175 exceeds by 6 the previous high in 1952. Table VIII demonstrates clearly the influx of families with children in the preschool and primary ages. The birth total in 1953 of 164 increased to 169 now that they are age one; the one year olds increased by a total of 43 now that they are age two; the two to three year group increased 22 and the three to four year group increased 29. The increase in the one to four preschool age groups of 117 is ample evidence of the trend. Plus figures predominate through all age groups varying from 8 to 109. Since 1948 the area has increased by 1616.

The Westmorland and Sunset Village areas are about 95% developed and the population does not vary to any great extent. The bulk of the increase this year again is in the newly developed area west of Midvale Boulevard and south of the Mineral Point Road. The census total increased from 195 to 452 for a net gain of 257. The birth through 8 year olds alone accounted for 359 of the 452. There still remains at this time a considerable amount of acreage for further development and annexation.

The development in Midvale, however, is not confined to the section mentioned above. The immediate area just south of Tokay Street is rapidly expanding. A year ago the small Sokoloski addition near Frederick Circle and Anthony Lane increased from 90 to 125. The two areas provided for 292 of the 355 increase in Midvale. Our census workers reported there were more than 80 homes under construction and new excavations are continuing. The area between Tokay Street and Odana Road accounted for a good share of this construction.

Comparison of Census Figures for Midvale Area West of Midvale Boulevard South of Mineral Point Road For Years 1954, 1953, 1952 and 1951

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1954	40	46	52	52	44	38	34	29	24	16	14	15	12	5	4	7	9	3	2	3	3	452
1953	21	23	23	21	16	15	19	11	9	9	7	4	1	2	3	4	0	1	3	1	2	195
1952	9	4	5	4	3	5	0	3	1	2	1	0	0	1	0	0	1	1	1	0	0	41
1951	1	2	1	2	3	1	1	2	1	1	0	1	0	0	1	1	2	0	0	0	0	21

Sokoloski Addition Frederick Circle to Anthony Lane and From Tokay Street to Odana Road (Blocks 18-19-20-21)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1954	11	5	12	7	8	10	9	11	9	9	5	6	4	4	2	2	4	1	2	2	2	125
1953	6	13	6	10	9	8	5	5	5	4	5	2	4	1	1	2	1	2	0	1	0	90

Nakoma: The steady increase in Nakoma continues and, with the possibility of additional construction because of annexations, the trend will undoubtedly persist. Census workers reported 61 homes and 16 apartments either in the process of construction or available for occupancy. Of these, 31 homes were in the Orchard Ridge section.

The birth total of 82 this past year is the largest recorded and exceeds the 1947 total by 61. The most pronounced increases — 15 to 48, listed in Table VIII, were in the 1 to 11 year old groups. There was a total increase of 150 over the 1953 census and an increase of 787 since 1947. The Orchard Ridge area is expanding rapidly as indicated above by the extent of construction and also by the census breakdown since 1951.

Census Comparisons in Nakoma for Orchard Ridge and Area South of the Belt Line

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1954	9	14	11	10	7	6	8	8	9	4	8	4	6	1	5	4	2	4	1	2	0	123
1953	7	3	7	2	3	4	6	7	2	6	1	4	1	2	4	1	2	1	2	0	1	66
1952	3	3	2	2	0	2	4	1	3	1	3	1	1	1	0	1	0	1	0	0	0	29
1951	1	1	0	0	0	2	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	9

Randall: The Randall district census for 1954 shows an increase of 207. The section of Randall west of Farley Avenue accounted for 143 of that increase. Blackhawk Park, Mohawk Park, and Indian Hills recorded an increase of 131. Mohawk Park and Indian Hills show greater potential for continued expansion. At the present time there are 25 homes under construction in Mohawk Park and several others in Indian Hills. The reduction of 17 in the East Hill trailer camp represents the first loss in many years. The area west of Findlay Park is still included in the Randall census but most of the children attend Dudgeon. This area had enrolled in Dudgeon, at census time, 259 pupils. The older Randall area registered an increase of only 64 over the 1953 census figures.

Table X gives a detailed breakdown of this area.

Herbert Schenk: The Schenk area was officially part of the Lowell district until the 1953 census. However, this section has been isolated in previous census reports and comparisons have been made for years 1948 through 1954. An increase of 132 children in 1954 is the smallest since 1949. However, the annexation of the area now known as Eastmorland has added considerable potential to this district. They contemplate building more than 300 homes in this development of which about 75 are in various stages of completion. Schenk school will feel the effects of this construction this fall because many of these homes will undoubtedly be occupied by that date. Another development east of Dempsey Road near Anchor Drive has already been partially developed and there are at present 16 homes under construction which will be ready for occupancy shortly.

Sherman: The steady growth of the Sherman district continues with an increase of 134. The 157 births in 1954 represent the largest recorded in this area. Expansion continues north of Melrose Avenue and in the Brentwood section west of Sherman Avenue. The development is not spectacular but steady with considerable potential in years to come because of the land available.

The Oak Park Trailer camp child population has varied little the past several years and showed an increase of only 1 in 1954. It is expected that some of the military personnel will leave this area because of the availability of trailer space in Truax Field.

Oak Park Trailer Camp

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1954	37	30	18	13	14	21	13	20	9	10	8	2	7	5	3	6	1	3	6	8	6	240
1953	33	20	18	17	22	24	28	9	15	8	5	7	3	6	5	2	1	5	2	3	6	239
1952	17	16	15	21	21	26	14	17	11	8	7	5	4	5	2	8	5	5	7	13	5	232
1951	36	17	26	25	26	15	14	6	9	7	5	4	7	1	5	2	2	1	4	2	2	216

Truax: The 1954 increase in the Truax area of 21 was less than the 58 recorded in 1953. The birth total of 97 was the highest total ever recorded there. The younger preschool and primary grade pupils still predominate. There has been some conjecturing regarding the possibility of a federal housing project in this area. Lieutenant Golden, Public Relations Officer at Truax, was contacted and he stated that there is a request before Congress at the present time for construction of 231 housing units. However, he intimated that it would be several months before there would be any definite assurance of the project. The military personnel now living in the city would have these units made available to them. In the event this possibility develops into an actuality, Madison will be affected because of the transportation problem involved.

Washington: This district experienced a loss of 256 in the 1954 census. The decline this year is the most pronounced reduction we have had in many years. The birth rate which has fluctuated between 300 and 400 dropped to 240 in 1954.

Washington Heights: This area was annexed to the city in December of 1953 and is included in the census report for the first time. As in all new areas there is a predominance of younger children. There are 112 children in ages birth through 7 and only 24 in ages 8 through 20. There is, of course, land available for construction and annexation in this newly developed area.

The following Comparative tables are included:

Table I Summary of Census Returns for the Year Ending June 30, 1954

Table II Age Groups Birth Through 20 Inclusive by School Districts

Table III A Graph Showing Age Totals of Children From Birth Through 20 - 1954

Table IV Comparison of Child Population Tables for June 1939 Through June 1954

Table V Comparison of Child Population Tables for June 1939 Through June 1954

Table VI Percentages of Census Increases and Decreases Since the Year 1916 - Age Group 4 to 19 Inclusive

Table VII Comparison of Child Population by School Districts for the Years 1953 and 1954

Table VIII Child Population Movement 1947 - 1954

Table IX Emerson District Census Comparisons 1947 - 1954

Table X Child Population by Sections in Randall Area West of Farley Avenue

Table XI Child Population Movement from June 1940 Through June 1954 Age Groups Birth Through 20 Years Inclusive

Table I
Summary of Census Returns for the Year Ending June 30, 1954

School Districts	Age Group Birth to 3 inclusive			Age Group 4 to 19 inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Dudgeon	128	98	226	426	354	780
Emerson	327	318	645	953	917	1870
Franklin	171	139	310	455	433	888
Lapham	344	307	651	719	714	1433
Lincoln	62	59	121	104	162	266
Longfellow	329	298	627	767	883	1650
Lowell	277	249	526	817	723	1540
District #8	40	30	70	85	94	179
Marquette	386	346	732	873	878	1751
Mendota	87	84	171	176	152	328
Midvale	386	392	778	937	888	1825
Nakoma	212	176	388	528	550	1078
Randall	594	508	1102	1384	1323	2707
Schenk	274	267	541	422	450	872
Sherman	269	260	529	584	500	1084
Truax	189	187	376	231	205	436
Washington	383	414	797	783	913	1696
Washington Heights	36	28	64	42	30	72
Totals	4,494	4,160	8,654	10,286	10,169	20,455

Age Group Birth to 3
1954 - 8654
1953 - 8245
409 - Increase

Age Group 4 to 19
1954 - 20,455
1953 - 19,839
616 - Increase

Table II

Madison Census 1954 Age Groups Birth Through 20 Inclusive by School Districts

School District	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dudgeon	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	41	37	49	40	46	1052
Emerson	174	170	148	153	153	132	148	152	107	112	116	124	106	123	99	103	103	105	99	88	79	2594
Franklin	85	76	69	30	63	78	67	69	63	58	56	46	49	51	51	48	43	47	42	57	35	1233
Lapham	211	166	135	139	91	106	113	124	74	97	78	85	83	83	84	85	82	83	74	91	79	2163
Lincoln	48	27	28	18	21	16	23	23	23	18	14	14	14	13	15	14	11	10	13	24	14	401
Long-fellow	172	168	135	152	123	122	138	131	100	87	106	80	91	90	75	81	64	83	125	154	127	2404
Lowell	147	146	127	106	111	123	101	129	87	102	106	91	92	80	84	98	80	90	36	80	62	2128
Dist. #8	14	14	20	22	13	23	16	15	9	9	11	15	11	12	9	13	5	9	7	2	4	253
Marquette	246	180	148	158	111	141	140	143	125	107	115	125	105	93	102	90	93	82	90	89	61	2544
Mendota	35	43	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505
Midvale	175	169	232	202	207	203	187	188	133	133	123	140	100	86	70	69	57	50	38	41	36	2639
Nakoma	82	92	99	115	86	84	89	103	73	81	63	73	63	59	50	54	51	47	53	44	51	1517
Randall	299	300	262	241	231	240	215	229	183	173	177	188	144	136	137	139	142	140	119	114	143	3952
Schenk	127	137	157	120	145	102	94	123	58	43	48	45	47	27	22	31	21	22	22	17	19	1432
Sherman	157	134	132	106	94	124	103	115	75	71	36	71	58	51	41	52	39	34	32	33	32	1645
Truax	97	92	101	86	87	66	74	71	36	25	20	13	13	?	6	8	5	3	1	1	1	813
Washington	240	213	168	156	119	136	117	145	97	83	104	120	82	102	76	95	69	107	124	120	95	2588
Washington Hts.	17	17	16	14	10	10	12	16	3	4	2	5	2	3	0	0	3	2	0	0	0	136
Totals	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890	29,999

Table III Summary

Age Group	Birth to 3 Inclusive
Total 1954	3654
1953	3245
Increase	409

Age Group	4 to 19 Inclusive
Total 1954	20,455
1953	19,839
Increase	616

20 Years	Total 1954 = 890
	1953 = 887
	Increase 3

Table III

A Graph Showing Age Totals of Children From Birth Through Twenty - 1954

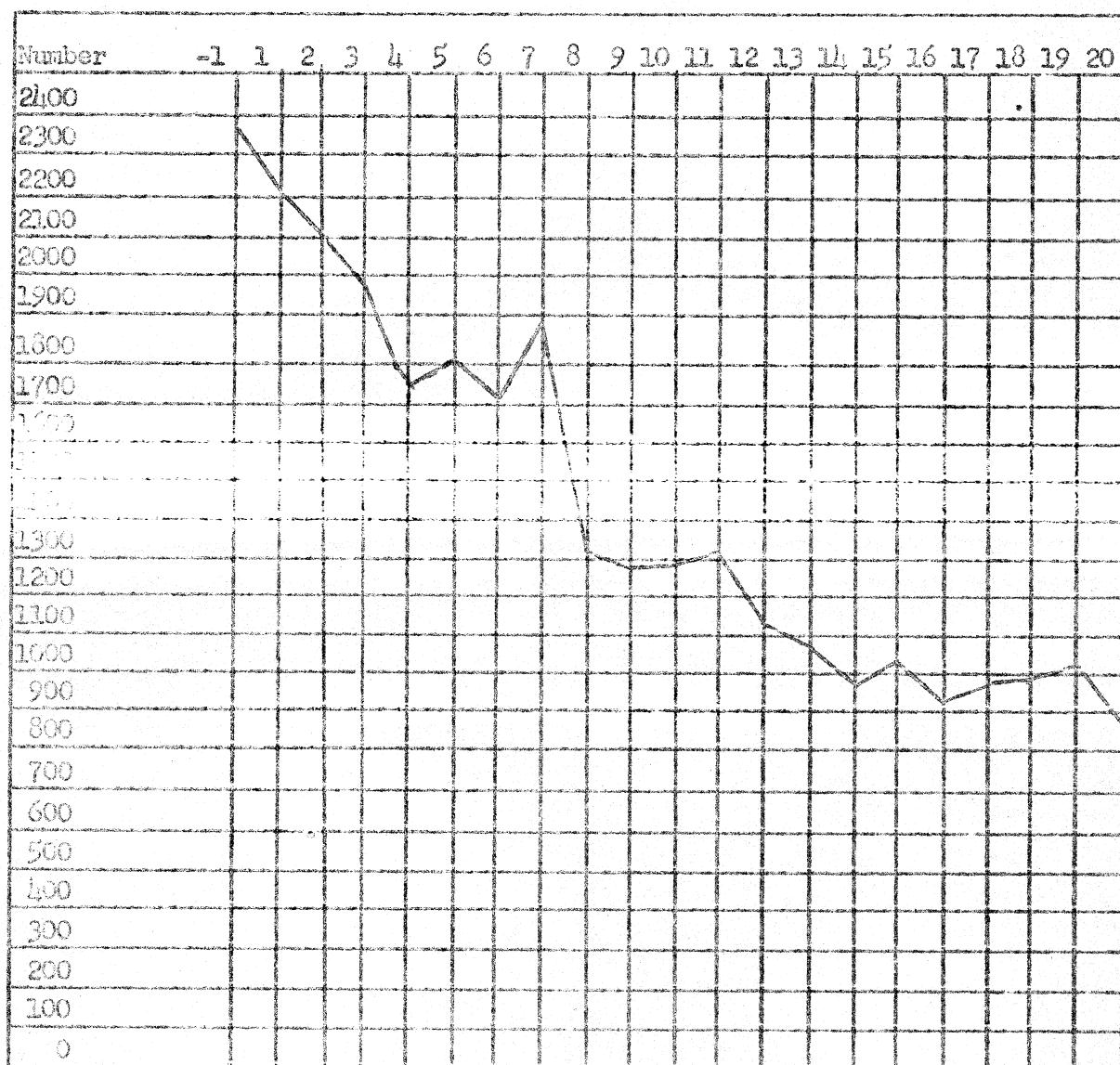


Table IV

Comparison of Child Population Tables for June, 1939 through June, 1954 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939				334	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075		
1940	334	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1099	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1136	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	837	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	886	945	1054	1144	1085
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1291	1142	1063	951	1020	937	924	903	889	983	1029	823
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890

Table V

Comparison of Age Group Totals by Years
From June, 1939 through June, 1954

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481
1952	7,935	18,686	823	27,444
1953	8,245	19,839	887	28,971
1954	8,654	20,455	890	29,999

Table VI

Percentages of Census Increases and Decreases Since the Year 1916
Age Group 4 to 19 Inclusive

Year	Totals	Increase or Decrease in Number	Per Cent of Increase or Decrease
1915	7,868		
1916	8,461	593	7.5
1917	8,787	326	3.9
1918	8,742	Decrease 45	.51
1919	8,753	11	.12
1920	9,164	411	4.7
1921	9,373	203	2.21
1922	9,801	428	4.6
1923	10,723	922	9.4
1924	11,402	679	6.3
1925	12,102	700	6.13
1926	12,507	405	3.34
1927	13,280	773	6.18
1928	13,884	604	4.5
1929	14,390	506	3.6
1930	14,735	345	2.39
1931	14,959	224	1.52
1932	15,366	407	2.72
1933	15,413	47	.31
1934	15,746	333	2.16
1935	16,032	286	1.82
1936	16,087	55	.34
1937	15,949	Decrease 138	.87
1938	15,728	Decrease 221	1.39
1939	15,728	0	0
1940	15,565	Decrease 163	1.04
1941	15,458	Decrease 107	.69
1942	15,713	255	1.65
1943	15,846	133	.85
1944	15,866	20	.13
1945	16,012	146	.92
1946	15,524	Decrease 488	3.05
1947	15,264	Decrease 260	1.67
1948	16,479	1,215	7.96
1949	16,841	362	2.14
1950	17,275	432	5.24
1951	17,888	613	3.54
1952	18,686	798	4.46
1953	19,839	1,153	6.17
1954	20,455	616	3.1

Table VII

Comparison of Child Population by School Districts for the Years 1953 and 1954

School Districts	Age Group Birth to 3 Incl.			Age Group 4 to 19 Incl.		
	Totals 1953	Totals 1954	Increase or Decrease	Totals 1953	Totals 1954	Increase or Decrease
Dudgeon	213	226	+ 13	788	780	- 8
Emerson	682	645	- 37	1814	1870	+ 26
Franklin	257	310	+ 53	859	888	+ 29
Lapham	650	651	+ 1	1471	1433	- 38
Lincoln	127	121	- 6	257	266	+ 9
Longfellow	533	627	+ 94	1727	1650	- 77
Lowell	525	526	+ 1	1546	1540	- 6
District #8	76	70	- 6	167	179	+ 12
Marquette	745	732	- 13	1743	1751	+ 8
Mondota	112	171	+ 59	318	328	+ 10
Midvale	693	778	+ 85	1560	1825	+ 265
Nakoma	337	388	+ 51	993	1078	+ 85
Randall	1037	1102	+ 65	2578	2707	+ 129
Schenk	543	541	- 2	740	872	+ 132
Sherman	457	529	+ 72	1029	1084	+ 55
Truax	363	376	+ 13	421	436	+ 15
Washington	895	797	- 98	1798	1696	- 102
Washington Heights *		64			72	
Totals	8245	8654		19,839	20,455	

* Washington Heights did not officially enter the city until December 23, 1954

Table VIII
Showing Child Population Movement 1947 - 1954

Dudgeon	1947	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
		41	26	33	30	39	31	36	33	39	29	31	49	36	32	35	50	48	34	47	37	763	
	1948	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945
	1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949
	1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990
	1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997
	1952	55	52	52	58	46	36	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997
	1953	52	53	53	55	62	44	90	46	53	39	44	61	43	44	46	43	38	54	39	37	31	1032
	1954	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	42	37	49	46	46	1052
		+5	+5	+13	+18	+18	-3	+10	+15	+24	+13	+6	+18	+11	+10	+6	+12	+6	-0	+4	+14	+234	
Emerson	1947	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
		185	114	125	123	124	118	117	83	96	91	95	92	66	82	96	106	112	105	102	115	96	2263
	1948	205	197	127	138	131	146	127	138	93	103	94	102	102	92	95	93	105	107	105	91	100	2504
	1949	196	198	197	127	123	130	145	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577
	1950	169	173	138	193	120	132	146	127	145	101	103	99	104	106	96	111	107	105	103	93	2633	
	1951	205	168	167	158	191	112	126	122	133	111	128	100	97	95	101	98	89	110	106	94	82	2605
	1952	177	168	162	156	150	176	112	125	124	125	115	126	106	105	107	97	104	84	101	94	71	2595
	1953	201	176	156	149	133	146	170	107	120	110	131	112	126	102	96	105	101	102	87	86	75	2601
	1954	174	170	146	153	153	132	148	152	107	112	116	120	106	123	99	103	103	105	99	88	79	2594
		-31	-29	-52	-16	-64	-57	-33	-7	-13	-7	0	-12	+6	+16	+7	+12	+10	+7	+2	-3	+331	

Franklin	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	115	70	63	66	53	48	57	55	53	52	52	51	44	46	46	42	44	54	52	41	58	1152
1948	127	123	77	68	79	67	55	68	61	62	47	53	58	51	54	53	50	51	59	68	44	1375
1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398
1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	40	1348
1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326
1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174
1953	72	59	68	58	80	63	70	59	63	53	47	46	55	51	52	44	51	45	46	34	36	1152
1954	85	76	69	80	63	78	67	69	63	58	56	46	49	51	51	48	43	47	42	57	35	1233
	-4	-13	-19	-43	-33	-60	-46	-7	-5	-10	-7	-1	-6	-4	-5	-9	-13	-11	-4	-12	-81	

Lapham	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	212	136	124	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2175
1948	179	161	121	122	111	104	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2138
1949	152	143	147	100	118	103	106	90	101	70	89	90	90	72	97	74	80	73	92	88	81	2059
1950	184	147	149	151	102	124	103	103	93	102	76	79	93	89	83	86	75	71	84	80	80	2154
1951	191	151	164	150	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177
1952	191	169	129	146	151	146	95	104	101	101	95	93	75	79	89	82	69	83	64	73	63	2198
1953	208	167	163	112	123	144	122	68	95	84	86	86	84	63	78	93	79	66	87	86	60	2181
1954	211	166	135	139	91	106	113	124	74	97	78	85	83	83	84	85	82	83	74	91	79	2163
	-42	-56	-52	-93	-46	-66	-88	-62	-17	-60	-38	-18	-7	-42	-8	-11	-1	-5	-12	-5	-12	-81

Page 3 of Table VIII

Lincoln	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447
1948	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356
1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338
1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	16	14	13	14	331
1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379
1952	46	25	20	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416
1953	43	36	26	22	19	26	26	16	15	19	16	14	10	14	10	8	11	24	15	14	14	398
1954	48	27	20	16	21	16	23	23	18	14	14	14	13	15	14	11	10	15	24	14	14	401
	-16	-18	-16	-11	-26	-16	-32	-1	-9	-9	-10	-6	-1	-5	-4	-4	-4	-2	-17	-4	-46	

Long-fellow	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	104	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2295
1948	138	170	97	109	119	91	101	111	73	95	73	85	89	91	93	80	92	94	111	125	136	2203
1949	108	129	165	92	101	115	92	103	108	81	94	66	83	89	96	89	79	105	137	157	116	2205
1950	111	130	111	156	77	104	115	86	102	99	76	91	62	85	89	86	87	86	117	131	147	2208
1951	153	129	121	125	132	83	90	110	75	97	100	76	90	60	84	89	83	84	100	125	118	2124
1952	163	180	140	139	137	133	91	89	106	88	97	103	75	90	65	75	88	80	125	148	124	2336
1953	171	119	129	114	102	131	143	123	97	105	120	136	111	79	86	104	112	81	100	97	114	2374
1954	172	168	135	152	123	122	138	131	100	87	106	80	91	90	75	81	64	83	125	154	127	2404
	-3	-28	-1	-18	44	0	-53	-12	-29	-26	-23	-13	-28	-3	-21	-15	-12	-36	-63	-30	-409	

Lowell	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	115	120	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	90	97	2035
1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078
1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070
1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070
1952	135	138	120	122	112	143	78	84	100	77	94	72	88	106	72	91	95	87	86	85	76	2063
1953	163	115	130	117	125	122	132	85	97	101	94	105	74	89	107	79	90	90	89	67	53	2124
1954	147	146	127	106	111	123	101	129	87	102	106	91	92	80	84	98	80	90	86	80	62	2128
	-17	-8	-11	-23	-9	-14	-1	-5	0	-16	-12	-7	-5	-4	-7	-4	-4	-7	-4	-4	-27	493

Dist. #6	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350
1948	21	33	27	19	25	30	19	10	20	18	15	18	15	15	12	12	19	12	12	15	11	386
1949	29	22	35	20	20	24	27	15	15	15	15	11	15	17	9	10	13	16	11	11	8	353
1950	27	24	24	30	19	19	20	26	16	14	16	15	10	12	14	8	11	10	16	12	8	351
1951	28	21	26	20	29	24	19	16	21	15	14	13	14	10	15	15	9	10	9	12	9	352
1952	24	25	19	26	22	23	19	18	14	22	16	14	17	13	9	13	14	7	8	9	10	347
1953	20	17	23	16	19	15	15	10	8	11	14	10	12	10	11	6	9	10	3	4	3	246
1954	14	14	20	22	13	23	16	15	9	9	11	15	11	12	9	13	5	9	7	2	4	253
	-6	-4	-6	-14	-6	-5	-14	-10	-4	-11	-16	-13	-8	-6	-4	-7	-7	-12	-12	-5	-97	

Mar- quette	1947	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
	291	196	153	116	169	156	125	114	119	114	101	114	117	104	111	104	122	111	134	125	103	2859	
	1948	224	241	170	140	146	155	146	103	114	109	106	90	97	110	38	111	109	119	132	130	103	2748
	1949	242	202	199	159	129	140	161	134	102	103	106	102	96	91	116	79	104	109	109	113	124	2720
	1950	139	185	175	190	152	123	122	115	127	101	104	108	101	36	95	111	77	100	102	112	112	2617
	1951	217	175	172	176	161	126	117	144	119	102	111	96	94	80	86	103	78	99	92	86	86	2578
	1952	203	199	167	135	150	165	140	107	117	130	111	99	92	103	93	88	88	97	80	83	67	2514
	1953	211	180	178	146	148	154	156	122	105	111	129	113	37	96	100	90	38	92	37	65	80	2568
	1954	246	180	148	153	111	141	140	143	125	107	115	125	105	93	102	90	93	82	90	89	61	2544
		-61	-55	-59	-73	-101	-84	-148	-71	-46	-31	-44	-51	-32	-12	-29	-21	-19	-21	-28	-43	4315	
Midvale	1943	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
	36	93	84	34	73	35	59	64	47	50	30	39	27	33	23	10	20	21	34	19	16	1023	
	1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	21	32	33	25	1264
	1950	98	115	125	128	110	119	99	117	75	63	63	56	43	46	34	35	33	21	24	35	31	1501
	1951	119	120	114	140	114	116	116	103	130	83	83	61	64	46	50	38	36	36	21	21	30	1706
	1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	36	26	17	1960
	1953	144	191	180	173	186	173	163	121	123	122	135	39	90	65	66	54	50	40	41	37	31	2284
	1954	175	169	232	202	207	203	187	188	133	133	123	140	100	86	70	69	57	50	38	41	36	2639
		+25	+63	+83	+109	+92	+101	+95	+12	+19	+45	+55	+11	+22	+23	+19	+19	+11	+11	+8	+13	+13	+1616

Page 6 of Table VIII

Nakoma	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730
1948	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838
1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861
1950	35	33	45	62	46	52	47	42	38	51	43	37	46	48	47	44	50	40	48	54	39	949
1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086
1952	66	71	59	63	67	91	60	63	61	59	46	64	46	45	49	46	42	45	50	42	43	1178
1953	77	87	95	73	77	85	94	70	75	67	65	52	61	46	54	51	48	50	47	51	37	1367
1954	82	92	99	115	86	34	39	103	73	81	68	73	63	59	50	54	51	47	53	44	51	1517
	+15	+33	+56	+52	+55	+59	+82	+47	+56	+41	+48	+31	+26	+17	+21	+11	+6	+13	+2	+6	+707	

Randall	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909
1948	263	271	186	144	160	170	125	111	117	114	115	108	114	104	116	128	136	163	155	155	154	3117
1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	3168
1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	113	109	116	124	135	148	161	3143
1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	3235
1952	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	3602
1953	295	275	243	219	239	205	220	191	178	176	175	130	138	138	150	136	136	123	118	117	130	3745
1954	299	300	262	241	231	240	215	229	183	173	177	138	144	136	137	139	142	140	119	114	143	3952
	+5	-75	-8	-15	-6	-48	-33	+23	+24	+12	+26	+32	+41	+16	+41	+30	+40	-3	+12	+36	+1043	

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
<u>Schenk</u>	1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	430
	1949	35	49	52	33	36	37	26	35	20	18	18	22	19	15	15	17	20	13	15	10	513
	1950	77	63	69	78	47	38	38	34	40	29	19	24	26	21	14	14	19	23	16	18	725
	1951	81	113	88	92	98	56	36	47	48	44	30	20	27	25	26	17	19	21	24	16	945
	1952	140	106	139	96	100	114	57	40	50	50	46	25	21	26	20	20	17	20	23	22	1142
	1953	140	146	119	138	100	96	126	57	41	45	47	46	27	19	30	18	26	20	20	22	1300
	1954	127	137	157	120	145	102	94	123	53	43	48	45	47	27	22	31	21	22	17	19	11432
		-3	+17	+39	+68	+67	+67	+91	+23	+9	+17	+19	+16	+2	+6	+17	-3	+9	+4	+2	0	+994
<u>Sherman</u>	1947	64	42	94	40	45	43	41	34	38	36	28	21	23	26	22	30	23	27	18	16	639
	1948	76	64	49	57	49	52	54	43	33	42	43	25	26	24	25	28	24	25	27	22	811
	1949	72	75	77	49	62	52	60	54	46	31	46	39	22	27	25	27	30	41	27	27	906
	1950	74	101	100	98	60	70	66	69	54	49	33	50	43	25	28	23	24	34	30	24	1080
	1951	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	1260
	1952	119	99	80	120	107	121	80	76	82	71	55	50	34	50	47	34	29	27	35	39	1380
	1953	136	124	103	94	116	115	128	73	74	80	76	59	48	41	54	47	30	31	26	31	1511
	1954	157	134	132	106	94	124	103	115	75	71	86	71	58	51	44	52	39	34	32	33	1645
		-2	+13	-6	+20	+52	+32	+51	+33	+17	+46	+26	+15	+10	+7	+14	+3	+6	+11	+10	+6	+956

Truax	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1948	36	66	40	39	27	35	19	12	16	6	6	3	7	5	1	0	0	0	0	0	318	
1949	45	44	72	48	40	37	39	21	16	18	10	12	9	6	7	4	0	0	2	2	1	433
1950	71	93	83	105	58	49	41	44	32	15	18	15	9	12	11	13	4	1	3	1	5	683
1951	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	743
1952	89	86	89	92	89	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734
1953	80	97	93	93	78	85	83	47	26	21	21	17	6	12	8	2	2	4	7	8	792	
1954	97	92	101	86	87	66	74	71	36	25	20	13	13	7	6	8	5	3	1	1	1	813
	-12	-12	-20	-16	-21	-38	-45	-4	-14	-7	-22	-6	-5	-10	-42	-1	0	-6	-4	0	495	

Washington	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1947	385	200	191	192	160	132	109	124	105	104	99	93	88	87	99	136	120	122	116	173	154	3029
1948	329	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	180	3160
1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095
1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051
1951	332	248	196	162	171	126	105	125	123	102	76	87	90	83	97	72	92	90	174	162	177	2898
1952	313	207	182	186	134	167	119	114	113	119	101	86	80	104	85	104	77	97	130	178	110	2808
1953	313	232	193	157	153	130	170	111	99	111	115	82	101	72	103	78	98	79	134	156	151	2844
1954	240	213	188	156	119	136	117	115	97	83	104	129	82	102	76	95	69	107	124	120	95	2588
	-100	-125	-176	-177	-196	-212	-210	-103	-108	-88	-40	-50	-7	-48	-10	-35	-8	-31	-32	-48	441	

Table IX
Emerson District Census Comparisons - 1947 - 1954

Table A Showing Child Population Movement in Area Extending From East Washington and Commercial to Johnson St. and Continuing Along Johnson to North Street and Along North Street to Commercial. Also included are Ekin Plat Area North of Commercial to Sewage Disposal Plant, Superior Street Area and 2100 to 2500 Blocks on Sherman Avenue.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
A. 1947	-63	41	43	50	43	38	47	26	32	35	34	34	28	28	27	29	38	27	24	26	18	741
1948	106	100	63	71	64	76	48	67	37	39	43	40	40	31	36	28	32	36	30	25	20	1032
1949	105	112	103	68	65	65	77	52	65	44	49	49	43	41	36	42	29	41	28	34	24	1172
1950	81	105	103	117	58	70	61	76	52	62	45	43	52	42	43	36	44	38	40	38	21	1232
1951	94	85	101	93	113	55	66	58	74	46	63	46	40	47	43	38	38	43	35	34	33	1245
1952	82	83	85	93	88	103	51	69	59	72	45	65	49	44	48	41	45	31	36	24	17	1230
1953	99	92	87	81	82	80	98	51	64	54	63	45	63	46	30	50	38	40	26	30	17	1257
1954	77	88	87	83	84	80	82	92	51	58	53	68	43	62	47	40	50	43	36	27	27	1281
	-11	+5	-11	+3	-25	-24	+29	+13	+10	+3	+20	+5	+15	+21	+8	+15	+9	+2	-1	-1	+540	

Table B Showing Child Population Movement in Remaining Emerson Area

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
B. 1947	122	73	77	73	76	80	70	57	64	56	61	58	58	54	69	77	74	78	75	89	78	1522
1948	99	97	64	67	67	70	79	71	61	64	51	62	62	61	59	70	76	71	75	66	80	1472
1949	91	86	94	59	63	65	71	75	59	59	62	52	59	65	57	63	63	72	67	66	57	1405
1950	98	63	80	76	62	62	71	70	75	63	56	60	47	62	63	60	67	69	65	65	72	1401
1951	111	83	66	65	78	57	60	64	64	72	65	54	57	43	58	60	51	67	71	60	49	1360
1952	95	85	77	63	62	73	61	56	65	63	70	62	57	61	59	56	59	53	65	70	54	1365
1953	102	84	69	68	51	58	72	56	55	64	63	67	63	56	58	55	63	62	58	58	58	1344
1954	97	82	61	70	69	52	60	60	53	52	63	63	61	52	63	53	62	63	61	52	52	1313
	-20	-34	-41	-19	-39	-33	-62	-20	-23	-10	-20	-17	-9	-5	-2	-3	-1	-1	-5	-2	-209	

Table X

Comparison of Census Figures 1951-1954 of Areas Within West Randall District, Extending West of Farley Avenue and North of Regent Street. Also Included is a Portion of Arlington Heights Bounded by Regent Street, Franklin Avenue, Hillcrest Drive and Glenway. Numerical Differences are Computed for Years 1954 and 1951.

Arlington Heights (Blocks 25-26-27)

1954	4	4	5	5	4	3	6	7	5	3	5	3	3	3	1	2	3	3	4	1	1	3	1	77
1953	4	6	5	3	2	6	5	5	5	4	3	4	4	1	3	2	4	4	1	3	1	0	67	
1952	5	4	2	3	5	5	4	6	5	3	2	4	1	2	3	3	4	1	3	1	0	2	60	
1951	4	2	3	4	5	4	6	3	3	2	4	1	2	3	3	4	1	3	1	0	2	60	417	

Area East of Findlay Park to Farley Avenue and North of Bluff Street to Regent Street															(Blocks 1 through 6)					Total		
-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1954	9	13	16	5	18	11	8	11	15	18	19	16	10	8	17	15	12	10	12	16	7	266
1953	16	16	6	14	12	10	8	14	18	20	14	12	8	19	9	12	10	12	16	7	9	262
1952	16	8	15	14	9	11	13	17	18	15	12	6	20	7	11	10	12	10	7	10	5	216
1951	10	12	15	12	7	13	14	19	15	10	8	12	8	9	11	9	12	5	4	3	6	211

Total for Entire Area West of Farley and North of Regent															Plus Arlington Hgts. Area	Included in Randall District	Total					
1954	148	145	141	133	115	110	96	85	73	59	65	57	40	41	31	44	39	33	29	29	19	1532
1953	136	134	129	102	116	96	75	75	70	67	51	43	37	40	46	42	30	28	31	22	19	1389
1952	113	120	103	113	98	85	75	62	67	49	41	34	36	34	37	32	30	26	26	23	22	1256
1951	95	86	94	74	57	58	55	52	42	31	35	31	25	32	28	30	26	26	19	20	19	935

Remaining Randall Area East of Farley Avenue															Total							
1954	151	155	121	108	116	130	119	114	110	114	112	131	104	95	106	95	103	107	90	85	124	2420
1953	159	141	119	117	123	109	115	116	108	109	124	95	101	98	104	94	106	95	87	95	111	2356
1952	195	120	121	121	109	140	116	109	115	121	96	95	99	87	105	93	106	87	97	109	105	2346
1951	154	140	128	103	142	109	112	100	124	87	97	93	86	95	97	95	89	99	115	108	127	2300

Schools Attended in Randall Area East of Farley Avenue

Elementary

Public	
Randall	532
Lapham	1
Longfellow	3
Washington	6
Midvale	1
	543 or 58.7%

Parochial, Private & Other Schools

Blessed Sacrament	261
St. Raphael	5
Edgewood Elementary	69
Madison Lutheran	3
St. James	31
Holy Redeemer	2
St. Joseph	2
Others	9
	382 or 41.3%

Schools Attended in Randall Area East of Farley Avenue

		<u>Junior & Senior High</u>
<u>Public</u>		
West Jr.	184	
West Sr.	172	
Central Jr.	1	
Central Sr.	2	
Vocational	<u>3</u>	
	362	or 69.5%

Schools Attended in Randall Area West of Farley Avenue

		<u>Elementary</u>
<u>Public</u>		
Dudgeon	259	
Randall	128	
Longfellow	<u>3</u>	
Midvale	<u>16</u>	
	406	or 80.4%

<u>Parochial or Private</u>	
Edgewood	123
Wisconsin High	26
Others	<u>10</u>
	159 or 30.5%

<u>Parochial, Private & Other Schools</u>	
Queen of Peace	60
Blessed Sacrament	28
St. Raphael	2
St. Patrick	<u>3</u>
Highlands-Mendota	1
Madison Lutheran	<u>5</u>
	99 or 19.6%

		<u>Junior & Senior High</u>
<u>Public</u>		
West Jr.	88	
West Sr.	88	
Central Sr.	2	
Vocational	2	
East Sr.	2	
East Jr.	<u>2</u>	
	184	or 84%

<u>Parochial or Private</u>	
Edgewood	26
Wisconsin High	8
DeForest	<u>1</u>
	35 or 16%

Table XII

Table Showing Child Population Movement From June, 1940 Through June, 1954 - Age Groups Birth to 20 Years Inclusive

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
BERNICE E. LEARY

July 1954

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-1954

CURRICULUM DEPARTMENT

I. CURRICULUM IMPROVEMENT

Curriculum improvement for the year 1953-1954 continued to center in the social studies program for the elementary grades. A total of 51 teachers, principals, and librarians served on this committee, although all teachers participated in the recording of social studies units and experiences, which will eventually form the base of a new social studies program. Mr. Anthony Farina, principal of Sherman School, again served as chairman.

Subcommittees of this larger committee worked this past year on the following bulletins to be distributed next fall: "The Development of a Unit," "Types of Activities Carried on in Various Units," "Pictorial Aids to Social Studies," "The Use of Maps and Globes," "Reading Problems in Social Studies," and "How to Develop World Understandings."

Further curriculum improvement by teachers included the work of 9 committees of 32 teachers to consider changes in basic texts, and of 10 committees of 36 teachers to evaluate and recommend new books for supplementary purchase and use.

II. STUDY OF PUPIL ACHIEVEMENT

The results of the annual September testing program, carried on in Grades 1-6, 9, and 12, were summarized in Bulletins Nos. 26 - 32, 37, and 41. The spring testing program, again involving only sixth grades, a total of 905 pupils, has not been summarized at the time of this report.

III. NEW CURRICULUM RESOURCES

Facilities added to the Curriculum Office during the past year are shown in Table I.

TABLE I

MATERIALS ADDED DURING 1953-1954

Courses of Study	4
Textbooks	132
Workbooks	37
Professional Books and Pamphlets	119
Professional Magazines (total 36)	2
Filmstrips, New	61
Filmstrips, Replacements	22
Sixteen Millimeter Films, New	16
Sixteen Millimeter Films, Replacements	11
Recordings	2

IV. DISTRIBUTION OF CURRICULUM RESOURCES

A. Table II shows the borrowings of books and magazines by the Madison school staff as determined by library cards. No record is kept of materials used in the Curriculum Office.

TABLE II

PRINTED MATERIALS BORROWED DURING 1953-1954

Professional Books	255
Textbooks	464
Pamphlets	64
Courses of Study	16
Magazines	97

The areas of interest represented by these borrowings are shown in Table III. Professional books on social studies, arithmetic and mathematics, and elementary education were borrowed most frequently, while social studies led, as usual, in the textbook area. This is partly explained by loans of books to the members of the Social Studies Committee.

TABLE III

BOOKS BORROWED 1953-1954, by SUBJECT AREAS			
Subject Areas	Professional Books	Courses of Study	Text-books
Administration	18		
Arithmetic & Mathematics	45		
Book Lists	2		
Child Development	2		
Curriculum Construction	16		
Education, Elementary	26	2	
Education, Secondary	4		
English	23	3	6
Fine Arts	2		
Health	5		13
Literature & Library			5
Measurement & Statistics, Educational Research	7		
Psychology	3		
Reading	24	5	119
Science	20		22
Social Studies	47	6	289
Spelling	4		10
Visual Aids	7		

B. The most popular visual materials this year, as shown in Table IV, were sixteen millemeter films, although filmstrips were ordered almost as frequently. It was possible to fill more of the orders received for filmstrips than for sixteen millemeter films, perhaps because of the greater number of filmstrips available in the Curriculum Office. The new Catalogue of Audio-Visual Materials has undoubtedly facilitated the orders of teachers and schools.

TABLE IV

ORDERS FOR VISUAL AIDS 1953-1954		
Visual Materials	Orders Received	Orders Filled
Sixteen Millemeter Films	2494	1827
Filmstrips	2340	1970
Slides 3 $\frac{1}{4}$ x4	29	22
Kodachrome Slides	47	42
Flat Pictures	65	54
Models	91	54
Recordings	81	63
Charts	10	6

C. Curriculum publications of the Madison Schools continue to be in demand outside the system, as indicated by Table V. The greatest demand this year was for the following materials: USE OF CHARTS IN THE PRIMARY GRADES, 671; THE IMPROVEMENT OF SPELLING, 163; AROUND ABOUT US, 125; LOTS OF THINGS TO MAKE AND DO, 87; and CREATIVE WRITING IN THE ELEMENTARY GRADES, 84.

Viewed geographically, orders for curriculum materials represented every state in the union except Idaho, Maine, Mississippi, Montana, Nevada, New Mexico, North Dakota, Vermont, West Virginia, and Wyoming. The largest number of orders came from the following states: 51 from New York, 50 from California, 39 from Michigan, 36 from Wisconsin, 30 from Illinois, and 21 from Pennsylvania. Orders from outside the United States were received from Canada, Hawaii, Africa, and Korea.

TABLE V

MATERIALS SOLD BY CURRICULUM DEPARTMENT School Year 1953-1954	
<u>Mimeographed Reports</u>	
Developing Word Meaning	31
Reading Problems in the Social Studies	3
Place of Oral Reading in the Elementary School Program	5
Reading Abilities Basic to Effective Study	5
Word-Games for Developing a Sight Vocabulary	41
1950 Follow-Up of Madison School Youth	1
Places to Go & Things to See in and around Madison	5
<u>Book Lists</u>	
Index to 500 Favorite Poems	32
Around About Us	125
My Country 'Tis of Thee	74
Wings Around the World	70
For You Who Love Heroic Deeds	66
Fun for All and All for Fun	27
Lots of Things to Make and Do	87
Four Feet and a Tail	78
<u>Printed Handbooks and Reports</u>	
Kindergarten Handbook	50
Primary Handbook	41
Teachers Handbook	28
Junior Cook Book	5
Creative Writing in the Elementary Grades	84
Improvement of Spelling	163
Magazines for Elementary Grades	40
Manuscript Writing in the Primary Grades	67
Use of Charts in the Primary Grades	671

V. PROBLEMS AND RECOMMENDATIONS

One of the most serious problems perennially attending committee work is that of preparing materials for publication. Extended teacher service, however, renders a real service by making the first rough compilation of committee contributions before final editing and organization is done in the Curriculum Office. It is therefore recommended that some teacher time for such work continue to be provided during the summer. It is also suggested that funds continue to be made available for consultant service from members of the University staff as it is needed or requested by teacher committees.

Continued budget provision is also necessary for publication of revised bulletins. A larger budget for visual aids has been requested to replace films purchased some years ago and also to give more adequate service to an increased number of schools.

Whether one part-time worker can continue long to handle visual aids is a question. It seems inevitable that by September, 1955, the work will need to be assigned to a full-time person, preferably one who can also give additional secretarial help in the Curriculum Office.

Respectfully submitted,

BERNICE E. LEARY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department
of
HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

September 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1953-54

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

This year, as in the past, this department, teachers and principals have had the usual fine cooperation from Dr. Kincaid and his staff at the City Health Department. The school nurses have done an excellent piece of work with all school children. Physical examinations are required of all first, third, sixth and ninth grade children.

Following is a tabulation of physical examinations in these grades for the 1953-54 school year:

First grade - 1385 pupils examined by private physicians
3 examined in the school

Third grade - 758 pupils examined by private physicians
8 examined in the school

Sixth grade - 733 pupils examined by private physicians
5 examined in the school

Ninth grade - 770 pupils examined by private physicians
198 examined in the school

In addition to this, all high school boys (approximately 750) who took part in interscholastic sports were examined by a corps of local physicians and dentists in their respective schools. This program was under the direction of Dr. C. O. Vingem.

The Dane County Medical Association took the responsibility of assigning a physician to all home football games. This service (without cost to the schools) is invaluable in regards to the welfare of our boys.

Dane County was chosen as one of the test areas for the Salk vaccine for infantile paralysis. 80% of the second grade children in the Madison public schools received a series of three shots at intervals of one and three weeks. In addition, blood samples of a control group of first and third graders were taken. The children demonstrated their ability to take this in stride. Results of the nation-wide study will be available in a year.

We are still continuing to use beric acid powder (from shaker type containers) for the control and prevention of ringworm of the feet. This is available for use on the feet in all locker rooms, following the shower bath. We have less incidents of ringworm than in former years when a feet bath solution was used.

Our office has for the second year done the recording of chest x-rays and physical examinations for teachers. A chest x-ray is required of all school board employees every two years and a physical examination the first and second years of all new employees. Notices are sent to all staff members, as reminders in compliance to this rule. A "check card" system is used to keep an accurate record of all staff members.

Outside of some regular health classes taught by our physical education teachers in the senior high schools, we offer no regular health work as part of the curriculum. We are endeavoring to integrate the teaching of health in all school subjects.

The following health committees, appointed by Superintendent Falk, have been available when needed:

Central Health
Periodic Physical Examinations
Follow-Up Physical Examinations
Disease Control
Observation of Children
Physical Education and Recreation
Emergency Health and Accident Care
Elementary Health
Health Instruction
Sanitary, Healthful School Plant
Health of School Employees
School Health Committees (one for each school)
Medical Advisory

Safety

Bicycle - The bicycle teaching program was carried on in the fifth grades again this year. In addition to the work of the classroom teachers and physical education teachers, we again had a member of the Madison police staff visit each school. Officer Kleinert talked to all fifth graders, and in many schools, fourth and sixth graders as well. He impressed upon the children their obligation to be safe and reliable riders for their own sake, and for the sake of all others on streets and highways, auto and truck drivers and pedestrians. He also explained the work of the Madison Police Department Bicycle Court to the children.

Playground Apparatus - The problem of proper surface under playground apparatus has been considered again this year. Some believe the most practical surface from the point of view of maintenance is blacktop. The safety hazard offered by blacktop may be somewhat greater than sand in a landing pit. However, the good maintenance of such a landing pit is almost impossible. Furthermore, smaller children are prone to play in the sand under the apparatus offering a double hazard to the child dismounting from the apparatus. On most of our playgrounds, the blacktop areas should be close to the building and this is where the apparatus should also be located. To blacktop all around the apparatus, leaving an area just under it is ill-advised. Water gets under the edge of the blacktop and freezes, the blacktop breaks up into gravel and a worse condition exists than if the blacktop had been laid down under the apparatus in the first place. However, in some sections of our country, the above opinions are not agreed upon. More study on materials that might be used under fixed apparatus is needed. Some of the rubber companies are working on a suitable and durable material that might be useful.

It is recommended that teachers, principals and this department give serious thought to this problem. By and large, a relatively small number of pupils have been injured on our playground apparatus and a very few of those can be attributed to the blacktop surface under it. At the present time, only jungle gyms (climbing bars) are being installed on our new school playgrounds.

Blacktop on Playgrounds - The blacktop areas of playgrounds have been very satisfactory. The only problem exists where blacktop joins gravel. When gravel is distributed over the surface of the blacktop, a very slippery footing results. Also, the first blacktop laid down seems to be breaking up badly so that the gravel in these areas is particularly hazardous. This oldest blacktop needs re-sealing and it is desirable to finish all blacktopping as soon as possible, especially where part of a gravel playground is finished, and the rest waits to be done.

The following nine safety committees, appointed by Superintendent Falk, have been in operation during the past year:

Elementary Safety
Secondary Safety
Child Safety
Patrols
Fire Drills and Fire Prevention
Bicycle Safety
Playground Safety
Civil Defense
School Civil Defense

The Civil Defense Committee held three meetings during the 1953-54 school year and, in addition to the general committee meets, a meeting of both the elementary and high school principals was held to discuss civil defense in our schools.

Following are the highlights of the work accomplished in our schools to date:

1. 38 teachers have completed the Red Cross Instructors First Aid Course
2. In 1953, 338 teachers have completed the standard Red Cross First Aid Course
3. In 1954, 84 teachers renewed the standard course and took it for the first time
4. Red Cross First Aid Courses are being taught or planned for high school students
5. Each public school has a plan for air raid drills (in sheltered areas)
6. Each school has practiced an air raid drill in its school
7. Each school has its own civil defense committee composed of principal, teachers and custodians
8. In both the high school and elementary grade levels, principal and committee agreed that civil defense be taught to all boys and girls, the procedure to vary according to age level
9. A committee of classroom teachers in all grades and principal screened materials (pamphlets, booklets, etc.) as well as films and slides to determine which materials should be used in the schools for civil defense instruction.

The school year of 1954-55 should see more effort on the part of teachers and pupils in matters pertaining to civil defense.

Following is a summary of the accidents occurring in our schools. There was a total of 1110 accidents reported in all grades during the school year - 422 were serious enough to require the services of a physician or loss of time from school. Gymnasiums and playgrounds were the places where most accidents occurred. The ninth grade had the most accidents (164) and the seventh grade ranked second with 111. The WIAA group insurance played an important part in the partial coverage of all accidents. Each boy and girl in the school system was covered by this insurance. All accidents are reported to the superintendent's office and, in turn, to our office. Each month a summary of all accidents is made and sent to each school. This summary points out the place, nature of the accident, part of body effected and suggestions for prevention of accidents in and around the school. We have had excellent cooperation from the Police Department, principals, teachers, PTA groups and the boys and girls themselves in matters pertaining to safety in our schools.

The total number of accidents reported by grades is as follows:

Kindergarten -	31
First -	68
Second -	65
Third -	64
Fourth -	110
Fifth -	95
Sixth -	90
Seventh -	111
Eighth -	92
Ninth -	164
Tenth -	55
Eleventh -	66
Twelfth -	73
Special and not listed -	26

Physical Education

Objectives - Occasionally, it may be advisable to review certain basic concepts underlying the work of our department. The following statement is a summary of our physical education program.

The program of classes in physical education in the Madison public schools begins in first grade and continues through senior high school. It is one of the few subjects which is required of all children (except those with medical excuses) through all years of their school life. The objectives of this program are as follows:

1. Development of physical well being - good body control, strength, agility, flexibility, balance and posture
2. Knowledge of and ability to perform basic athletic and dance skills
3. Knowledge of game rules and strategy
4. Knowledge of and evidence of practice in-
 - a. good health habits relating to exercise and rest, cleanliness and grooming, first aid, relaxation and good social attitudes
 - b. good personal and group safety habits.

To carry out a physical education program for all children which achieves these objectives, good teaching, good facilities and equipment and regularly scheduled classes must be provided.

This past year we have had 27 full-time teachers of physical education employed in Madison schools, 15 women and 12 men. Twenty-three have Bachelors degrees, ten have Masters in addition, and one has a PhD degree. Colleges represented are University of Wisconsin, LaCrosse State College, University of Michigan, Ohio State, University of Iowa, Northwestern, Southern Illinois University, St. Olaf's College, Valparaiso University and Wellesley College.

Several of our teachers have received professional recognition in the following ways: Clarence Schwengel spoke as a member of a panel on Elementary Physical Education at the Midwest Convention of the American Association for Health, Physical Education and Recreation. Esther Gerling, Marjorie Ingram, Jessie Dunham and Terry Lagler spoke at meetings of the Wisconsin Association for Health, Physical Education and Recreation Conference at Green Lake, Wisconsin. Margaret Moyer acted as an examiner in the Chicago Public Schools physical education qualification examinations. Several of our staff have acted as voluntary leaders of scout troops and Y-Teen Clubs. Willis Jones has been re-elected president of the Madison Basketball Commission each year for the past five years. Bill Slater has been chosen supervisor of all Madison life guards for the past two years.

Scheduling - The scheduling of elementary school physical education classes so that all children have a fair share of the program has become an increasingly difficult problem. In general, the schools use the following schedule for distribution of special physical education teacher time:

1st grades - (1 period of 30 minutes per week or
(2 periods of 20 minutes per week

2nd grades - 2 periods of 25 or 30 minutes per week

3rd grades - 2 or 3 periods of 30 minutes per week

4th, 5th & 6th grades - 3 periods of 45 minutes per week.

In the first three grades, the classroom teacher presents the program for the balance of the week.

Problems, however, are these:

1. Numbers of classroom groups in each building
2. Number of gymnasiums in each building
3. Separation of boys' and girls' classes at 4th grade level
4. Availability of staff to present the after-school intramural program
5. Travel schedule of itinerant teachers
6. Certain "traditional" schedules in some schools which limit the flexibility of the whole program
7. The calculation of special teacher time as a ratio of regular teacher time. Since the special teacher time in physical education must be divided into two parts, a man and a woman, the chance of coming out at an even 1/10 time is remote. Yet, for a teacher to travel between schools during a morning or afternoon session is also a great waste of teacher time
8. The practice of shortening the morning session for primary grades.

When the only measure of physical education teaching power in a given school is the ratio of physical education to regular teachers, certain inequalities between schools are seen. In some of these other factors are considered and it can be seen that the distribution of teacher time is as fair as possible. But, unfortunately, it is a rare thing to have all principals happy with their schedules.

The junior and senior high school classes have become too large for good teaching at East and West. At East, 86% of all classes number more than 35 students, 15% number over 55 students. At West, 6% number over 35 students and 24% over 55 students. Most of this overcrowding is in the junior high school.

Next year at West, a plan will be put into effect to assign two teachers to the 7th and 8th grade gymnasium classes, taking 25 students at a time to one of the smaller teaching rooms. Students will rotate between the small and large sections. Activities which can be conducted in the small rooms are:

For the girls--tumbling, conditioning exercises, relaxation, dance and discussion of seasonal game rules and strategy

For the boys --tumbling, conditioning, exercises, wrestling and discussion of seasonal game rules and strategy.

This will not be an ideal teaching situation, but will help until Crawford Heights school relieves the enrollment pressure at West High.

Transportation for Central Gymnasium Classes - The transportation of Central high school boys' and girls' gymnasium classes to Reynolds Field has made a great improvement in the program. Central had its first fall season of Speed-a-way for girls and touch football for boys. In the spring, softball and some tennis (busses proceeding on to Tenney Park courts) added to the activity program, giving Central boys and girls the equal of East's and West's program.

Swimming - The swimming classes at the City YMCA for boys and girls of Central has been very successful. The attendance records have been excellent, and parent and students are equally pleased with the classes. It would be highly desirable to secure the use of the pool from 3:30 to 4:30 two days a week, one day for boys' intramurals and one day for girls. In the future, the use of the pool extending to 3:30 each day will be desirable. An additional 240 boys and girls could be scheduled for swimming classes, 30 per period two periods a week, 4 periods per half day.

The department has cooperated closely with the principals of the junior and senior high schools and the Wisconsin Interscholastic Association on the extensive interscholastic program. The senior high schools have had competition in football, basketball, baseball, track, golf, tennis, curling, ice hockey, wrestling and cross country.

The junior high interscholastic program which is limited to intra-city competition for 7th, 8th and 9th grade boys consisted of limited competition in football, basketball, track, golf, tennis and volleyball.

In addition to the boys' interscholastic program, a number of play days for high school girls were held throughout the year.

A very worthwhile project was completed during the year by a committee of all elementary school physical education teachers. This group worked out a curriculum outline to be used by our teachers at the elementary level. It is valuable teaching guide to supplement standard text books in physical education.

Recreation

Public recreation, like most everything in the city of Madison, has shown a steady and rapid growth. Practically every phase of our program has enjoyed an increase in numbers participating and in activities offered. Our aim is to furnish for Madison people as widely diversified program for all age levels as is possible. To this end, we have found both youth and adults manifesting greater interest in the program we have sponsored.

One of the outstanding features of our department is the excellent cooperation we are receiving from both public and private agencies. There is apparently very little overlapping or duplicating of programs in the city. The YMCA, YWCA, Boy Scouts, Girl Scouts, church organizations and neighborhood centers have been most cooperative.

We are especially indebted to Superintendent Falk and Madison's Board of Education for their cooperation in our endeavors. Likewise, we are appreciative of the fine work the Business Office and Department of Buildings and Grounds have done for us.

Mayor Forster and the City Council have been most understanding in matters relative to our budget requests.

Mr. Marshall and the Parks Department have, as usual, cooperated in every way in helping to make our program successful. The service they give to the many park areas we use in our outdoor program has been outstanding. Many of our softball, baseball, playgrounds, swimming areas and winter sports facilities are on park properties and the service and maintenance of these areas has been excellent.

We have been fortunate in securing fine part-time personnel for our program, both from University students and members of our own teaching staff.

In general, both our indoor and outdoor facilities are adequate. The addition of another lighted softball diamond at Franklin field has been valuable to our expanded softball program. Also, the new softball and baseball diamonds at Schenk, Sherman and Midvale schools have been put to good use. The addition of new schools and parks in the periphery of our city will be used to expand both the indoor and outdoor program in those areas. We still need additional lighted areas, particularly softball and baseball diamonds and tennis courts.

Baseball

Madison Baseball League

For the third year, we have operated the Madison Baseball League with Arthur "Dymie" Mansfield as Commissioner. In some ways, it was a very successful season. Six teams held membership in it--Bowman Dairy (champions), Miller High Life, Penn Sportsmen's Home, Mallatt Drugs, Badger Sports and Truax Field. With the exception of Truax field, the quality of performance was good. Truax was very weak and failed to win a game during the season. Play started the middle of May and finished the last of August with an elimination tournament of the four teams with the highest standing at the close of league play. The tournament was won by Miller High Life.

The operation of the league under the leadership of Mansfield was excellent. However, the spectator interest was very poor. An average attendance of only 260 spectators made for a poor record. The total gross receipts, however, was better than in 1953, due to the fact that Mr. Mansfield sold a good many season tickets before the season opened. Due to the many opportunities for Madison people to enjoy a wide variety of recreational activities, it is very doubtful if our program in baseball will again thrive at the box office.

Serious thought is being given to revising the baseball program for next year. It is the general feeling that we should conduct a full program of baseball for young adult men, but possibly operate it much the same as we do our men's basketball and softball. That would mean a Commission, elected by the managers and no admission charge for spectators. This proposal would still mean the use of Breese Stevens Field on at least five nights per week. A further report on the proposal will be made to the Board of Education at a future date.

Capital City and Senior Baseball Leagues

To further stimulate teen-age baseball, an effort was made to organize four teams made up of the best high school age boys with the possibility that coaches would be hired to handle the teams. The managers of the Capital City League teams (unlimited age group) and the Senior League teams (20 year age limit) were called together and the plan outlined to them. The four teams were to be sponsored and have complete uniforms. The coaches were to have complete control of the personnel on the rosters. The possibility that the Capital City and Senior Leagues would be losing some of their better players to this league was pointed out. Only two teams showed an interest in the new teen-age division and they were not anxious to have outside coaches who would release friends for better players during the season.

The Capital City League was organized with seven teams and had no age limit for the players. Two rounds were played with Monona Village winning the first round and the Air National Guard the second round. The Air National Guard won the play-off for the championship.

The Senior League was made up of eight teams and was limited to players who were under 20 years of age. Two rounds were played with Colonial Inn winning both rounds and the title.

In the play-off between the top teams in each league for the "minor" league championship, Air National Guard defeated Monona Village.

All games were played under the lights at Penn Park and Breeze Stevens Field. All games were scheduled for seven innings and two games were played each night. The first game was started at 6:30 and the second at 8:30.

For the first year, a ruling was made that no player could compete in both the Madison Baseball League and the Senior or Capital City Leagues. It was successful in that it kept the ability of the teams even, whereas in the past, a team with a few boys who were getting more experience and more play by competing in both leagues was at an advantage.

Boys' Baseball

Under the excellent direction of Fred Wegner, boys' baseball enjoyed its most successful season. An all-time record of 74 teams, divided into six midget and two junior leagues, made up the program. The midget teams were made up of boys, 13 years and younger while the juniors were 15 years and younger. Well over four hundred games were played during the season with an all-time record of only three forfeited games. Sponsors were secured by Mr. Mansfield and the only cost to the sponsors was for shirts and caps. All other equipment was furnished by the Division of Recreation. This program has developed into one of our finest--no awards are given, a minimum of publicity and no boy or group of boys are exploited to the extent that it works a hardship on the others. Approximately one thousand boys took part in the program. All boys were insured (through our Baseball Insurance Fund) and only eight boys were injured serious enough to require the attention of a physician.

Softball

One hundred eleven teams composing thirteen leagues made up a most successful softball program. Starting early in May and finishing in September, approximately 1400 games were played during the season. Of the thirteen leagues, nine were young adult men, two high school boys, a slow pitch league, and one a women's league. The entire season operated very smoothly and the Commission composed of Cliff Meyer, Fritz Schmelzkopf, Lowell LaMore, Francis Lynaugh, Dr. D. L. Williams, Charles Carey and Glenn Holmes was very helpful in conducting the program.

At the close of the season, two 32-team tournaments were held and the Security State Bank was crowned champions in the Major Tournament. Approximately 1600 young men and women took part in the total program.

An Invitational Women's Tournament was held in August with three local and nine out-of-town teams participating. The tournament was won by the Koeds from Rockford, Illinois.

While we have a great deal of interest in men's softball, we have very little in women's. Additional effort will be made to improve the women's softball next year.

Our slow pitch (16" ball pitched slowly) was a very popular innovation this season. It makes an excellent game for the older men--more hitting, less running and a smaller area is required in which to play it. It is anticipated that greater interest will be manifested in this game in the future.

Volleyball

The Wisconsin Recreation Association Men's State Volleyball Tournament was held at the West High School. Ten teams entered the meet and Beloit repeated as State champion. We are not planning to conduct this tournament next year in the hope that more interest will be stimulated by having the tournament in another area of the state.

High School Volleyball

The WIAA State High School Tournament was again held in Madison under the direction of the Recreation Department. Twenty-one teams entered the meet. Three sections of seven teams each played a round-robin schedule with each team playing fourteen games of ten minutes each. West High, Marquette and Lapham schools were used for the morning play with the first and second place winners in each section playing in the finals in the afternoon in West High School. The final six teams also played a round-robin schedule with Wisconsin High of Madison winning the state championship. Good crowds of spectators from Madison and visiting high schools were in attendance.

The Four Lakes volleyball program in its third year of play had fourteen teams competing. Eight teams from West, three from Wisconsin High and three from Central were divided into two seven-team leagues and played at West High on three Saturday mornings. The play was very good, as indicated by the success of Wisconsin High in the State WIAA tournament. West and Central did not enter the State Meet.

Men's Volleyball

An Industrial Volleyball League made up of eight teams played one night each week for fourteen weeks at the Lapham school. Each match consisted of four 15-point games and two rounds of play were completed. 433rd Scorpions from Truax Field won the first round, the University of Wisconsin ROTC Staff the second round and the play-off for the championship.

The most successful Major Volleyball League in several years consisted of six evenly matched teams. The league was played at West high school one night a week for twelve weeks, using the girls' gymnasium while the boys' gymnasium was being used for basketball. This arrangement was very successful in attracting spectator interest in the league.

A city tournament attracted fifteen teams and was played at the West high school. The University Physical Education Staff team, winner of the Major League, won the city championship.

Women's Volleyball

Starting in October and continuing until March, ten teams made up our Women's Volleyball League. There were twenty sessions of play at Marquette school. This activity is very popular with young women and we hope to stimulate more interest in the future.

Women's Basketball

Six teams composed our Women's Basketball League. Twenty games were played at Marquette school, starting in January and finishing in March. It has been increasingly difficult to maintain interest in women's basketball. However, those who take part are very enthusiastic about it.

Men's Basketball

Seventy-eight teams played in thirteen leagues in the men's basketball program. Eligibility rules prohibit high school youths from participating and all players must be residents of the city or live or work within a $5\frac{1}{2}$ mile radius of the Capitol Square. University of Wisconsin students were not eligible for play unless they were Madison residents.

The leagues played at East and West high schools on Monday through Thursday nights from late October until late March. More than one thousand men participated in the program and over four hundred league games were played.

At the end of league play, a city tournament of 64 teams was conducted. The city championship was won by Randall State Bank, who then represented Madison in the Wisconsin Recreation Association State Tournament at Two Rivers where they won the State Championship. Madison, therefore, retained the title won by Cuba Club in 1953 when the state tournament was held at Oshkosh.

A basketball commission of seven men, elected by the basketball managers, met once a week to handle all problems which came up during the season. Willis Jones was president of this group for the fourth straight year. Other members were Ray Ferris, Lowell LaMore, Vito Schiro, A. J. Barrett, Dr. D. L. Williams and Frank Blau.

Four Lakes Football, Basketball and Volleyball

Our Four Lakes program for senior high school boys is one of the finest projects sponsored by the department. It offers any boy who desires it, an opportunity to represent his school in interscholastic competition even though he does not have the ability to play on the school's varsity team. Central, East, West and Wisconsin High all enter teams in the program which takes place on Saturday mornings.

Nearly 500 sophomore, junior and senior boys took part in the program last season in the three sports offered. There were eight teams in football--three from East, three from West and one each from Central and Wisconsin High. Basketball had 34 teams entered with 14 from West, 12 from East and 5 from Central and 3 from Wisconsin High, divided into seven leagues. A four-team JV league of one team from each school was conducted by request of the coaches. Boys who were on the varsity squads but who saw little opportunity to participate in varsity games were permitted on the JV rosters.

It is felt that the program could be expanded to include ice hockey and softball with the same success that has been achieved in other sports.

Golf

The Division of Recreation again sponsored the Madison Business and Industrial Golf League. Twelve teams of four men each played Monday nights at the Monona Golf Course. The round-robin league play extended over a period of eleven weeks and was followed by a two round medal play tournament. A total of 87 men took part in league play.

The annual city golf tournament was again conducted by the Division of Recreation in cooperation with the Park Department and the three local private golf clubs. Approximately 280 men attempted to qualify from their own course for the tournament. Final entries were limited to 18 from each club and 18 from the public links courses. This total of 72 was cut to 36 for the final three rounds of the tournament. Steve Caravello repeated as city champion.

A Men's Public Links Tournament was held at the Monona Course. Two rounds of 18 holes each were played to decide a champion. The first 18 holes served as a qualifying round and three flights were organized for the final 18 holes of play. 48 men entered the tournament and Bob Van Etten won the championship.

Tennis

Instruction and supervision was again offered free to all who desired to take part in the tennis program during the summer. The instructor, Robert Brill, held classes at Vilas Park, West High, East High and Tenney Park. Tenney Park was again supervised by Mr. Ray Dunn from 2:00 p.m. until dark and he reported 2500 during these hours in the nine-week season.

It is strongly felt that lighted courts would greatly stimulate interest in tennis and serve those persons who cannot play during daylight hours.

The Wisconsin Recreation Association-Milwaukee Journal State Tournament was again held in mid July. Madison's players were declared champions of District No. 9 and played in the finals in Milwaukee.

The city closed tournament drew 88 entries in the ten divisions of play. Enthusiasm was high and the finals were conducted at the newly refinished Brittingham courts before a good crowd.

Rope Jumping

Our department, in conjunction with the Capital Times newspaper, again sponsored the rope jumping contest during April and May. Inexpensive prizes were furnished by the Capital Times for the fifty winners of the contests. There were approximately seven hundred 4th, 5th and 6th grade girls who took part in this activity. Both public and parochial school pupils participated. A number of different rope jumping skills was required of each contestant and judges selected the fifty best as the winners. A great deal of interest is generated by elementary girls each spring in this contest.

Marbles

The annual City Marbles Tournament sponsored jointly by the Division of Recreation and the Capital Times was again conducted by having each elementary and junior high school hold its own tournament and send its three top players to a sectional meet. The three top players from each of the four sectional meets then competed in the city finals to determine the city champion. More than 700 parochial and public school boys took part in the program.

Madison was again named as the site for District #9 play-offs to determine the entry into the State Tournament in Milwaukee, co-sponsored by the WRA and the Milwaukee Journal. Armand Hanson of East junior high school, a former city champion, represented Madison and District #9 in the tournament, and won the State Championship.

Parochial League

Eight Catholic and the Madison Lutheran elementary schools made up our Parochial League in each of the three sports--touch football, basketball and softball. In touch football, 36 games were played, each team playing eight games during the month of October. In basketball, the league was played at Lowell school gymnasium on Saturday afternoons from December 5, 1953 to February 13, 1954 with a total of 36 games played. Randall, Longfellow and Marquette gymnasiums were used from 5:00 until 6:00 for practice by seven of the teams. The softball league play began May 5 and finished June 2 with a total of 36 games played at Tenney and Vilas parks. All teams were composed of seventh and eighth grade students.

School Community Centers

Adult--The following schools were open to adults for a variety of recreational activities, starting the third week in October and closing the last of March. The Vocational School conducted some classes in conjunction with our program.

Tuesdays

Sherman School--Beginners' and advanced square dancing, athletics for men, indoor golf practice, bridge instruction. The Vocational School classes consisted of general crafts, general clothing, knitting and cake decorating.

West High School--Woodworking and furniture refinishing, art metal, ceramics. The Vocational School offered advanced clothing and children's clothing.

Thursdays

Midvale School--Beginners' and advanced square dancing, bridge instruction, athletics for men, indoor golf practice, fly tying. The Vocational School conducted classes in rosemaling, knitting and clothing.

Mondays and Wednesdays

East High School--Classes in woodworking and furniture refinishing.

In addition to the above program, square dancing was held at Franklin school twice each month on Saturday nights.

Our adult centers are becomming more popular each year. We have worked closely with PTA groups on the selection of activities for the program. At Midvale school, the attendance frequently was well over 200 per session.

Junior High School Recreation Centers

On either Friday or Saturday evening, starting early in November and continuing until late in March, the following schools were open for junior high activities-- West High, East High, Central High, Franklin, Nakoma and Marquette. Admission to the centers was by membership card issued by our junior high principals and the parochial school authorities. The reason for the membership card was to prevent boys and girls from going long distances to attend a center.

The activities consisted of record player dances, table games and sports in the gymnasium.

Elementary School Recreation Centers

The following schools were open for recreation activities for elementary boys and girls:

Saturday A. M. & P. M.--Midvale, Washington, Lapham and Marquette.

Saturday A. M.--Randall, Nakoma, Schenk, Sherman and Lowell.

The A. M. sessions were from 9:00-12:00 and the P. M. sessions from 1:00-4:00.

The activities offered were sports and games in the gymnasium, group games, table games, handicraft, story telling, dramatics, movies and stamp collecting.

In most of the schools, the principal served as the director and between six and twelve recreation leaders were assigned to the various activities. Between one hundred and five hundred elementary school boys and girls attended each session.

Square Dancing

The fourth season of square dances, held on the State Capitol grounds, was very successful. Ten weekly dances were held. Attendance varied, depending on the weather, from 50 to 200 dancers and 150 to 350 spectators. Ten square dance callers, all members of the Madison Area Square Dance Callers Council, led the dances. A 15-minute period of dancing for children was introduced this year. It was felt that since so many parents brought their children to watch the activity that small session of dancing for children would be in order. This feature was popular beyond all expectations. For the most part, the children were quite young, age range running from approximately 5 to 12 years. The cooperation of the State Capitol employees, both guards and engineers, has been greatly appreciated.

As a part of our school recreation centers during the winter, square dance classes were conducted on a weekly basis at Sherman, Schenk and Midvale schools. In addition, the Department cooperated with many of the PTA organizations in offering facilities, equipment and callers for PTA square dances. The interest, in general, has been maintained, although there seems to be a tendency for some groups to want the classes divided into beginners and advanced groups for instruction.

Madison Community Center

During the past year, the program of the Madison Community Center has continued to broaden. The total attendance figures have not increased but there is considerable evidence that the actual participation in the program is greater than last year. The best indication of this is the financial condition of the organizations. With no increases in fees, the total building, including all clubs, finished its year with an increase of \$90.04. However, when the additions in equipment and improvements to the building and program are viewed, this shows a considerable increase. During the past year, the following changes and additions have been made through purchases by the building funds: 8 new heavy duty ping pong tables complete, one ski ball game, one 7-Hi game, two large circulating fans, complete new lighting system in the library, new library curtains and 15 films for the film library. Other additions include two new Brunswick pool tables purchased by the Recreation Department, two used shuffle-bowling games donated by Modern Specialty. The clubs and organizations have also ordered new lounge chairs for the front lounge. These have not been delivered nor paid for.

In addition to the many organizations who have regularly used the Center, the following new groups made use of the facilities: Adult Hearing, Epilepsy League, Hearing Aid Counsellors Guild, Madison Council of Labor Women, Retardation Council, Women's Typographical Auxiliary, Madison Garden Club and African Violet Club. The Youth Employment Service was also established in the building under the sponsorship of the Sertoma Club. It has operated for the past year and is now being transferred to the State Employment Office.

The Loft has placed more emphasis on special dances during the past year, having several dress-up occasions besides their seasonal functions such as Anniversary, Hallowe'en, Easter and Christmas dances. Talent and variety programs were added to their regular activities. Membership and participation have been good and there has been a definite increase in the membership and participation of students from West High School. During State Basketball Tournament, over 4000 youth used the facilities and both Friday and Saturday nights it was necessary to close our doors to limit the crowd to the legal 800 at one time.

The Young Adult Club, in addition to the facilities offered at the Center, has promoted an extensive outside activities program including regular picnics, hiking, roller skating, swimming, golfing, tennis, horseback riding and sports groups, and has also promoted excursions to Braves games.

The Older Adult Klub passed the 400 mark in membership this year and is working toward a 500 goal. Besides its regular program, it holds its annual Old Time Fiddlers Contest and Hobby Show. A cooperative program with the personnel department of Oscar Mayer toward counselling its retiring workers into our program was initiated with a special night honoring all retired Oscar Mayer employees who were guests at the potluck supper. This practice will be discussed with other large business firms in the city.

The Photo Club ended its year with 120 members and, although not too active during the summer months, promoted one of its finest series of programs during the rest of the year.

The building is in need of some redecorations; otherwise, everything is very satisfactory.

Madison Theatre Guild

During the 1953-54 Madison Theatre Guild season just closed, 1953 season tickets were sold. Attendance at individual shows is as follows:

Lilium	1737
Jezebel's Husband	1759
Missouri Legend	1812
The Man Who Came To Dinner	1875
	7183
 The Three Bears	3996
Rumpelstiltskin	2814
	6810

The total number of persons played to during 1953-54, including both children and adult performances, was 13,993.

The Madison Theatre Guild started its season with forty-seven active members. In June 1954, there were ninety active members and as of today, eighty-two remain to start the 1954-55 season. We hope during the coming year to continue this rate of increase.

During the past season, the innovation of classes in make-up and scenery construction was begun. This was continued throughout the summer with classes in play reading for the platform and in beginning acting held once a week. Classes will continue this fall with lighting classes being the first scheduled.

During the 1953-54 season, improvement on the Theatre Guild Workshop at 702 East Main Street was continued. A properties room was added, an office was enclosed and new heaters were purchased to maintain a comfortable and workable workshop. The workshop operated six nights a week during the season, providing facilities for rehearsals, building and costuming productions and rehearsals. Lighting equipment was doubled with the acquisition of a portable lighting board, new spotlights and cable.

But above and beyond the tangible gains in equipment, attendance and participation during the 1953-54 season, there has developed a new spirit which can best be described as a pride in communal effort to provide Madison with worthwhile theatre. There is a feeling of all for one and one for all. The star system has vanished. The myriad of jobs are now accomplished by a myriad of individuals. No one is indispensable. As a result, the Madison Theatre Guild is more nearly accomplishing the purpose it set for itself - to become the "community" theatre of Madison. Members are watching with increasing interest the plans for a civic auditorium, hoping that they will be included in the plans for a little theatre in this project. They feel that in their ninth season they are becoming of age and deserve such consideration.

Summer Playgrounds

We opened our playground program on June 21 and continued nine weeks, closing August 20. Supervision was furnished for 31 playgrounds with a staff of 59 directors and four special supervisors who conducted the program. The first two days were given over to an In-Service Training period at which time the entire staff participated in a variety of activities that were used on the playgrounds. A staff meeting was held every Monday evening. In general, the entire program was very successful.

An excellent staff was recruited, 35 having had experience as teachers and the balance of the men and women in teacher training courses or some direct interest in children. Two supervisors, a man and a woman, were available to work on the entire program with new members of the staff and a handicraft and music supervisor worked directly with the staff members in their special fields. A well diversified program was offered for boys and girls, five to eighteen years old.

In addition to handicrafts, music, dramatics, group games, nature study and story telling, weekly inter-playground competition was held for both boys and girls at Breese Stevens stadium. These activities included softball, touch football, soccer baseball, loop tennis, paddle tennis, horseshoes, washers, croquet, croquet golf, checkers and chess.

The hours of operation of the playground varied, in accordance to the age of the participants and the needs of the particular community. Some were open at 9:00 A. M. and closed at 8:00 P. M. A few opened at 9:00 A. M. and closed at 5:00 P. M. while others opened at 12:00 noon and closed at 8:00 P. M. Some "tot lots", small neighborhood playgrounds for children, 5-10, opened at 9:00 A. M. and closed at noon.

Stagecoach and Summer Youth Theatre

The Youth Summer Theatre completed its 1954 season with a record of 85 playground performances given and only five performances cancelled because of rain or wet grounds. Three different productions were given, each about twenty minutes in length and each written by a member of the staff, especially for the Stagecoach. The plays presented were: "The Good Witch", "The Prince With The Small Feet", and "Mother Goose Runs Away". Each play was given for a two-week period, averaging fifteen performances per week.

Three casts were used for each play--one morning cast, one afternoon cast (usually playing two performances) and one evening cast. The fact that the Youth Summer Theatre was staffed with three members made this feat possible and also gave adequate time to rehearse for the next production.

In addition to the playground program, a program for adults was presented at Washington School on the evening of August 20. Some forty Youth Summer Theatre members were involved. The program consisted of excerpts from "Midsummer Night's Dream" (which was also presented at the State Fair in Milwaukee), "Electra" and an original one-act musical written by one of the members called "Rich, Poor Boy". An audience of about 150 attended and the performance prompted a very favorable editorial on Youth Summer Theatre in the Wisconsin State Journal.

The members of the Youth Summer Theatre entered into the program with varying degrees of enthusiasm. While all interested in theatre, the most enthusiasm was expressed for the adult show. There is a problem in scheduling. Most of the youth are available only in the evening. However, there are enough members available for the afternoon casts. But the morning casts were increasingly difficult to fill as the summer went on. Driver training, the music clinic and house work were some of the conflicts.

Swimming

With ideal weather for public beach swimming, we opened our instruction program with six instructors on June 21, continued for eight weeks, closing on August 13. The attendance was excellent and a most successful program was the result. Our best job was done with beginners. Many classes were attended by 20 to 30 boys and girls. In addition to the regular instruction for beginners, intermediates, advanced and life saving, three city-wide swimming meets were held at the B B Clarke beach. These meets afforded an opportunity for both boys and girls of all ages to compete in a variety of swimming strokes at various distances. Fancy diving was also taught during the season. Two new beaches were opened on the east side for the first time, namely, Olbrich and Warner.

Excellent cooperation from the Park Department and its life guards was again evident throughout the summer. Instruction was given on a total of ten public beaches.

Westmorland and Sunset communities again furnished money to pay bus transportation from their respective playgrounds to Vilas beach twice each week. Many boys and girls availed themselves of this fine opportunity to learn to swim. Further expansion is anticipated in our swimming program next year, due to the fact that one or two new beaches may be available in the city and that more parents are interested in their children learning to swim.

Winter Sports

Sufficient cold weather enabled us to conduct a good ice skating program but the lack of snow curtailed the skiing activities for the second straight year. Good instructors were available in down-hill skiing for the best schedule in many years, but only a few days of actual instruction were possible.

Instruction in ice skating was offered at fourteen different rinks throughout the city. Eight good instructors divided their time between the rinks and classes were conducted at scheduled times.

Three city-wide speed skating meets were held on the 6-lap track at Vilas Park. The Park Department again furnished us with the best facilities possible. Classes were divided by grades for the first time and the new method proved very successful. Approximately 360 participants and 1150 spectators enjoyed the three Sunday events in January.

Ice hockey was conducted on a new plan this past season and proved to be highly successful. Instructors were hired to teach ice hockey at the four rinks on schedules and teams were organized at the rinks to compete in an intramural program. The Vilas program drew 68 boys for eight teams, Olbrich drew 40 boys for five teams and Tenney drew 30 boys for four teams. Franklin was the only rink with too few boys to conduct a program of its own, but did have a team that traveled to Olbrich and Vilas for scheduled games with teams from those parks. This system will be tried again next year, since more boys played hockey than in any previous year.

Summary of Recreation Activities and Attendance--September 1, 1952--
August 31, 1954:

Badminton	71
Baseball, Adult	22 373
Madison League	15,258
Capital City and Senior Leagues	7,115
Baseball, Junior	24 250
Basketball, Adult	14 018
Basketball, Four Lakes	4 713
Community Centers, School	29 421
Adult	6,614
Junior	22,807
Dance Guild	65
Football, Four Lakes	1 672
Golf, Adult	2 184
Madison Community Center	179 783
Madison Theatre Guild	18 393
Marbles	1 015
Parochial School Program	10 311
Basketball	4,307
Softball	1,972
Touch Football	3,413
Jump Rope Practice	619
Picnic Kits	23 581
Play Days, Girls	107
Saturday Play Centers	28 458
Softball, Adult	76 309
Sports Club, Couples	56
Square Dancing,	3 313
Schools (winter)	368
Capitol Entrance (summer)	2,945
Summer Playgrounds	116 809
Swimming	22 693
Tennis	3 827
Touch Football, Adult	1 542
Volleyball, Adult	3 096
Waltz Instruction	65
Winter Sports	6 693
Hockey	1,611
Skating	5,009
Skiing	73
Total	595 823

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

School Libraries Department

Presented to the Board of Education
by the Supervisor
Margaret Moss
June 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1953-54
School Libraries Department

INTRODUCTION:

"Today's teaching, if it is to be effective and enriched, must have materials at all levels to meet curriculum needs, individual interests, and reading abilities." The separating of the worthwhile materials from the increasing flood of printed matter, which comes on the market, must be done by fair and intelligent evaluation. With our school librarians, this is a never ending task. All year, through the combined efforts of librarians and teachers, we have worked to add only the best of materials to our libraries.

Reviewing and evaluating books and materials must be a continuous process. This has been done by the school librarians meeting at regular intervals to discuss and criticize new books and materials. We also have found considerable help in the use of the Kirkus Annotated Book Service, Chicago Book Bulletin, ALA Booklist, Horn Book, Book Review Digest, and others. These may be found in the School Library Office and are for the use of all librarians and teachers.

The best materials are of little use until they have reached the children who need them. Once more, the librarian must know the individual differences and abilities of the students in her school and how to reach them with the materials they need. Considerable time and effort has been spent this year at all three levels in reaching students, both with scholastic difficulties and those with highly advanced abilities. The personal interest of the librarian in many individual instances has been of much value. Acquainting our boys and girls with the best books about various peoples of our country and other countries will have its effect on our democratic way of living. With these things in mind, we may say that some of our aims for this year have been:

1. To be critical in our evaluation of the books we place in our school libraries.
2. To consider the abilities, needs, interests and cultural patterns of the pupils of the school.
3. To know the children; their abilities and their needs and to plan a program which will provide the best possible learning experiences for them.
4. To work with the teacher in an attempt to make these learning experiences more useful, meaningful and realistic.
5. To provide an incentive for the entire school staff to know the influence of a wide variety of books, magazines and other available aids to the child's learning.

STATISTICS: Summary of our Book Holdings from June 1953 to June 1954.

ADDITIONS

High Schools	2364
Elementary Schools	8680
Main	<u>43</u>
Total	11,087

WITHDRAWALS

High Schools	3331
Elementary Schools	<u>2981</u>
Total	6,312

BOOK HOLDINGS

High Schools	37,815
Elementary Schools	67,114
Extension	109
Main	<u>43</u>
Total	105,111

NEW TITLES ADDED TO SCHOOL LIBRARIES

Senior High Schools	514
Elem. and Jr. High Schools	<u>1,044</u>
Total	1,558

BOOKS READ THIS PAST SCHOOL YEAR

<u>Elementary</u>	<u>Non-fiction</u>	<u>Fiction</u>	<u>Total</u>
Dudgeon	7,471	10,527	17,998
Emerson	11,888	20,062	31,950
Franklin	4,615	9,755	14,370
Lapham	8,425	20,761	29,186
Lincoln	4,649	5,395	10,044
Longfellow	6,329	14,322	20,651
Lowell	8,027	13,824	21,851
Marquette	14,888	23,002	37,890
Midvale	8,848	14,036	22,884
Nakoma	7,631	11,638	19,269
Randall	12,724	18,804	31,528
Herbert Schenk	3,576	6,356	9,932
Sherman	11,445	21,070	32,515
Washington	9,408	15,553	24,961
<hr/>			
ELEMENTARY TOTAL	119,924	205,105	325,029

<u>Junior High</u>	<u>Non-fiction</u>	<u>Fiction</u>	<u>Total</u>
Central Junior	4,154	7,354	11,508
East Junior	13,898	17,432	31,330
West Junior	7,467	12,216	19,683
 JUNIOR HIGH TOTAL	25,519	37,002	62,521
 <u>Senior High</u>			
Central Senior	7,471	6,274	13,745
East Senior	9,563	10,287	19,850
West Senior	9,972	7,088	17,060
 SENIOR HIGH TOTAL	27,006	23,649	50,655
 GRAND TOTAL	172,449	265,756	438,205

SOME POINTS OF ACHIEVEMENT DURING THIS YEAR

Central Senior - An increasing fine improvement in the attitude toward the library at Central is also the apparent reason for the greatly increased use of library materials. An introductory library period for all tenth graders proved of value but more available time could have given better results.

A larger number of new books and a thorough weeding and discard process of worn and useless books made a more workable library. Instruction in the classrooms by the librarian in the use of library tools and materials was one cause of greatly increased circulation figures.

There was also encouragement with apparent results in a carry-over from Senior High School to Public Library.

Central Junior - Instruction on the organization and use of the library was given early in the year to all students new to Central.

A need was felt for the return to the practice of allowing seventh grade people to come to the library from English classes rather than to be left on their own to come only on their own time after school hours. More success could be realized by group thinking and planning.

East Senior - Increasing excellent use of library materials by teachers and the demands by students were constant. An ever increasing number of classes in literature and social studies; the outstanding interest in the library displayed by new members

of the faculty; the success of the Library Club and their help in the endless library chores for which they receive service points.

A worthwhile project under the leadership of Mrs. Nehmer was rewarding in itself when fifteen club members spent several hours reading to young patients at Madison General Hospital.

East Junior - Mixed feelings of accomplishment and frustration exist in East Junior Library. It is becoming increasingly difficult to attempt to serve 1159 students in so small a space. A negative approach of sending ninth graders back to their study halls when they have had too little time to get materials and having other groups wait in the hall has become a necessity to meet the situation. According to ALA standards, there is work for two full time librarians but room for only one. Next year's only prediction is more class groups.

We can look at some of the accomplishments with satisfaction. Would that the New Book Display and book talk in which all English classes participated in November repeated many times during the year. Mrs. Crow's class goes on with its excellent reading program. New teachers in social studies feel the library an essential tool of learning.

Orientation Day Committee felt that the library skit was an important part of the program. Everyone admires the new chairs and formica table tops and good work goes on at East Junior.

West Senior - Much individual help was given to less aggressive students in adjusting to their situations and assignments and there has been increased use of the library by whole classes and their instructors.

Excellent continued co-operation from Mrs. Ortmayer and the Art Department added to student interpretation of literature and to the attractiveness of the library. Continued help from student club gave the librarian more freedom from routine work and students a sense of responsibility and pride in the library.

West Junior - Integration with geography and English classes has been especially successful this year. Gathering materials for oral topics resulted in one boy becoming so interested in jelly fish that he received an A on his topic rather than his usual C or D.

The librarian's presentation of a group of outstanding books at the beginning of each project has been well received and has added enthusiasm to the study. No distinction was made between fiction and non-fiction.

Speech, history, science and physiology classes have exhausted the library resources all year. The Art Department co-operated to make the library a joy to see during Book Week.

Student workers have been much appreciated. The biggest lack at West Junior is time.

Dudgeon - Dudgeon's three days a week in the library have been crowded and busy. However, when time has permitted beyond the simple charging of books, stories have been read, book discussions held, and instruction continued in the use of reference materials.

As the year progressed, teachers made an ever increasing use of the library. Some of the highlights in co-operation at Dudgeon were:

1. A talk by the librarian on her trip to the Navajo and Hopi Indian Reservations during the study of Indians in Miss Slaby's class.
2. Work on the fiesta program and pictures of children's interpretations of stories they had read.
3. Excellent co-operation between music, art and library groups.

Emerson - At Emerson Library we learn that the library is an exciting source of knowledge to supplement the work in the classroom.

The library has been a good place to help the unusual student. A "magic" show by twin boys helped them to become adjusted in their classroom and caused a "run" on books in the 600 and 700 class.

An invitation to provide illustrations for the WHA-TV children's program has interested the young artists. Special interests of the children were noted in a hobby show held in the library. The Emerson Book Contest was successfully continued this year.

There has been close co-operation between teacher and librarian in working out projects in the classroom.

Franklin - The appreciation of library books at Franklin starts with the request, "Could I have a book for mother to read", which by Christmas in the first grade changes to, "I want an easy book to read to mother". Some of the favorites in this group have been Growl Bear, Brave Little Indian, Popcorn Dragon, Vanilla Village and Togo. The first biographies are favorites in the third grade. The fourth, fifth and sixth grade people make very practical use of their skill in finding materials for class as well as individual use.

Special mention must be made of the commendable work done and interest which is continuous in Mrs. Gilbert's and Miss Goldman's classes. Mr. Ralph's classes have shown increased interest in the new encyclopedias. Some recordings of Landmark Books were used with seventh and eighth grade people. An amusing way in which these two grades evaluate books is by the mention of "Who read it previously". The demand on books listed on the bulletin boards shows that it "pays to advertise."

Lapham - Lapham's library is such a necessity for classwork that the unscheduled periods become more necessary than the scheduled.

A special library class has been formed of advanced readers with ability and time. This has been an incentive and to belong has been a goal to work toward. The group started with twelve and now numbers thirty-two.

Bulletin board displays have been built around outstanding books which might have otherwise been missed.

Because of the regularity of receiving new books, this year a display of "This week's new books" have been appreciated by both teachers and pupils.

First consideration is always given to requests for classroom materials and the co-operation between classroom and library is at a high level.

Activities in scheduled classes at the library include learning the use of reference books and card catalog, book discussions, talks about authors and illustrators, dramatizing stories, making recordings, hunting for classroom materials and just free reading.

Lincoln - Special work was done in co-operation with classrooms and special departments. Some of the interesting requests this year were about Indians, planets, Vikings, conservation, Greek and Roman life and much science.

Longfellow - Longfellow wishes that a tape recorder might be a permanent fixture in the library so that the stimulating book discussions might be heard over and over as they have been enjoyed this year. The reference questions vary from "I need a book about parakeets, ours won't eat" to "what's a good story to dramatize" or "we need a book about frogs. Carl brought one to school this morning". Reading recorders were kept at Longfellow in attractive folders made in the art room. In the back of the folders were maps of the locations where stories took place.

Additional use has been made of the library by remedial classes with gratifying and enjoyable results.

Lowell - The theme of the year at Lowell might be called "Better Reading". Much emphasis was placed on high literary quality in books read. Because of the drop to normal enrollment, the children have benefited by more time for individual attention. The interest in good biography might be expressed in a comment during a discussion of the book Dancing Star (Anna Pavlova) when one girl said, "I wished that it would go on and on!"

Marquette - A distinct knowledge of interest in a book or character being passed from one student to another was often shown this year. A project (which should be published), Problems We Are Trying to Solve proved an invaluable device for co-ordinating library and classroom activities.

Marquette's Annual Book Parade stimulated much interest in the book characters with whom the children identified themselves. This in turn caused a gratifying increase in reading.

The development of a play from a library unit on the uses of the card catalog and the necessity of organization of materials in the library, was both entertaining and edifying.

Mendota - With no centralized library at Mendota School, Mrs. Mundt went to the classrooms for presentation of new books and discussions by pupils about books they had read. One class held periodic "book sales" in which each child tried to "sell" a book he had liked to someone else. Some instruction in the use of library materials was given to sixth grade people in preparation for entering Junior High.

Midvale - Midvale Library has truly become a little research center with kindergarteners wanting to know how to care for parakeets, first graders dash in for books on "all kinds of machines", a second grader who had been reading a story about Mexico just had to know more about Mexican foods. Spanish words such as "maize" and "tortillas" bothered him not at all. Third graders stayed after school to read more about how to make window glass and cement to take back to their study of "shelters". Fourth graders never seem to leave the library. They travel from jungles of Africa to Norway and must know why the sea is salt and the sky is blue. The fifth and sixth grade people use all of the reference materials and as one boy said, "he carried half of the library to their room while they became acquainted with the British Isles."

Nakoma - Inspite of, or in some instances because of crowded conditions in the library, the librarian has done more individual instruction in the use of the library than in former years. This method can be very functional but not as far reaching.

Many book talks have been given including acquaintance with authors and illustrators. So much interest has been aroused through these talks that when a class gathers, the first question asked is, "Aren't we going to talk about books today".

Children's interpretations of stories have been done in pictures through joint efforts with the Art Department.

The real accomplishment of the year may be the ability to sit and enjoy a real book even to the detriment of some television programs.

Randall - Because Randall Library has had more scheduled classes this year, the librarian has had less time for individual work with children and has been at a disadvantage to help new teachers to become acquainted with the resources of the library.

There was an enthusiastic response to the Book Week and Spring Book Festival exhibits of new books. A gift of six beautiful books was given to the library in memory of Meurilla Comstock.

Listening to story telling by University students was a delightful experience for the third and fourth grade children. The library is often the setting for school and community activities.

Herbert Schenk - The first year at Herbert Schenk gave opportunity for many interesting projects. From the kindergartners first visit to the library to look at picture books to the good reference work of the sixth graders, the library is taking its place as an active part of the school.

Sherman - At the end of the second full year with a centralized library at Sherman, the uses of the library continue to grow. 4371 more books were used than over the same period last year. Book talks in the classroom as well as the library have fostered a demand for "something else like the one we just talked about".

The sixth grade teachers regularly used two mornings a week for reference work in connection with their classroom program. Historic dolls, a hand-made loom and mementoes from trips have made good display material.

The boys and girls enjoyed drawing interpretations of their favorite stories for the Friendly Giant at WHA-TV. This was one way to help toward good programs on TV.

Library skills were taught at different grade levels with a certain degree of success. Some children were so interested in the review of the use of all tools that they returned on their own time for more questions.

A game of twenty questions may have been a pink pill method of learning but it was a favorite way of pupils questioning each other about books they had read.

A trial period of free use of the library by fourth, fifth and sixth grades instead of assigned periods, gave the librarians a busy time.

Washington - Interesting observations:

1. The pro and con effect of television on children's reading.
2. The interest in the pictures used on WHA-TV of our children's interpretations of stories they have read.
3. Library Club consisting of fourteen children did commendable work in the library.
4. Bulletin board displays of seasonal activities made in co-operation with the Art Department.
5. The work of three University Library School students was done in an excellent manner.
6. Slides were taken by two University students of various activities observed in library classes.
7. Because the librarian was a member of the committee on Social Studies, a more workable atmosphere exists between classrooms and the library.

Our Summer Program - This program in nine schools was well patronized last year and shows good promise for this summer. Teachers have done a splendid job of promoting it, stressing not only the enjoyment of leisure reading, but the need to keep in reading practice.

Our Catalog and Order Department - This department deserves much credit for the steady flow of books which have gone into our individual schools. Our new form of collective ordering has greatly improved our book collection.

The many new physical improvements in the school libraries will be included in the principal's reports. I want to add my appreciation.

Conclusion of Achievements:

We hope that we have, in these ways, helped in the growth of our boys and girls:

1. To increase their interest in reading.
2. To develop habits of systematic thinking.
3. To better appreciate their own potential abilities.
4. To understand and appreciate the rights of others.
5. To better evaluate their reading.
6. The library program is not an end in its self. Its real value is its contribution to the attainment of the aims and objectives of the school.

Problems and Recommendations:

1. I once more emphasize the necessity of having adequate unscheduled time in the elementary libraries. Time for teachers conferences and individual help to pupils is most important. Time is also essential to preparation of materials for planned work with each scheduled class. A confused library is not a workable library.
2. Continued constructive participation by teachers, librarians and students will increase the effectiveness of all libraries.
3. The hope of adequate room at East Junior Library has faded with the necessity of adding new classrooms. New classrooms mean more people will be using the library and, therefore, the problem grows. More room is an absolute essential or students will suffer from lack of workable space and accessible materials.
4. A more centralized library office is imperative if our work is to be kept at a high standard. The frustration caused by its inaccessible location cannot help causing inefficiency.

Inadequate space of present office cuts the efficiency of the office staff measurably. Working in the present quarters, seven people with a variety of duties, are constantly in each other's way. In addition to this, continuous manual work (mending, lettering, etc.) done by some staff members requires an outlet (talking) to break the monotony. Other jobs (administration, ordering, cataloging) requires concentration and little distraction. To house both types of work in one small room is hard on the whole staff.

We are always being hampered by not having enough room in which to process our books. For lack of room, these books have to be stored in several places in Sherman School and gotten out only when shelves have been cleared by sending books out to the schools. A number of times we have to bring books out of storage for some reason or other and then have to put them back because we lack room in the office. If there was enough shelving space, it would help our work immensely.

Basement rooms in which we are now housed take a toll of the staff's health. Colds, sore throats, etc., are almost always with us. Although these are absent in hot weather, the exposure and the amount of windows mean that we roast during this time.

5. The lack of library space at Mendota keeps library services there at a minimum.

6. The difference between teacher and librarian schedules makes it increasingly hard to get new accredited people. They will apply but not carry through under the existing situation.

7. It is to be hoped that when the heavy enrollment at Nakoma is relieved, the library can go back to its normal size.

Conclusion:

In retrospect, this year has been a good one. No library program can be a success without the co-operation and understanding of teachers and principals. These we have had to a gratifying degree. We appreciate the untiring efforts and loyalty of our superintendent and the unfailing encouragement from Miss Leary.

The interest of the Board of Education is shown in their many activities during the year. Parent interest in our library program gives us encouragement and inspiration. It is all these attitudes which make working with boys and girls in the schools of Madison most worthwhile.

Respectfully submitted,

Margaret Moss

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

Music Department

Presented to the Board of Education
by the Director
LEROY KLOSE
August 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-54
MUSIC DEPARTMENT

I. Significant Statistical Data

1. All instrumental music is elective. During the last school year over 1,400 pupils played standard band and orchestral instruments, grades 5 through 12. About 95 per cent of whom began their instruction in the Madison Public Schools.
2. Vocal music is elective in grades 9 through 12. More than 1,300 pupils were enrolled at this grade level in chorus classes and choirs.
3. Each of the 5 junior high schools have elective boys' glee clubs, girls' glee clubs, and mixed choruses. In these music groups there were over 800 voices.
4. There were select choirs of 5th and 6th graders in each of the 12 elementary schools totaling 886 voices.
5. All children of the primary grades receive a minimum of 60 minutes, upper grades 90 minutes, and 7th and 8th grades 100 minutes of music instruction a week.
6. To summarize the past ten years of music in the Madison public schools (except for the last two years of World War II) there has been a constant increase in enrollment, and improvement in the standard of performance.

II. Special Achievements

1. The Choral Pageant of the Nativity was again presented at the State Capitol with the usual success.
2. Over 1,000 high school pupils presented a Spring Music Festival at the University of Wisconsin Stock Pavilion. An hour of this program was broadcast the following Sunday.

3. Each senior high school band played from 50 to 61 public or school performances. All musical organizations gave over 250 public and school performances.

4. All fifteen elementary schools were represented in a fifty voice All City Boys' Choir. All rehearsals and five concerts were on out-of-school time. It was organized to provide an opportunity for gifted singers, and develop interest in boys' singing through junior high school.

5. We were able to parade six public school bands on Memorial Day because all three high school bands have new uniforms. The senior uniforms were not only worn but outgrown; however, they do fit 8th and 9th graders, and are adequate for their less frequent public appearances.

6. Summer Program

- a. Instrumental summer school had 528 pupils registered, an increase of 30 over 1953's 498.
- b. An all-city high school and alumni summer band had an enrollment of 108. They studied 32 standard band numbers, and gave one public concert.
- c. New appreciation lessons for all junior high school grades called "Listening to Music" were written (on extended work program) to better correlate music lesson plans with the general curriculum.
- d. On the same extended work program two elementary teachers wrote a guide on what materials should be taught at each grade level.

III. Problems and recommendations

1. Each year junior high school vocal music classes are becoming larger, much too large for effective teaching. Better classroom facilities and more teaching power are needed.

2. All elementary schools, except Mendota, originally had special music rooms. All but 5 have relinquished these rooms for regular classroom use. In the coming school year music will be taught in auditoriums, half-basement rooms, and regular classrooms. Where music teachers move from classroom to classroom, dollies are being provided for pianos and books. I suppose the real answer to this problem is our present building program.

3. Because of poor acoustics in the West high band room, all 7, 8, and 9th grade band classes (13 hours a week) are held in the auditorium. This is most unsatisfactory because equipment has to be "lugged" 26 times a week, losing valuable class time (about 5 minutes at each end of the class period). Also the auditorium is not conducive to good teaching, and there are frequent conflicts with stage work and aud programs. Superintendent of Buildings and Grounds believes the south end of room 303 (Instrumental music room) could be partitioned into small practice rooms making another sound barrier which would eliminate interference between the two music rooms. Mr. Nelson believes this could be done for less than a \$1,000.00 which I hope will be in the budget.

4. At Central and East high schools regular classrooms are used for small instrumental rehearsals. One small room acoustically treated adjacent to the band rooms would cause less disturbance, also would give greater teaching efficiency.

Respectfully submitted,

Leroy Klose

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

Department of Public Interpretation

Presented to the Board of Education
by the Director
MARGARET PARHAM
June 1954

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1953-54
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

Newspaper Publicity

Although Madison public schools may not have appeared in news stories and pictures quite as frequently as in the previous school year, coverage nevertheless was excellent. Both city dailies carried a full page of pictures on school opening as well as a picture series on preparation of school buildings for pupils including the new Herbert Schenk school. In addition the State Journal printed a full page of pictures on new teachers.

Both newspapers gave the schools good coverage on the increasing numbers of children and school plans. In fact, nearly all publicity releases from this office are printed, although sometimes edited.

Besides occasional stories and pictures, The State Journal printed 14 picture strips, We Saw You, about the schools (one PTA). This daily also printed full-page layouts of seniors and Thanksgiving activities, and a group of pictures on Christmas art in the schools.

The Capital Times printed 21 across-the-page strips, many double, on the schools. Of these, three or four were full pages of pictures. The Capital Times also printed a full page of pictures for American Education Week. The State Journal, on the other hand, printed about a picture a day during and after AEW.

Publications

A re-print of the biennial report, Art in the Madison Public Schools, was ordered before Christmas to provide a sufficient number to circulate among parents through homeroom organization and to complete the organizational leaders list. Remaining funds in the art and public relations departments at the close of the fiscal year were used for the re-print.

No other publications of a public relations nature were printed during the year although work was begun on the next biennial report. This report will again emphasize the need for more classrooms for the mounting school population.

Pictures

As in other years, pictures were taken during the current school year for both publicity and publications purposes. Both dailies used pictures we took for AEW publicity and sent reporter-photographers to the schools for pictures as well.

For taking pictures in the schools this year we have used the services of a State Journal photographer-reporter when he was off duty. Because of lack of time, however, he could rarely do a rush job for the schools.

We took a small group of pictures for curriculum publications and a much larger group for possible use in the biennial report. These included pictures which might be used for cover and foreword, interior pictures of the new schools, of renovated rooms in the older buildings, and of classrooms in which improvements will be made.

The director of public interpretation also took a similar series in 35 millimeter color for possible use as slides for PTA and other adult meetings. Mr. Hull of the state department of public instruction took some exteriors for us with a camera with a wide-angle lens.

Radio Programs

Participants on the school-opening radio program over WIBA Sunday, September 13, 1953, were Mrs. Helen Holterman, third grade teacher at Randall school, Norma Doeringsfeld, teacher of English, social studies, and mathematics at West junior high school, and Orian Dhein, head of industrial arts department at East senior high school.

Principal Pearl Leroux, Washington school, also participated in a school-opening program on WISC, Saturday, August 29.

THE MEA PUBLIC RELATIONS PROGRAM

Again the MEA public relations committee cooperated with the social committee to entertain city council members, Board members, representatives of the press, and wives or husbands. The speaker at the annual dinner was Prof. Henry Ladd Smith, University School of Journalism. He told about his Egyptian experiences on a Fulbright lectureship at the University of Cairo during the previous school year. His subject was "The Role of the Teacher in the Middle East." The Schoolmen's Quartet provided music at the dinner.

The public relations committee collected examples of good public relations in the various schools. These examples will be edited and put into a report available to each school.

The committee worked with the MEA research committee on a survey of teachers' participation in community activities. This report also will be available to each school.

American Education Week Program

Activities of the AEW committee, which was larger, 17 members, than any in recent years, included the following: securing of materials from NEA including trailers for the local movie houses, a TV trailer for a local station, and radio transcriptions for local stations; preparation and distribution of a printed leaflet for parents with a message from Supt. Falk; sending of form letters about AEW to members of the council of churches and presidents of clubs; publicizing events in the schools in the newspapers and radio spot broadcasts; and sending bulletins and materials to the schools.

The Vocational school set in type the printed matter for the AEW leaflet. East and West high school printing departments printed the leaflets. Clark Byam, the committee chairman, and boys counted the leaflets and distributed them to the schools. East high school pupils sketched cover designs from which the committee chose one. The director of public interpretation prepared the material except the superintendent's letter.

Radio Programs

The radio committee planned programs for each day of American Education Week including seven live programs and the presentation of the NEA transcriptions. So ambitious were the plans of the committee that the director of public interpretation could not give adequate help to all participants requesting aid. In the future the director will ask that the committee not schedule more programs than they and the director together can help to prepare.

The list of programs for the 1953 AEW observance may be found in the AEW report.

MEA Bulletin

Again only two editions of the Bulletin were printed, a six-page edition in October and another six-page edition in May. As stated in previous reports, it is the opinion of the director of public interpretation that more frequent editions and shorter Bulletins, if necessary, would be better.

MEA Visual Aids

Only one roll of colored film, which was taken at Central, was added to the all-school slide series which was planned two years ago. Robert Herreid, chairman of the committee, took the pictures.

Public Interpretation - 4

The director of public interpretation and a number of sub-committees spent considerable time during the year re-writing the scripts, timing and editing the elementary and high school movies for use over local TV stations. The committees included some of the staff members who helped make the movies originally.

Work on the elementary movie is completed. The movie has been cut and divided into two programs with accompanying tape recordings. Walter W. Engelke, who did considerable work on the original movie, consented to be the "voice". Juanita Sullivan, chairman of the radio committee, planned a repertoire of background music for the two reels and assisted in making the recordings.

Work on the high school movie progressed more slowly so that neither the script nor film is ready for making the tape recording.

Respectfully submitted,

Margaret Parham

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education
by the Head Teacher

Mrs. Kathryn Charlson

June 1954

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1953-54

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year, the twenty-third for our hospital school, was unusual in the fact that we had few polio and cerebral palsy patients, little isolation due to children's contagious diseases, and no children remaining for graduation. The trend of shorter periods of hospitalization, broken by months of confinement at home, continues. This necessitates planning for continuance of school work at home, with concentrated work on child's difficulties during return hospitalization periods.

I. STATISTICAL DATA

The following table shows the grade distribution of the enrollment for the year:

<u>Grade</u>	<u>Enrollment</u>	<u>Grade</u>	<u>Enrollment</u>
Kdg	5	7	12
1	15	8	13
2	15	9	15
3	19	10	14
4	13	11	4
5	15	12	3
6	19	Specials	8

Total: 170 Students: 64 Returns.

Average days attendance - 32 days.

There were some changes in the grade distribution and days attended over last year. On the secondary level the continued large enrollment was in the ninth grade rather than in either the seventh or eighth grades, as in the past six years. For the first time since 1948 the total days attended in a high school class far exceeded the days of any one grade. On the elementary level the shift of the largest number of pupils and days attendance from first grade to third, begun last year, was repeated this year.

The total number of pupils and days attended was slightly lower than last year, while average days attendance remained exactly the same. There was a big increase in returns of children. There were 52 children returning once, 11 three times, and one child 4 times.

The percentage of enrollment according to disabilities was as follows: orthopedic 67.6%; plastic 18.8%; general 5.8%; polio (current year) 5.3%; cerebral palsy 2.3%. The orthopedic and plastic groups increased with a corresponding decrease in each of the other three groups.

There were two full time and part time teachers on our staff. Miss Gordon-Smith taught grades 1-5; Mrs. DeVries taught language, spelling and reading in grades 6-12; and Mrs. Charlson taught mathematics, science and social studies grades 6-12. Education 73 University Students were a help, but were here such a short time and not at those times when we had our heaviest load!

II. ACHIEVEMENTS

Classroom work progressed as smoothly as one could expect in a hospital with its necessary interruptions. Our nursing staff is increasingly cooperative in getting children ready for school and helping to push beds as well. A big factor in our having the best cooperation in pushing the beds was due to our competent orderly. He is not only physically capable, but responsible and understanding of the child's school needs.

An important achievement this year has been to stress mental health by helping the child to develop a healthy personality. Miss Gordon-Smith says in her report; "A warm greeting was extended to Tom, age 10, upon his entering the school room, for he was a distrusting, confused and unwanted boy, fast growing into fixed ways of misbehavior. He was made to think that the teacher cared about his personal feelings, that he could depend upon her reactions, and that the school room was a friendly place. Robert, age 8, was aided in forgetting the bullet wound in his groin,--and James his burns and the fearful explosion of that drum of gasoline, the results of a playmate's prank. They were given opportunities to carry on activities that satisfied,--such as finger painting, clay modeling, pasting, making puppets, free-hand drawing and painting. Terry was helped to find relief from his inner thoughts, when he was confronted by strong emotional disturbances which caused him to spit, throw food, and curse,--while Jack was made to feel more at ease and so to think before letting his emotions cause him to fly into dangerous fits of rage. These boys found a diversion and challenge in the Roundy's Fun Fund constructive blocks, puzzles, and number games."

Our biggest classroom achievement has been in adjusting to treatments,--particularly physical therapy. The difficulty arose from more frequent shifting of their staff, and the increasing number of P.T. trainees whose programs varied from day to day. We have the problem of placing beds in the school room in order to do group teaching, and at the same time making those students going to and from treatments readily accessible. There remains the additional problem of selecting the time when the majority of any one group will be present. When we realized that we would have to consult the physical therapy schedule every morning and every afternoon before making our plans, a problem turned into an achievement. We changed our schedules wherever possible to fit theirs, and they became just as cooperative to make adjustments where it severely affected our program.

In the upper grades there were three classes worth special mention: English, Civics, and Art. More and more children ask for special help in grammar while they are hospitalized. Mrs. DeVries is particularly successful in presenting the subject in groups, achieving understanding on their part, and having them enjoy it. Many have been grateful for the opportunity for special emphasis and have reported after they return how much it has helped them. The Civics class was especially successful due to maneuvering in getting an entire group together for each class meeting and to the help of a very competent education student. We made a very worthwhile study of our federal government with ample use of visual aids.

For the first time we had a practice teacher in art. This made it possible to have more than just illustrating for THE BED SHEET in the upper grades. Linoleum blocks, papier mache and water color were especially effective media with which they worked. Having a laboratory on Friday afternoon was a fine way to end the week and afforded all kinds of opportunities for socializing and working together. Hospitalized adolescents do not have sufficient opportunities for getting together in such an informal manner. Our practice teacher also taught the elementary grades. Her coming meant an afternoon of surprises; crowned by the fun of creating and discovering that each could produce an acceptable creation of his very own!

III. PROBLEMS

Our biggest problem is planning for the child's schooling for the entire time he is unable to attend regular school. This involves knowing how long he is going to be hospitalized, how long he will be at home, and the availability of home teaching. While many times his stay cannot be ascertained with accuracy upon his entrance it would help so much to have a better estimate of his approximate date of discharge.

The change of "Big Rounds" from Monday to Saturday has been helpful in giving us an additional complete morning for teaching. On the other hand it has meant that we have returned many times on Monday to find pupils gone--when discharge was not anticipated by the resident the Friday before.

The home school in both rural and city communities is assuming more responsibility for children who remain at home for long periods of time. However, distance from school and lack of competent teachers makes it impossible for some children to receive help. School by telephone has been the answer in some cases where the distance from school to home is a few miles, where cost of different units is shared by several agencies and the family,--and where a guarantee of five months use can be made. If the child's work is interrupted one year it is not so serious, but in some instances where the child has already been out of school a year, or major part of several years, it means a child will be so over age in high school that he will drop out!

Quite a factor in making the year a more pleasant one was the addition of folding tables instead of desks and the painting of our classrooms in bright cheerful colors. The pupils and teachers responded favorable to the clean and more pleasant environment.

Respectfully submitted,
MRS. KATHRYN CHARLSON