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F O R E W O R D

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 and 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.

Perusal of these reports indicates clearly that major problems continue to revolve around increasing enrollments and high staff turnover - particularly during their first and second year of service.

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

	1945-46	1954-55	1956-57	1957-58	1958-59	1959-60
Kindergarten	34½	57	72	74	82	85
First	29½	48½	55½	59½	67	75
Second	26½	50	49½	54	61	66
Third	25	39½	47	48	55	59
Fourth	25½	32½	49	47	52	56
Fifth	24½	31½	39½	48	51	54
Sixth	23	32	35½	38½	53	52

Staff turnover has continued to be abnormally high. Many vacancies occured on very short notice. Staff stability and continuity is a serious problem.

									No. lost during 59-60	% remaining
Of 58	employed	for	1950-51,	11	remain	on	the	staff	today	0	19
Of 78	"	"	1951-52,	17	"	"	"	"	"	0	22
Of 92	"	"	1952-53,	29	"	"	"	"	"	1	32
Of 107	"	"	1953-54,	37	"	"	"	"	"	2	35
Of 104	"	"	1954-55,	36	"	"	"	"	"	0	35
Of 129	"	"	1955-56,	60	"	"	"	"	"	4	47
Of 152	"	"	1956-57,	41	"	"	"	"	"	4	27
Of 196	"	"	1957-58,	81	"	"	"	"	"	19	41
Of 215	"	"	1958-59,	101	"	"	"	"	"	45	47
Of 229	"	"	1959-60,	175	"	"	"	"	"	54	76

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

Philip H. Falk

Superintendent

July 1960

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS
For the School Year 1959-60

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 - A. J. Barrett
- Junior High School - Louise H. Elser
- Guidance Department - Margaret Fosse

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

Elementary Schools

Cherokee Heights - Emery C. Bainbridge
Crestwood - George A. Blackman
Dudgeon - Alonzo L. Anderson
Emerson - Charles Quinn
Franklin - Armand F. Ketterer
Hawthorne - Eugene M. Sturdevant
Hoyt - Dorothy Rule
Lapham - Maurine Bredeson
Lincoln - Evelyn Simonson
Longfellow - Helen Simon
Lowell - Mrs. Eunice B. Warwick
Marquette - Lillian Simonson
Mendota - Richard W. Lee
Midvale - Paul J. Olson
Nakoma - Walter W. Engelke
Odana - John M. Schulte
Orchard Ridge - Norman Clayton
Randall - H. Ralph Allen
Herbert Schenk - Ansgar Svanoe
Sherman - Anthony Farina
Spring Harbor - A. Kermit Frater
Sunnyside - Daniel J. Kirley
Van Hise - Walter H. Argraves
Washington - Philip Lambert

Special Departments

Art - Ruth Allcott
Child Study and Service - Carl H. Waller
Curriculum - Arthur H. Mennes
Health, Phy. Ed., Recreation and Safety - Glenn T. Holmes
Industrial Arts - Robert Hull
Library - 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 1959-60

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal

Earl D. Brown

June, 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1959-60

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1960 was as follows:

	Grade	Total 1958-1959	Total 1959-1960	Increase or Decrease 1960 over 1959
Junior High Division	Seventh	182	176	- 6
	Eighth	151	161	+10
	Ninth	292	289	- 3
Totals		625	626	+ 1
Senior High Division	Tenth	221	270	+49
	Eleventh	199	224	+25
	Twelfth	189	185	- 4
Totals		609	679	+70
Junior and Senior High Totals		1234	1305	+71

In addition to the above, there have been two groups of ungraded pupils numbering 44.

Enrollment for past 10 years

Year	Junior High School	Senior High School	Combined
1951	448	569	1017
1952	499	534	1033
1953	548	539	1087
1954	559 + 18*	571	1130 + 18*
1955	564 + 43*	586	1150 + 43*
1956	554 + 40*	621	1175 + 40*
1957	519 + 39*	618	1137 + 39*
1958	535 + 41*	606	1141 + 41*
1959	625 + 46*	609	1234 + 46*
1960	626 + 44*	679	1305 + 44*

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

SECTION II

SPECIAL ACHIEVEMENTS

A. During the latter part of last summer our chemistry laboratory was rebuilt including a new tile floor, laboratory tables, new plumbing and electrical equipment, and considerable storage facilities. The laboratory is provided with a photography dark room and space for extra storage. This room will be used to a greater extent than it was previous to the past few years, as the enrollment in chemistry has increased.

A lighted bulletin board was donated by the Student Council and was placed on third floor where special student notices have been posted during the past year.

A number of pieces of equipment have been added in several rooms. The music room was improved by the addition of special storage units for song books and student vocal folios. The biology laboratory was supplied with a storage unit for classroom notebooks. Four sections were built to accommodate 120 pupils. The junior high art room was provided with more storage space by taking out old cupboards and adding new adjustable and expandable shelving.

B. During the past year German was added to the curriculum and a class of 25 ninth and tenth graders completed the first year. Next year the majority of the first year pupils will continue into the second year and a new group of first year pupils will again be organized.

During this past year, third year French and third year Spanish were taught in a single class. There were not enough pupils in either subject to justify separate classes. However, next year we are offering separate classes in third year French and Spanish as the groups are large enough to justify the teacher time.

It is expected that a beginning class in French will be offered in the seventh grade. This will make it possible to complete at least two years of a foreign language before the tenth grade.

During the past two years, by revamping and stepping up the mathematics courses, it has been possible to offer a course in Calculus in the second semester of the senior year. Near the end of the year an examination was given to seniors from East, West and Central, and a considerable number of students, some thirty, passed the course and will be able to get credit in first semester freshman mathematics at the University. Six of those who passed the course were from Central.

The junior high school has offered some advantages to a section of advanced pupils in the seventh grade by combining seventh and eighth grade arithmetic and covering most of it in the seventh grade. Then in the eighth grade, Algebra has been offered so that Geometry can be taken next year in the ninth grade. By stepping up the math program in this way, it may be possible to offer Advanced Algebra and Trigonometry in the tenth grade, College Algebra and Analytic Geometry in the 11th grade, and a year of Calculus in the twelfth grade.

The honors course in junior and senior English for an advanced section in each year has made it possible to offer better preparation for college and in some half dozen cases has made it possible for pupils to earn credit in a semester of freshman English.

During this summer several teachers from our English Department, together with the Assistant Principal, are enrolled in the "Wisconsin Improvement Program" and are working on plans for a unit of team teaching in three sections of the tenth grade.

During the past year the teachers in the Home Economics Department have made a number of improvements in the Curriculum by breaking up the courses in cooking and sewing and introducing other units more closely related to family living and planning. A number of changes have also been made in text books.

The teachers of Industrial Arts have been working with teachers from the other high schools in planning some revisions in the courses in that general field.

It is not possible in this general summary to mention all of the improvements and minor achievements that have been made in a number of the other departments. It can be mentioned that teachers from all of the other departments, Music, Business Education, Art, Social Studies and Physical Education, have been meeting at times in their own building and also with teachers from other buildings in the city to study changes in curriculum and materials of instruction.

I doubt if there has been as much total searching and study in the combined departments during any one of the past ten years as there has been during this past year. Many decisions must wait but much searching will continue during next year.

Two years ago a special class for remedial English and History was set up in the tenth grade and eleventh grade. During this past year a teacher with special training and a number of years experience was put in charge of these two groups. A good deal of instructional material and books to fit several levels of ability was purchased. The results have been very satisfying. While the experiment is rather new and results as to specific fields of improvement are still inconclusive, we are planning to continue the work and broaden it still more. It may still be impossible to measure all of the results of this experiment,

but I am sure the attitudes of the pupils in these classes have improved and a feeling of confidence has been further developed. As evidence of the philosophy of the teacher of these groups, I quote from a part of her annual report, "I feel I have helped restore a feeling of confidence and self-worth to some of the students in my classes. I enjoyed teaching poor readers to read better. The S.R.A. Reading Laboratory was a big help in individualizing my reading program."

Our guidance program has taken on more and more individual counselling, especially for those who are seeking to enter college. Several new tests were added to our rather substantial list. The amount of counselling relative to securing scholarships has increased and has been effective in helping a number of graduates to secure substantial aid.

The Student Council has made a fine contribution in backing the raising of funds for the American Field Service. It has been most worthwhile for the past several years to have a foreign student attend our school during the senior year. Over $200 was raised by the council and a gift made by the Girls Club amounting to $100.

SECTION III

SPECIAL PROBLEMS

A. I think our greatest problem has been and will continue to be with the non-achiever who has average or better than average ability. I think our Trades Course with its many offerings has helped to improve the achievement of a rather large group (100 to 125). I also feel that the challenge which has been directed at the gifted during the past several years may have helped them to dig a bit harder and accomplish more. There is, however, a group of about twelve to fifteen per cent of the student body who could do much better or at least do average work if there was some way to furnish more meaningful objectives, develop better habits of study, and instill more confidence in the various individuals. To this end we have a group of teachers, about ten, who are working this summer at the University in the Wisconsin Improvement of Instruction Program, on team teaching techniques in tenth and eleventh grade English, remedial reading, revision of curriculum in Biology, and research in mathematics. It is hoped that these studies may help to bring some improvement to the group of pupils who find little satisfaction in doing a fair to good job.

B. We are still looking for a better place in which to house our instrumental music. Our band room is crowded and the noise factor in the surrounding rooms does not help in the best utilization of these rooms.

C. We have a problem at noon in trying to take care of the great majority of our student body of better than 1200 pupils who remain at school for lunch. In the senior high school the period is 45 minutes. In the junior high school the period is 60 minutes. Either group will use only about twenty to twenty-five minutes for lunch. After that time they will be on the street, in stores, in the halls or in the gymnasiums. It takes several faculty men to supervise these groups every noon. It might be a good plan to shorten the noon hour but in order to do so, it will be necessary to convince the Vocation School to do the same, as it is almost necessary that we both run on the same schedule, since we use so many rooms in the Vocational School building and in some cases our pupils go to classes in which vocational teachers are teaching.

D. It is becoming increasingly difficult to support our inter-scholastic athletic program. Many of our very worthwhile sports such as track, cross country, tennis, hockey, golf, baseball, and wrestling do not bring in any income. Our gymnasium is not large enough to make basketball a source of more than enough income to pay expenses. This leaves football as the only source of income from the public. With four other high schools in town, plus the university, each competing for the public support, there is just not enough attendance to insure much profit. This means that the Board of Education has

had to subsidize athletics to a considerable extent and even this has not made it possible for us to get out of the red nor even reduce our debt by more than a few hundred dollars. To make the problem more acute, at least for this past year, the weather was stormy on three out of the five nights which reduced the attendance to small crowds.

SECTION IV

RECOMMENDATIONS

A. It is recommended that a further study be made of the feasibility of making the recreation room into quarters for the instrumental department. This would improve the usability of several rooms on third and fourth floor which are in the vicinity of the present band room. This move would actually increase the total capacity for class room use.

B. It is recommended that serious consideration be given to making space available in room 221 for senior high school guidance office and that the space now occupied by the guidance department and assistant principal be revamped for more adequate quarters for the assistant principal and a work room.

C. Because of the enthusiasm that has been shown by those who have been working in the Wisconsin Improvement Program on various curriculum plans and techniques, it is recommended that the plans for two units of team teaching in English be put into operation during the year 1960-61. Complete plans will be submitted at an early date.

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT

1959 - 1960

Presented to the Board of
Education, June 17, 1960
by

Vida V. Smith

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT FOR THE SCHOOL YEAR 1959-1960

I. STATISTICAL DATA

TOTAL ENROLLMENT TO DATE

Grade	Boys	Girls	Total
Seventh	87	89	176
Eighth	86	75	161
Ninth	160	130	290
TOTALS	333	294	627
Specials	24	20	44
TOTALS	357	314	671

TOTAL WITHDRAWALS AND TRANSFERS

Grade	Boys	Girls	Total
Seventh	9	6	15
Eighth	10	3	13
Ninth	8	10	18
TOTALS	27	19	46
Specials	8	3	11
TOTALS	35	22	57

Thirty-two new pupils enrolled in the junior high school after the first week of school for the present school year as compared to twenty-nine last year. Forty-six withdrew or were transferred this year as compared to fifty-five last year and thirty-three the previous year. Two pupils withdrew and reentered during the present school year. Twenty-five of the new enrollees were from schools out of the city; two were late enrollees, one due to illness and the other was in Germany when school opened; two were transfers from other Madison junior high schools; and three pupils entered during the year from the city's parochial schools. Forty pupils enrolled at the beginning of the school year from schools outside the city and twenty-four others enrolled from other public and parochial schools in the city. Eighteen of these were from schools in the Madison Public School system, one from Wisconsin High and five from parochial schools. Some of these had been in the city during elementary school years, moved out and returned to the Madison Public School system this year. We also had forty-three pupils who entered our junior high from the parochial schools this year, twenty-four from Franklin and fifty-five tuition pupils from Badger, Silver Springs and Shorewood. These were pupils who enrolled last spring for the present school year.

During the present year, we have had 166 new seventh graders plus ten pupils repeating seventh grade, twenty-six pupils new to our eighth grade and 172 new pupils in our ninth grade. A total of 364 of the 629 pupils enrolled in the junior high school or 57.8% were new to Central Junior this year. The orientation of nearly 60% new pupils each year is a very difficult task for the school adminintrator and guidance counselor. Then to complicate matters even more at Central, we are operating a senior high school, a junior high school, a vocational school and a special education department, all making use

of some of the same rooms. All of these schools make use of the same shops and have combined use of other rooms and facilities.

This is the oldest school building in the City of Madison in which secondary school classes are being taught and was built for the traditional high school curriculum and does not meet with all the needs of a modern school curriculum. The physical condition of our building is very good and is being well kept for which I am pleased. We do not have adequate shop facilities for the modern school curriculum and the facilities for music and science lack much to be desired. There are no facilities for basketball or volleyball practice for junior high boys and no playground space. This is a very bad situation for a junior high school with an hour lunch period. There are no facilities for intramural activities for boys at Central, except for basketball on a few Saturday afternoons during January and part of February. This was keenly felt during the present school year as seventh and eighth graders were not permitted to play on the regular junior high interscholastic teams, and, therefore, they had no after-school sports activities.

The reasons for withdrawals and transfers of junior high pupils were as follows; this table does not include those in the special education classes:

REASONS FOR WITHDRAWALS AND TRANSFERS	JUNE 1955	JUNE 1956	JUNE 1957	JUNE 1958	JUNE 1959	JUNE 1960
Moved out of city or working on farms	31	24	25	18	26	23
Transferred to other city schools or special education classes	3	4	4	8	16	5
Placed in correctional institutions	2	2	0	0	0	1
Withdrawn to parochial schools	1	0	0	1	0	4
Vocational School and work	4	9	3	4	3	4
Doctor's permit due to accidents outside of school	1	0	0	0	0	0
Doctor's permit for other reasons	1	1	0	1	7	4
Polio and rheumatic fever	0	0	0	0	1	0
Deceased	1	0	0	0	0	0
Married	0	3	2	0	0	0
Excused from attendance by Mr. Thrower in Child Study Department	0	0	1	0	0	0
Expelled by Board of Education	0	0	0	0	1	0
Entered Armed Forces	0	0	1	1	0	1
Legal age for quitting school	0	0	0	0	1	0
Diagnostic Center by Court order	0	0	0	0	0	2
Excused from school attendance by Probation Dept.	0	0	0	0	0	1
Excused from school by court order	0	0	0	0	0	2
TOTALS	44	43	36	33	55	47

It is interesting to note that we have had fewer withdrawals and transfers this year than last. Two of the transfers were from the junior high school to the special education class at Central. There were only three transferred to other city schools. These were all due to moving into other areas of the city. I had anticipated that there might be much more moving due to the housing situation in the Brittingham and South Park Street areas. However, the Brittingham area is practically cleared of resident property. We are likely to have more moving next year as more territory in the Marquette area is being taken over for commercial redevelopment. The number of pupils moving out of the city was slightly less than last year but greater than for the school year ending in June, 1958.

We had seven pupils excused from school for part or all of the year upon recommendation of the family physician or a psychiatrist. It is interesting to note that six of these were psychiatric cases rather than due to physical ailments. Most of these pupils were emotionally disturbed children who had been problems all through their school lives, growing somewhat worse each year and very little was done about it until this year. One of these pupils was new to the Madison School System. For the first time to my knowledge the court took action to see that two of these children received medical care and sent them to the Wisconsin Diagnostic Center for treatment. The court excused two other children from school as being too unstable to perform in a school situation.

Three of the four pupils who were transferred to vocational school were very poor pupils in as far as doing academic work was concerned but two of them were not behavior problems in any way. They just were not interested in education. The other pupil who transferred to vocational school was mentally capable of doing high school work but was not interested in conforming to school routine. He had been an attendance problem last year at Franklin School.

The anticipated enrollment for the junior high school without the special education groups will be approximately 600 as compared to a prediction of 590 at this time last year.

SEVENTH GRADE		EIGHTH GRADE		NINTH GRADE	
Central repeaters	11	Central Jr.	153	Badger	16
Franklin	0	Repeaters	3	Central Jr.	146
Lapham	33	Parochial	0	Edgewood	0
Lincolm	13			Franklin	47
Longfellow	26			Holy Redeemer	2
Marquette	18			Shorewood	21
Randall	1			Silver Springs	15
Washington	37			St. James	10
Parochial	0			St. Joseph	10
Out of City	1			St. Patrick	8
				St. Raphael	15
				Wash.Orth.	1
				Repeaters	15
TOTAL SEVENTH	140	TOTAL EIGHTH	156	TOTAL NINTH	306

TOTAL ANTICIPATED ENROLLMENT 602

It is difficult to say how many pupils will really attend Central Junior next year as three areas of the Marquette district are scheduled for redevelopment in addition to the Brittingham Park and South Park Street redevelopment areas which are making some progress. No doubt some of these pupils will be located in other areas of the city. The foregoing anticipated enrollment does not include elementary pupils who said they were going to Wisconsin High. It is taken for granted that Wisconsin High will take all those who requested admission there. Our enrollment may be slightly larger than it was this year, or it may be considerably smaller depending upon how rapidly residential property in this area is torn down for redevelopment purposes.

II. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

Our music groups have been the least active this year of any time since I have been at Central. It was very difficult to get them to perform for assembly programs or for P.T.A. meetings. The seventh and eighth grade bands have met five days a week for the past two years instead of three as formerly, and yet they were not ready for an assembly program or a P.T.A. meeting until much later than previously. It makes one wonder whether or not time is not being wasted in a five period week for instrumental music and especially when we need this time for introduction of a foreign language earlier or perhaps for science at seventh grade level.

We have had no work in dramatics this year as we had no speech teacher. Our pupils have missed this very much and especially now that there is no sports program for seventh and eighth grade boys. We hope to have some work in dramatics next year.

The only standardized tests given this year were those requested by the Curriculum Department which were given throughout the city. Our pupils are not doing as well in written expression as I would like to see them do. Nevertheless, I think most of our English teachers have been quite conscientious about teaching pupils to write better and have checked a reasonable number of papers. However, when nearly 60% of a school is new each year and the children come from so many different schools with varying standards, it is difficult to see the amount of progress one might desire in a year's time. The tests on written expression are given in November and December and consequently we have many of these pupils only three months before they are tested. This is quite different than having a junior high where the majority of pupils have been in the same school from kindergarten through ninth grade.

Some very outstanding work has been done in our art and home economics classes this year. The Fashion Show was greatly improved by being separated from the Senior Variety Show. It is always a pleasure to go into the home economics classrooms and see every girl at work and enjoying real learning and accomplishment. The businesslike atmosphere in both the sewing and cooking classes leaves little to be desired. It has also been very gratifying to see the excellent work the art classes have done. Most of the pupils in our eighth and ninth grade art classes were pupils of average and below average ability and yet they did some excellent work in art. Mrs. Wisiol held a very high standard of accomplishment for them and the majority of her pupils did an excellent job. This shows what can be accomplished when a teacher holds high standards for pupils.

I have been very pleased to see the new emphasis being placed on providing a more challenging curriculum for the gifted pupils during the last two years. In making this provision we must be very careful in determining who should be in such groups and not let intelligence quotient alone or the results of any one test play too important a part in deciding who should have the privilege of being in fast classes. I have known children with so-called ability ratings of 115 who had a "will to do" accomplish much more than some with ratings of 145. A child's goal and ambition have more to do with performance than just ability rating or test performance on any one test. I was glad to hear Dr. Waller bring back this same message from the guidance meeting he attended in the East. It is hoped that from these fast groups will come our leaders of tomorrow. We are in as great a need for leaders in the fields of political and social sciences and languages as we are in the fields of mathematics and the physical and chemical sciences. We have had some fast groups at each grade level at Central. These children have really been challenged intellectually and it has been very good for them. The idea of having individual differences cared for within the class groups is an excellent one, except that most teachers are not capable of doing it well. Where there is as great a span in ability ratings as there is at Central, there is a great need for some grouping. In our regular groups there would be pupils of ability ratings from 88 to 151 if we did not do some grouping. It is very difficult to care for the educational needs of children with such varying abilities within one group. Our brighter children were given a real opportunity to achieve in accordance with their abilities the past two years.

It is interesting to note the trend in education throughout the country in making better provision for the academically gifted child. I feel that this is very definitely a trend in the right direction. It will take several years to test curriculum materials, teaching techniques, and placement of courses before we will be certain about the advantages and disadvantages of the proposed changes. There is

going to be experimentation in education as there has been in every other profession. Scientific experimentation is long past due in the field of education. School administrators, guidance personnel and teachers must be on the alert to see that too much experimenting is not done on any particular child or any particular group of children. However, the faculty of no school should be adverse to a certain limited amount of trying out new and perhaps better methods of teaching and new materials. We had two eighth grade mathematics classes and one seventh grade class which were taught a part of their mathematics by a television program twice a week. This program was sponsored by the Wisconsin Improvement Program through the mathematics department of the University of Wisconsin. Some parts of this program were excellent and the children were very much interested in it. At other times the programs were not as good and then pupils lost interest. These programs were offered mostly as a means of teacher improvement in acquainting teachers with some of the newer vocabulary of mathematics being used in the college texts. It seems logical to introduce pupils to the new terminology in mathematics at as early as age as they are capable of mastering the concepts involved. Practically all of our mathematics teachers attended evening classes in mathematics at the university during both semesters of the present school year. At least four of our teachers are planning to attend the Wisconsin Improvement Program this summer at the university.

Our interscholastic sports program was somewhat better this year than it had been for the past several years. Mr. Olson coached the football, basketball and track. He was very interested in all of these activities and did all that could be expected of any coach to help the boys to have a successful season.

We reorgani ed the guidance program and put units in guidance into the social studies classes in the seventh and ninth grades. This was quite successful with the slow and average groups but not so good for the fast groups especially at ninth grade level. These pupils wanted something more challenging than most of the units had to offer.

The Student Council sponsored a party for the seventh and eighth grades which was very successful. They also revised the junior high hand book. We had one of the largest groups initiated into the National Junior Honor Society that we have ever had.

The cooperation we have received from the Probation Department on the children who have been under their supervision has been exceptionally good. I think some of the personnel in the Probation Department have done a great deal for some of these children who come from very poor home environments.

III. SPECIAL PROBLEMS

One of our main problems is to get over six hundred pupils coming from 26 schools in the city and surrounding community plus those coming from other schools in other communities, states and countries orientated into a school program which stresses real accomplishment in accordance with each child's ability to perform. These children come from schools and homes with varying standards of accomplishment and conduct all the way from expecting practically nothing of them to a very high standard of social conduct and school performance. This was very noticeable in regard to pupils' response to the guidance material used in ninth grade civics classes. Pupils who came from homes where they had experienced parental guidance all their lives were socially too mature for this material. They liked the units on economics and government and world problems, but were disgusted when class time was spent on teenage problems. There is need for units on guidance for many of our pupils at Central, but some of them who are intellectually mature are also mature in their social and emotional life and have little need for some of the guidance units suggested for this grade level. The material on occupations is of considerable interest and of value to most of the ninth grade pupils.

The pupils at Central usually extend the entire length of the scale on any kind of achievement or mental test and likewise on the economic and social scale. Nearly sixty per cent of these children are new to Central Junior each year. The present school year it is 57.8% and the per cent of pupils new to Central will probably be even greater next year. The school administrator, guidance director, and home room teachers have a real job in trying to help this many early teenage pupils become orientated into a program of educational accomplishment and social and emotional maturity.

One of our major problems in operating the kind of junior high school we would like to have is to get enough money to purchase the new text books and supplementary materials which have been approved by the Board of Education. Unless funds for text books are increased considerably, it will be many years before we will be able to purchase the new texts which have already been adopted by the Board during the past two years.

There is still the problem of getting any kind of outside preparation or homework from some of our pupils. The number of such pupils was smaller this year. I was pleased to see the seventh grade teachers, with one exception, holding quite firmly to our schedule. Sometimes I am tempted to put all of those children who will not prepare their work into one section at each grade level and let their parents know that we are giving them a very limited

educational program which will not prepare them for higher education but will fulfill the requirements of school attendance. It is not the lack of mental ability or the lack of places to study as much as it is the lack of a desire to do anything that they can get by without doing. It is necessary to have children develop a pride in accomplishment and of learning some new things each day. This should begin when the child enters kindergarten and continue every day during his school life.

The difficulty of beginning a more challenging and more difficult program for pupils at junior and senior high levels has many problems. The ideal place to start such a program is at the elementary school level as many school systems are doing and which I think Madison did more of this year. However, I am glad that we are not waiting for these children to get into our high schools before we do something regarding the improvement in educational offerings. We cannot afford to put off for even one year the improving of our educational program, even though it is difficult and meets with some frustrations. The experimenting with advance courses in our junior and senior high schools today should lead to a sounder program for our present elementary school children when they reach the high school level. Our aim in all public education should be to hold each child to the highest level of achievement that he is capable of attaining. I think we are coming nearer to that standard but I still think we have a long way to go.

It was most interesting and gratifying to me to hear parents of the sixth grade pupils at Longfellow School say how their children were bringing home school work and planning a regular time for study. These parents were so happy and proud that their children were interested in doing their school work including home study. Not one of them indicated that they thought their children were being overworked or frustrated in any manner.

The milk dispenser on the second floor should be moved or a cover supplied for it so pupils cannot get milk at all times of the day. Traffic to the milk dispenser is very annoying to the teachers in the rooms nearby. Empty milk cartons are found frequently in the corridors which gives the building an untidy appearance and is not very sanitary.

Adequate supervision of junior high pupils during the lunch period in a six-year school where senior high pupils are permitted to take paper bags with their lunches out of the building and eat them on the streets has been a real problem the past several years. It gets worse each year. I think that Central should definitely have a shorter lunch period. This would eliminate the noon hour supervision, prevent

hanging around the uptown stores and State Street and would permit our pupils to get out earlier for their after-school sports program. There are very few junior high pupils who go home for lunch. A short noon hour would not inconvenience many people. Our basketball and volleyball teams have to go to Lapham School for practice. By the time pupils get down there, dress, practice, dress again, it is impossible for some of the boys to get out to South Madison in time for the family dinner hour. I think we would be more justified in having a short lunch period than any other secondary school in Madison, and we are the only secondary school that does not have a short lunch period. A shorter lunch period would make it possible to have an extra class period which would be a great help in providing the kind of a program that our junior high pupils should have. This would permit the beginning of a language at seventh grade level for those pupils who desire to do so. I understand that all the new junior high schools in Madison are contemplating an eight period day in the near future.

There is a real problem in getting some teachers to assume responsibility for having their pupils do a reasonable amount of written work and checking on it to see that it is well done without the same errors being made each time written work is requested. Some teachers are very careless in checking papers and their pupils are likewise very careless in writing them. Too many social studies tests are the one-word answer, the false or true answer, or the "yes" and "no" type of answer. The way children prepare their papers for these tests indicates the little respect they have for them. I have seen some very untidy carelessly written papers on tests of this type.

The slow seventh grade group this year was a very difficult group to handle. They came to us with extremely poor educational background and a very poor set of work habits. They failed to have a realization of what the atmosphere in a class room should be like.

I think each school can take care of a reasonable number of problem children without it being any great detriment to the school. Central Junior has had more than our share of special problems, with over forty special education pupils, some sight-saving children, and all the crippled pupils of junior high grade level. Our school is located in an area of the city where we would get our share of problem children under ordinary circumstances and then to put all the special education groups of junior high level plus the misfits who are transferred to the vocational school in the same locality is not at all desirable. It makes it very difficult for us to have a normal school atmosphere. What is even more important is the fact that we do not have shop and home economics facilities to care for the needs of the children in the special education groups. Most of

the girls in special education classes had no work in home economics this year. Several of our junior high shop classes can meet only four days per week as the vocational school uses the shops for apprentices in industry one day each week. This is a particularly bad situation for a school system like Madison especially when West High School has four or five shops and a smaller per cent of their pupils electing shop beyond eighth grade.

I think that giving the same kind of diploma to pupils who are not capable of doing secondary school work that is given to those who really do the work is a mistake. This used to be taken care of by these pupils failing and quitting school somewhere between grades four and nine. With our compulsory education system this is no longer true, so now any pupil who is willing to sit twelve years or possibly fourteen at most may walk across the stage and get a diploma. I think we should provide for the educational needs of these children and teach them as much as possible, but I don't think that they should get the same credit for doing easier tasks or none at all that the pupil does who has worked diligently for twelve years. The easy way is to give everyone the same diploma and then school administrators have no decisions to make and the Boards of Education get no complaints. However, the easy way is not always the best solution to a problem. With our new duplicating process, it will be possible to furnish prospective employers with a transcript of a pupil's high school record. If we can get employers to make use of these, we will find pupils taking more pride in the kind of records they are making.

I am a bit disturbed about the fact that we are giving as much as seven to ten periods per week to music for our best seventh and eighth graders when we can find time to give only five periods each to English, science, history, geography and mathematics. To make matters still worse, guidance is being added to the ten peiods we have had for social studies and English at seventh and eighth grade levels. This will mean that we will have one or two periods per week less for these two very important subjects. I have no objection to putting guidance units into the curriculum; however, I think we should add two extra periods for these subjects making them six periods per week instead of five. We did this in seventh grade this year. The only area in which Central Junior High pupils rate below national norms on achievement tests is in phases of English work, and I dislike to see less time being given to this subject. The pupils at Central just cannot afford to miss any instruction in English. I believe that music should be a part of the public school program and I would be the last one to advocate discontinuing it. However, I cannot agree with the policy that music should have more time from our most capable pupils than is given them in other subject areas. It is against my better judgement, but for the sake of uniformity of the junior high school curriculum with that of the other junior high schools in the city, we are giving eight or more periods of music to our best seventh and eighth grade pupils.

IV. RECOMMENDATIONS

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 for noon recreation should be provided, or the lunch hour should be shortened to 25 minutes. I think more emphasis should be placed on such sports as tennis and golf which can be played during the summer when pupils have more time for recreation and those sports can also be played after school days are over. I am glad to see these sports included in the summer recreation program. I was also pleased to hear that the Madison Tennis Club was sponsoring a drive to get some of the tennis courts reconditioned, and their interest in teaching tennis to anyone who wishes to learn was also gratifying. I hope many of our pupils will participate in this activity with either the Madison Tennis Club or the City Recreation Program.

   b) Bang boards should be erected at Brittingham and Tenney Parks to provide adequate facilities for teaching tennis.

   c) The lock on the storage room door of the girls' gymnasium should be repaired so it will lock. The girls' shower room doors should be fixed so they will lock and the door repaired so it will close. It swells according to the amount of moisture in the air and frequently it cannot be closed.

   d) The squad rooms off the gymnasium are in very poor condition. the men use one of these for a smoking room and it is very inadequate.

2. 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. The building was in good condition before school began in September the last two years except for the fourth floor where the chemistry laboratory was being remodeled.

3. Smoking during the fire drills by vocational students and teachers is very undesirable when that school is connected with a junior and senior high school.

4. Smoking in teachers' rooms, squad rooms off the gymnasium, and janitor's office has been going on for years. It would be well to have this matter cleared so the "No Smoking" rule could be enforced, or that teachers and janitors were given the privilege of using the above mentioned facilities as smoking rooms.

5. Stair rails should be fixed so that it would not be convenient for pupils to sit on them. They are a hazard as they now are. I do not expect anything will be done about this until we have a serious accident, and then it probably will be taken care of immediately. Mr. Nelson thought this could be done for approximately one hundred dollars.

6. There is a great need for more and better shop facilities for junior high school classes. There is no adequate place to teach auto mechanics. Seventh and eighth grade sheet metal and bench metal classes meet only four days per week as the shop is used for vocational classes on Tuesday. Therefore, our seventh and eighth grade classes have a study period to do their homework in academic subjects on that day. We have a very poor junior high school shop program for a school offering a trades course in senior high. Pupils get their first impression of what shop classes are like in the junior high school. If this first experience is not satisfying and worthwhile, most of them will not choose shop later, except those who are not capable of taking anything else. This is the situation at Central now.

7. Irregular attendance on the part of about 25 pupils has been a real problem at Central this year. It takes too long to get any action through the court so nothing was done to improve the situation. Either our compulsory attendance laws should be changed or there should be more efficient methods of enforcing the present laws. The extremely poor attendance of about 20 pupils led other pupils to have somewhat poorer attendance than they might have had.

8. The job of organizing, administering, and supervising the instruction of a junior high school should be considered of equal importance to that of an elementary or senior high school. To administer a junior high school in the same building with a senior high, vocational school, special education department, and to care for the crippled children of secondary school level is not the easiest type of school administration. Children of junior high age are at that period between childhood and adulthood and have many personal problems which need to be solved. They are in need of much guidance as well as firm discipline.

9. Facilities for the crippled children who are in wheel chairs should be improved by making a ramp on the second and third floors so these pupils may come directly to the high school part of the building without going the entire length and width of the vocational school. If it is not feasible to build a ramp, then an elevator should be installed in the high school part of the building. These children are educable and have a right to adequate educational facilities.

10. The problem of building up our music department has been a struggle. Having band meet five days a week the past two years has decreased the number of pupils electing band at seventh grade level. We have only 26 seventh grade pupils electing band next year. The string class will also be smaller next year. Only 10 pupils have indicated an interest in continuing or beginning to play a string instrument.

11. I think it is time we reconsider our policy of having pupils purchase All Activity Association ticket books on the installment plan. Some parents are very much opposed to this procedure. The child may have a baby-sitting job or a paper route and thus makes his own payments until he loses his job at which time the obligation becomes the responsibility of the parent. Parents object to this, and I think they have a right to do so. Some parents do not like to have their children taught to purchase things on the installment plan.

12. I wish something could be done to protect the property of Central Junior High during the summer when the building is open for summer school and for driver education classes. Rulers, compasses, pencils, maps, books, and so forth, are always missing when teachers check on their spring inventories again in the fall. Perhaps the only thing that can be done is to add a sum to the Central Junior budget for lost material so that we may requisition replacement of these materials each fall.

13. The dressing room facilities at Breese Stevens Field should be put in better condition and kept clean. All the men who make use of these facilities complain about them being unsanitary.

14. The lawn mowers, sprinklers, jeeps, and so forth, should be kept off the Central practice field when physical education classes are using the field.

15. Something should be done regarding the colored children "ganging up" around the middle Dayton Street entrance to the building mornings, noons and nights. I have done what I could about it this year, but since there are some pupils from the senior high, the vocational school along with those in the junior high, and a few who do not attend any school, I do not feel that it is my responsibility to do the entire job. I have heard many adverse comments from people in the city regarding this matter, and if this continues, some real problems are going to develop.

16. Better television sets on regular stands should be furnished for the schools participating in the educational television programs. This year our sets were perched on the top of four drawer filing cabinets. The connections for these sets should not block exits of these rooms as they did this year. This is against the Industrial Commission rules for public buildings.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson
R. William Haugan
June 1960

ANNUAL REPORT

GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

1959-1960

It is difficult to prevent annual reports from this department from being repetitious in nature when much of the work we do is similar each year to previous years. However, about one third of the pupils are new to us, the senior class is never like any other senior class, and individuals change greatly from year to year. This makes every school year seem fresh and exciting. Still a report of the year must be limited to work done and results evaluated and these elements of the program vary little.

COUNSELING: Since individual counseling is the major part of our program, we devoted many hours to the individual pupil. Referrals by teachers, parents, attendance worker, and agencies formed the bulk of our contacts. Also pupils came in freely to discuss both major and minor problems. Since individual counseling leads to conferences with parents, teachers, nurse, attendance worker, social worker and others concerned with pupil problems, this entire program made up well over half of the year's work. Although counseling is the core of our program, there are many seasonal projects that blend into each other and run on a track parallel to the counseling program.

SENIOR CONFERENCES form the special project in the fall. We see each senior and review with him his credits, his program for the year, his educational plans and vocational goals. This is a beginning contact that leads to other conferences. It is common, too, to meet with parents, arrange an interview with a professional or trades person, review with the pupil the materials in our vocational files, and to plan a visit to a department in which interest has been expressed. This form of individual vocational guidance has replaced our career days of a few years ago. If there is time for the above program it is far more effective, in our school, 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 keeps a record of his readings, interviews, field trips, etc. It is a privilege to work with a small enough number of advisees so that the individual method can be used. We continue to believe that this project with the seniors should have firm priority in our work.

We have rejected many career talks at school when it seemed important to create an audience of sufficient size to justify a busy speaker's time. Our experience has been that pupils were not receptive and problems arose that were embarrassing. It is easy to

understand that in our small school not more than one or two are genuinely interested in a career in law (for instance) yet we struggled to get an audience for a speaker representing that field of work and then apologized for the group.

More than thirty of our graduates are enrolling at the University of Wisconsin and half as many will go to Wisconsin State Colleges at LaCrosse, Platteville and Whitewater. Private and church supported colleges are becoming more popular with our graduates and the names of St. Olaf, Ripon, Luther, Carroll, etc. appear on college application forms. Three girls have been accepted by schools of nursing. The Madison Business College will continue to train a few of our graduates and the Vocational School will serve some in business education, engineering aide, merchandizing, practical nursing, and commercial art.

There is a big trend toward teaching as a vocational choice. Boys as well as girls frankly admit that they plan to teach. Girls are choosing elementary school work two to one over secondary. This seems to be in direct relationship to the development of the elementary education department at the University of Wisconsin. Our F.T.A. chapter has been very active this year. It was represented at W.E.A., S.W.E.A., and F.T.A. state convention. They have a goal of sponsoring a teacher training scholarship and are stimulating an interest in the teaching profession under the excellent leadership of Mr. Alfred Colucci.

Clerical work, for girls, and engineering, for boys rank second and third in vocational choices. Our business education department under the chairmanship of Miss Ann Junginger has been very effective in training and finding employment for the group choosing clerical work. The rest of the graduates are finding their ways into retail work, small shops, food services, etc.

PROGRAMMING begins in the middle of each semester and continues until all programs are ready for the next semester. We review program details with home room teachers who carry the bulk of this exercise and finally check each program for requirements, content, load, placement, etc. This may lead to conferences with teachers and parents and sometimes it unearths problems quite unrelated to program planning. We hope to keep program checking as an important part of our work, for we maintain that a poorly planned pupil program may take its toll in discontent, failure, or drop-out.

TESTING in senior high includes the New California Test of Mental Maturity for all new entries and retests. We use Otis for fast placement. The Henmon-Nelson is given to all eleventh grade pupils as well as the National Merit to those who wish to take it. The GAT was given to one finalist in the National Merit program. This year the Preliminary Scholarship Aptitude Test was taken by juniors who wished to have some test of a diagnostic nature. About 50

Juniors took PSAT and the follow up study of the results was most rewarding. We supervised the Advanced Placement Tests in English and mathematics for selected seniors from East, West, and Central. All tests needing a big room for several hours are given on Saturday mornings and both counselors supervise and proctor the tests.

VOCATIONAL GUIDANCE career talks have been available both at school and "on location." They have been limited to the areas of teaching cosmetology, telephone work, military service, physical and occupational therapy, nursing, physical education, home economics, speech and drama and engineering. We were well represented at an evening orientation meeting at the University. This meeting was highly organized and very informative. We have continued the "on location" conferences with business or professional persons. The reports on this activity both from pupils and the adult visited have been satisfactory enough to encourage us to plan to continue this program in place of bringing in speakers to a very small group or a large captive group with no interest in the vocation. The Student Council has been working on a proposal to set up a career day as a service project to meet pupil needs. We will hope to work with the council in the final organizational plans.

SCHOLARSHIPS AND COLLEGE ADMISSIONS form a very rewarding part of our work. This program starts early in the fall with an influx of materials from sponsors and colleges, and comes to a busy climax toward the end of the school year. There is an increasing trend toward college and a greater emphasis each year on financial assistance for worthy students. Consequently every pupil who has had a fair to good record in high school wants to apply for something--and does. This involves much distribution of information, many letters of recommendation, instructional meetings and careful timing. Along with the details of scholarships is the related process of admission to colleges. Application is a fairly complicated procedure and involves teachers, counselors, and clerical workers. For the pupil the decision time seems to be most difficult. Over thirty admission counselors came to Central this year with the hope of talking to high ranking seniors and possibly their parents. Seniors suffer from a too heavy recruitment program stemming from colleges, professional groups and the military. Fortunately they do not respond easily to the myriad of invitations to meetings, conferences, tours, work shops, panels, etc. This is probably simple lethargy but the end result is protection of their time and their school program and an escape from the confusion of too many "offers."

The 1959-60 scholarship program follows:

Christian B. Stein Award	-	$25
Central P.T.A.	-	$100
Kemper K. Knapp	-	$1000
U.W. Freshman Honor (3)	-	U.W. freshman fees
Pan Hellenic	-	$100
Rotary Club	-	$50
National Honor Society	-	$100

U.W. Freshman (1)	-	U.W. freshman fees
Girls' Club (3)	-	$90
Herfurth Efficiency Prize	-	$50
M.E.A. Teacher Training	-	$100
Gisholt Educational	-	$200
Gisholt Industrial	-	$50
Dane County Homemakers	-	$100
Ray-O-Vac Ramsey	-	$1600
National Honor	-	$500
Schein Memorial	-	$100
Kaufman Memorial Award	-	$2200
Madison Newspapers, Inc.	-	$250
Francis Drew Winkley	-	$180
Elk's Youth Leadership (State)	-	$200

This represents over $7000 invested in youth and education.

Somewhat related to scholarships is the AFS program. We have had Flory Mendez from Costa Rica with us this year, have sent David Jolivette to the Netherlands for the summer months and will have a girl from Germany next year. Our part in the AFS program is in the selection of a junior to participate in the summer project and in the supervision of the foreign student who attends school here during the winter program.

Each year I choose to repeat a paragraph from a much earlier report. The situation has not changed and the urgency is considerably greater. We repeat: "One of our special problems is the location of the guidance office in close proximity to the main office. We become involved with an endless number of discussions and chores that would not cross our paths were we physically separated from the main office. It was my hope to get the large corner room (221) for the junior high counselor, the senior high counselor, for testing and a center for folders, vocational materials, records, and clerical work, before the increased enrollment would make such a project impossible to consider. At the present time Mr. Haugan is far removed from clerical help and our contacts are necessarily few. Records and materials are scattered into two offices, the library, and home rooms. It is not an efficient physical set-up."

Mr. Haugan reports on his organization and special projects. Due to our physical set-up at Central (reported above) it has been necessary to separate our work. Mr. Haugan has worked entirely in the junior high school.

We wish to express appreciation to those with whom we have worked and who have contributed greatly to the success of the guidance program.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

Junior High School

	Number	Percent
Retarded (I.Q. below 90)	79	13.62
Average (I.Q. 90-110)	315	54.31
Superior (I.Q. over 110)	186	32.07

Average I.Q. of all Junior High Pupils 104.62

Senior High School

10th Grade:	Number	Percent
Retarded (I.Q. below 90)	27	10.59
Average (I.Q. 90-110)	137	53.73
Superior (I.Q. over 110)	91	35.68
11th Grade:		
Retarded (I.Q. below 90)	32	15.84
Average (I.Q. 90-110)	107	52.97
Superior (I.Q. over 110)	63	31.19
12th Grade: Graduates of June 1960		
Retarded (I.Q. below 90)	16	9.30
Average (I.Q. 90-110)	93	54.07
Superior (I.Q. over 110)	63	36.63

Average I.Q. of all Senior High pupils 106.1

Average I.Q. June 1960 graduates 105.64

WITHDRAWALS

Junior High School

First Semester 1959-60

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city	1	5	2	8	1	5	3	9	17
Trans. to other sch.	1	1	1	3		1		1	4
Voc. & Work	2	1		3		1		1	4
Medical reason		3		3					3
Court order		1		1					1
Rec. Probation Dept.		1		1					1
Diagnostic Center	1			1					1
Left Home							1	1	1
To Special Ed.	1			1					1
TOTALS	6	12	3	21	1	7	4	12	33

Second Semester 1959-60

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city			2	2		2		2	4
Trans. to other sch.						1		1	1
State Welfare Dept.		1		1					1
Diagnostic Center place.						1		1	1
Placed on farm	1			1					1
Foster home out of city						1		1	1
Armed Forces		1		1					1
Medical reason						1		1	1
To Special Ed.	1			1					1
TOTALS	2	2	2	6		6		6	12

Total withdrawals for year 45

Total withdrawals for 1958-59 56

WITHDRAWALS

Senior High School

First Semester 1959-60

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city	3	3	2	8	2	6	2	10	18
Voc. & work		1		1	1	5		6	7
Medical reason						2	1	3	3
Married			"			2		2	2
TOTALS	3	4	2	9	3	15	3	21	30

Second Semester 1959-60

	BOYS				GIRLS				
Reasons	Ret.	Ave.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city			1	1		1	1	2	3
Trans. to other sch.						2		2	2
Voc. & work	1	6		7		1	1	2	9
Married		1		1		1	1	2	3
Armed Services		1		1					1
Over 18						2	1	3	3
TOTALS	1	8		10		7	4	11	21

Total withdrawals for year 51

Total withdrawals for 1958-59 56

ANNUAL REPORT

CENTRAL JUNIOR HIGH SCHOOL

For the School Year 1959-1960

TESTING PROGRAM

For the first time in several years we did not administer achievement tests to all junior high pupils. The only pupils tested were the eighth graders who took the Stanford Achievement test the first week of the second semester. These test results were of great help to us in connection with our four year program planning with these pupils.

It was more difficult working with the ninth graders on program planning this year without the achievement test results. Over fifty percent of them were new to us and this data would have been particularly helpful in working with these pupils. The proposed testing program will do much to fill this need with the ninth graders.

The administration of the California Test of Mental Maturity to all ninth graders was a valuable addition to our testing program. These results were used by teachers in connection with their work and also used as an aid in our senior high school program planning. An explanation sheet describing the purpose of the test and its meaning was prepared along with a simple diagram on which a pupil could see his relative standing as compared with other ninth graders. These ratings were given in terms of quartiles and not specific scores. I interpreted these results to all pupils enrolled in the college prep course and also at this time discussed with them their general occupational goals and educational plans. Home room teachers interpreted these test results to all other pupils.

The grade summary of the test follows:

Ninth Grade Class Results of the California Test of Mental Maturity Junior High--'57 S Form, Administered October 13, 1959

Total number of pupils tested: 275

Range of I.Q.'s	-	70 to 149
Mean I.Q.	-	104
Median I.Q.	-	103
Modal I.Q.	-	103
3rd Quartile	-	113 (25% of the pupils tested have I.Q.'s of 113 or above)
Median	-	103
1st Quartile	-	94 (25% of the pupils tested have I.Q's of 94 or below).

OTHER PROJECTS

This fall the college prep ninth graders all carried the five subject program load. A number of these pupils came to me and expressed concern over the amount of homework required. I also received calls from parents indicating they felt the amount of studying required was excessive for a ninth grade pupil. Generally speaking these were pupils and parents of pupils who stated they were spending from two and one half to three hours a night on homework. It was felt advisable by Miss Smith and myself to conduct a homework survey of all college prep pupils and a questionnaire was also sent home to their parents. The general results of the survey indicated most of these pupils were studying about two hours a night or under, and that most parents did not feel their children were being overworked. Several expressed a very positive opinion as to the fact their children were really having to study hard in this course. Following the results of this survey, a teachers' meeting was held and the matter of homework allocation for each subject was discussed. It was a bit difficult for some teachers to accept the fact that since these pupils were carrying a heavier load than former ninth grade pupils, it was necessary for them to reduce the homework they assigned. They felt it amounted to a "watering down" of their subject and frankly could see no real good reason for loading up a ninth grader with five subjects then reducing the load to four for his senior high years. Perhaps these problems will be worked out as both teachers and pupils adjust to this load.

Frankly, I can see the five subject load as a real challgenge to a group of superior students who would desire and be eligible to carry a five subject load throughout high school. A select group such as this carried this program last year and it worked out very satisfactorily for them. I question the advisability of this heavy program for pupils other than those in a college prep course.

GROUP GUIDANCE ACTIVITIES

The seventh grade group guidance activities centered about the use of the SRA Junior Life Adjustment booklets along with the use of some units prepared by the Department of Child Study. One feature of our program this year which was a great improvement over the past, was the use of the booklets during the regular English or social studies period rather than once a week during an activity period. This permitted teachers and pupils to spend several days of concentrated effort on one topic. Teachers felt by having these guidance lessons during a regular classroom period the pupils took the work more seriously and a greater degree of continuity was possible.

NINTH GRADE SOCIAL STUDIES - GUIDANCE PROGRAM

I felt having the ninth grade guidance as part of the years' course in civics was one of the best steps toward making the program really effective. If we regard pupil self understanding, occupational

knowledge, and sound educational planning important for young people, then it certainly deserves a place in the curriculum rather than something tacked on during some activity period. The pupil's reaction to these units was generally enthusiastic, with particular interest in the occupation unit.

PROGRAMMING

This year I noticed an increased interest on the part of many parents in having their children embark on a college prep program. This is due in part to the flood of "advice" heard on all sides that, "in order to get any place today one must have a college education." Nothing could be further from the truth in my estimation. Certainly for the intellectually qualified and properly motivated pupil, a college education should be encouraged. However, the problem that presented itself more frequently this year was the desire of over ambitious parents or unqualified pupils to take a college prep course. (By unqualified I am not referring just to pupils who appear to have average or below average scholastic ability but more important those who want to take college preparatory work and perform at an extremely mediocre level.) If these parents insisted on their children taking a college prep course against the honest opinions of that child's teachers and myself we made it very clear to the parent that if his child was not able to earn at least average grades throughout high school the chances of his child doing successful college work was not probable.

The percent of pupils going into the various courses next year as tenth graders was about the same with a slightly larger group entering business education. The increase that was most evident was the percentage of ninth graders who did not earn sufficient credits to be promoted to the tenth grade. This increase was due in part to the larger number of pupils who are entering our ninth grade from feeder schools. Some of these pupils did not have the academic background, nor were they accustomed to doing much homework. Others had not developed study habits, and most had not faced the competition of a large number of pupils. I had numerous conferences with the parents of pupils who were having difficulty adjusting to ninth grade studies and most parents agreed their children had not really done much studying previous to this year.

A statistical summary of the ninth grade work in programming follows:

(See chart on the next page)

CONCLUSION

Looking back over ten years of counselling at Central I can recall a number of very fine contacts with parents, pupils, teachers, and other staff members.

It has been a pleasure working with such a group of co-workers and without their cooperation and help I could not have hoped to succeed in my counselling efforts.

R. William Haugan
Guidance Director

CENTRAL JUNIOR HIGH SCHOOL

Distribution of Courses and Mean I.Q.'s of Pupils
Enrolled in Each Course--Incoming 10th Graders
Fall 1957, 1958, 1959, 1960.

Course	Mean I.Q.				Number Electing				Percent of Total			
	1957	1958	1959	1960	1957	1958	1959	1960	1957	1958	1959	1960
College Preparatory	113.7	114.2	118.0	116.1	80	61	96	89	40.0	28.0	35.7	33.6
Trades	90.9	99.9	102.2	90.0	40	44	49	46	20.0	20.7	18.4	17.4
General	93.1	94.7	96.2	92.9	41	66	69	67	20.5	30.3	26.8	25.1
Business Education	107.0	107.7	107.1	104.5	31	39	45	46	15.5	18.0	15.9	17.4
Vocational	84.0	79.0	83.0	102.0	5	3	6	1	2.5	1.3	2.3	-
Repeating Ninth	92.0	103.0	97.0	100.2	3	4	5	17	1.5	1.7	1.9	6.4
TOTALS					200	217	270	266	100.0%	100.0%	100.0%	99.9%

R. W. Haugan

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
EAST JUNIOR-SENIOR HIGH SCHOOL

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

June 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1959-1960
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

	Junior High School			Senior High School			Both Schools	
Year	Number	Percent of Increase	Percent of Decrease	Number	Percent of Increase	Percent of Decrease	Total	Percent of Increase
1933	956			1132			2088	
1934	1003	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45**
1942	1091	2.7		1300		1.8	2391	.25
1943	1104	1.19		1325	1.9		2429	1.58
1944	1128	2.17		1189		10.26	2317	4.61**
1945	1095		2.92	1233	3.7		2328	.47
1946	1066		2.64	1263	2.43		2329	.04
1947	1060		.56	1294	2.45		2354	1.07
1948	1076	1.5		1283		.85	2359	.21
1949	1083	.07		1212		5.45	2295	2.71**
1950	1042		3.78	1246	2.8		2288	.3 **
1951	1119	7.39		1223		1.84	2342	2.36
1952	1137	1.6		1184		3.18	2321	.89**
1953	1186	4.3		1193	.75		2379	2.49
1954	1224	3.2		1287	7.87		2511	5.54
1955	1371	12.0		1360	5.67		2731	8.7
1956	1322		3.57	1246		8.38	2568	5.96**
1957	1453	9.9		1146		8.02	2599	1.2
1958	1440		.8	1204	5.06		2644	1.76
1959	1266		12.0	1370	13.7		2636	.03**
1960	1132		10.58	1451	5.09		2583	2.01**

**Decrease

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

Grades	1945-46	1946-47	1947-48	1948-49	1949-50
7	303	285	302	313	298
8	324	297	299	307	311
9	439	478	475	463	433
	1066	1060	1076	1083	1042

Grades	1950-51	1951-52	1952-53	1953-54	1954-55
7	348	324	318	377	439
8	295	346	324	329	367
9	460	467	528	518	565
	1103	1137	1170	1224	1371
Remedial	16	16	16	17	
Total	1119	1153	1186	1241	

Grades	1955-56	1956-57	1957-58	1958-59	1959-60
7	460	443	433	290	306
8	409	486	429	429	289
9	439	524	578	547	537
	1308	1443	1440	1266	1132
Remedial	14				
Total	1322				

III. Enrollment

Our predicted enrollment for 1960-1961 is as follows:

Junior High		Senior High	
Grade 7	270	Grade 10	515
Grade 8	290	Grade 11	505
Grade 9	390	Grade 12	490
Total	950	Total	1510

This will give us approximately the same total enrollment. The distribution means that several additional members of the staff will need to move to senior high teaching in areas where the increase shows in course elections.

IV. High School Graduates

Since 1932 the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	331	335	1287	26.03
1954-55	4	325	329	1360	24.19
1955-56	4	384	388	1246	33.14
1956-57	5	325	330	1146	28.70
1957-58	3	316	319	1204	26.49
1958-59	4	326	330	1370	24.00
1959-60	5	380	385	1451	26.53
		Total	9518		

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

Graduates 1932-1960 9518

Total Graduates in 37 years 10985

V. Accident Reports 1959-1960

10 Employee accidents

W.I.A.A. PUPIL BENEFIT PROGRAM

Athletic Injuries

47 Injuries reported to W. I. A. A.

1 Claim not filed

1 Claim denied

5 Claims not completed

40 Claims completed through W. I. A. A.

Amount Requested	$2105.18
(Claims not completed $1197.05+)	
Amount Paid by W. I. A. A.	624.95

Pupil Injuries

130 Injuries not requiring doctor's care

115 Injuries reported to W. I. A. A.

15 Claims not filed

23 Claims not completed

77 Claims completed through W. I. A. A.

Amount Requested	$2555.93
(Claims not completed $483.85+)	
Amount Paid by W. I. A. A.	1329.60

The above statistics indicate the amount of clerical time needed to process our present W.I.A.A. accident benefit program.

While the program does provide some financial benefit to cover medical costs, it tends to create poor public relations. Many people feel the payments are too small and they blame the school because they have the additional medical costs to pay. We need to develop some way by which the parents are better informed about the philosophy of the W.I.A.A. Pupil Benefit Program.

VI. Achievements

If the results of the credits earned by the more than 2400 students at the close of the school year is a valid criterion of accomplishment, our school year was most satisfactory. A survey of the distribution of the grades issued in June 1960 shows that the percentage of fails was 50% less than in June 1958 when a similar survey was made. While there may be a number of reasons for this improvement, the expansion of class sectioning and a more purposeful attitude on the part of pupils were definitely contributing factors. Undoubtedly the addition of another counsellor increased the service to pupils.

Continued study in "Revision of Curriculum" was carried on during the school year by staff members in English, Mathematics, Social Studies, Language, Industrial Arts, and Home Economics. Changes in course content has already been made in most of these areas. Calculus was offered for the first time to the students in the advanced section of twelfth grade mathematics. Ten of the eighteen pupils in the class earned scores in the final examination administered at the University of Wisconsin which qualified them for freshman credit in mathematics. A ninth grade East High student, Jeffrey Haines, scored in the top ten students in the state high school mathematics test.

The results of the cooperative English test administered to ninth and tenth grade students showed an improvement over the previous year's scores. This seems to indicate that the emphasis requiring more composition in English classes is producing favorable results. Continued insistance on the emphasis in writing in the English classes is necessary even though theme correcting is a chore for the teacher.

The school library again reports an increase in use. Circulation records showed a gain of approximately 2000 during the 1959-60 school year. The close cooperation between our library and all departments is commendable.

East High School was one of the participating schools in the nation-wide inventory of aptitudes and abilities of high school students. This was called the Project Talent program and required a two-day series of examinations by all students in the school. The cooperation of the faculty and students in carrying out this project was noteworthy.

A survey of subject elections by East senior high pupils during the past five years shows an increase in elections in the foreign language and business education areas. Elections in the other academic subjects have remained fairly stable; while there has been a decrease in elections in the industrial arts field.

Our extracurricular activity program again had wide and active student participation. Our athletic teams won city championships in football and track and a conference championship in wrestling.

The faculty "Improvement of Instruction" committee functioned well during the past school year. It is difficult to measure the results of the work of this committee, but it is quite apparent that there has been an awareness on the part of teachers of the challenge to upgrade instruction in the class room. The number of staff members who have been enrolled in extension courses, summer school courses, and work shops has materially increased.

VII. Problems

We have no urgent problems for the coming school year 1960-61. It appears we will have problems coming in 1961-62 when the senior high will receive the junior high students from the Sherman and Schenk junior high schools. We do need in our junior high school a well trained and qualified remedial reading teacher. Miss Saeman, who spends a limited time at East each week is doing a splendid job with a few students. However, a full time reading specialist is needed.

Our science laboratory facilities are inadequate, but we can get along until the planned remodeling is done.

Up to date the transfer of staff members from junior high to senior high as our enrollment changes has worked out fairly well, but this may become a problem in the near future.

VIII. Recommendations

I have no specific recommendations to make with this report. Plans to remodel our existing building are already under way, and they should be pretty well formulated during the present school year. It would be desirable to speed up the improvement of the athletic field on Pennsylvania Avenue. However, I am sure that this will be done as soon as finances permit.

Respectfully submitted,

ALPHONSE J. BARRETT
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. EISER
June, 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1959-1960
EAST JUNIOR HIGH SCHOOL

I. Significant Statistical Data

The enrollment for East Junior High School on June 17 was as follows:

	Boys	Girls
Grade 7	139	153
Grade 8	141	131
Grade 9	234	256
Total		1054

This is the second year that our school population in Junior High School is down from the all time high of the 1453 of 1956-57 and 1440 of 1957-58.

The tentative enrollment for 1960-61 is 944; this would make it comparable to the 1932-33 enrollment the first year there was a Junior High at East.

For the 1960-61 year the estimated school population is:

Grade 7	Boys	Girls	Total	
Emerson	38	39	77	
Hawthorne	12	10	22	
Lapham	15	10	25	
Lincoln	4	4	8	
Lowell	22	20	42	
Marquette	28	38	66	
Sunnyside	12	14	26	
Total	131	135		266
Grade 8				
(from East Grade 7				293

Grade 9

(from East Grade 8)	274
Madison Lutheran	21
St. Bernards	49
St. Patricks	7
Holy Redeemer	5
St. Raphaels	4
St. Mary of the Lake	2
Lakewood	17
Cottage Grove	2
Burke	3
Meier	1
Total	385

From the time programs are made out in the spring to the next September there are always considerable changes with parents being transferred out of the city, military changes, etc.

In September, 90 pupils scheduled with programs did not return to East Junior High. (This included the boys and girls from the elementary schools who were listed to enter.) According to the information available these pupils transferred to schools in the following areas instead of East Junior:

9	Suburbs
2	American Schools in Japan
4	Vocational School
22	Cities in Wisconsin
10	Out of State
13	Parochial Schools
1	Rural
7	Wisconsin High
20	Out of School Area (other city schools)
1	Private School
1	Married

It is also significant to note that the new pupils who enrolled during registration days in September number nearly the same as those that did not report. There were 82 pupils who enrolled during the period September 8 to 16; half of these were ninth graders. Distribution by classes and their former residence was as follows:

Grade 9--41 pupils entered from

11	Cities in Wisconsin (1 re-entered)
2	California (1 re-entered)
4	New York State
1	Virginia
1	Washington State
1	Arizona
1	Maine

1	Hawaii
2	American Schools in Japan
9	Other Madison Schools
2	Parochial Schools
6	Re-entered after they had withdrawn for various reasons (4 again withdrew before the year ended)

Grade 8--19 pupils entered from

2	Out of State
2	Cities in Wisconsin
5	Parochial Schools
6	Other Madison Schools
1	Re-entered after withdrawal due to illness
1	Military School

Grade 7--22 pupils entered from

1	American School in Japan
3	Out of State
8	Out of City
2	Suburbs
8	Other Madison Schools

From October to the end of the year there were 42 new enrollees in our school. This indicates the change in school population- a more mobile society than we once had at our school.

One extreme case involved a boy who had been in three schools in the Chicago area as well as in a southern school earlier in the year. There were no grades available from the schools he came from although test scores indicate he has ability to do the seventh grade work. He was in our school less than one month.

II. Special Achievements

The seventh grade classes this year were organized as previously with all but one home room spending three periods (plus activity period on several days) with one teacher. This continues to be important in a school of our size.

One seventh grade group was organized for Mathematics Improvement; this seemed to work out satisfactorily. Mr. J. Dresen commented at the end of the school year relative to these boys and girls: "For their ability and past achievement record, this class is exactly what is needed for these pupils. They are usually eager to learn, have some ability and their enthusiasm will stay with them as long as the work is within their scope." He further indicated that these pupils made progress in ability to do better work and to think through their problems, they attacked work in a more mature manner and wrote neater papers.

The seventh grade accelerated group in Mathematics 8 which was made up from recommendations of the sixth grade teachers, pupil achievement and test scores in grade six worked out successfully. There were 26 pupils (more girls than boys) who were very interested in the TV lessons presented by Mr. D. Lichtenberg. Several teachers who were not scheduled for a class that period attended the TV class periods because they felt it was an opportunity. Mrs. Margaret Crow, the Mathematics teacher, felt the experience was most rewarding for her group. This group is scheduled for Algebra in September.

There were ten sections of seventh graders; one section was the basic group which had 28 members. This was larger than we hoped it would be, but it was an extremely cooperative group. Mr. F. McKinley reported that on the basis of test score administered at the end of the school year, most pupils showed growth from .8 to 2.7 years in Mathematics.

In eighth grade there was a selected group who did excellent work in Enriched English. These boys and girls were avid readers who read 320 books; 158 of these were biographies. Miss Esther Steude stated, "Their evaluation of literature as well as writing material was of excellent quality." The culmination of their work was a fine assembly program presented late in May.

There were two core groups--one in Mathematics and Science and one in English and History, in the eighth grade. These worked out satisfactorily.

There was one low section in Mathematics 8 and one in English 8. The basic group in eighth grade received their work in English, Mathematics, and History meeting with Mrs. Corma Howley. Much of this work had to be on an individual basis. The fact that most of these boys and girls were fairly regular in attendance and showed a nice spirit indicated that they were happy at school.

In ninth grade the organization continued as had been the case previously with one group in Enriched English. Miss Dorothy Puestow reported "I feel practically all the students showed noteworthy improvement. They organized their thoughts well, they used a picturesque and mature vocabulary and in their oral reports could talk with ease and self-assurance." She also commented on their marked improvement in writing themes.

The two classes in Enriched Algebra in ninth grade seemed to meet high approval from both pupils and the two teachers, Mr. Elmer Homburg and Miss Hazel McFarland. The two slow Algebra classes which were offered seemed to meet the need for certain pupils. Mrs. Gertrude Stafford described them "eager to learn, listening well and appreciative of all the work done." It was her feeling that the "atmosphere" of an Algebra class was much more desirable than many of the General Mathematics groups.

The 8 eighth graders who were accelerated last year and took ninth grade Algebra this year were well chosen the Algebra teacher reported. Miss Hazel McFarland commented, "These children were extremely interested and worked very hard. Being with the ninth grade class seemed to be an inspiration." At the end of the year, two were doing A work, two B work and the others average work.

The ninth grade basic group was assigned to Mr. Lewis Hager who met these pupils for English, Mathematics, Civics and Physiology. Necessarily the work was varied from working on basic fundamentals in Mathematics and English as well as trying to present the social point of view--inter-dependence with others and a worthwhile contribution to society. Some of these same pupils, however, had difficulty in the non-academic fields because of inability to make use of time and lack of attention to detail and concentration.

It can definitely be seen from the above descriptions that a great deal of attention is given by all of the teaching staff, home room teachers, class room teachers and the guidance group to work out the best possible program for all boys and girls. This certainly does not imply that the many boys and girls who are in regular sections are not given adequate instruction.

Considerable attention is given at the end of the school year to checking on programs of boys and girls who are behind in their work. Sometimes a review course in seventh and eighth grade subjects in Summer School can prevent difficulties in ninth grade programs or Senior High credits. Often the Junior High School pupil who has seemed disinterested or immature finds himself and eventually becomes interested and continues on to graduation in Senior High School.

At East Junior we have been fortunate to have a fine teaching staff. Not only do we have good career teachers who have given much time and experience to the education but we also have added new members to the faculty who are understanding and conscientious.

The loss of Miss Norma Dietrich was keenly felt. Due to the fact that there had been many substitutes during Miss Dietrich's illness, we were pleased that Mrs. Nafzger and Mrs. Foster (who came to complete the year) were able to handle the situation so adequately. Their efforts in working with the chorus and in presenting an evening concert with Mr. Robert Woollen's and Mr. Paul Haack's instrumental groups was most creditable.

Miss Mary McCarville, the school nurse, as has been the case for past years, was in charge of organizing and conducting surveys requested by the Madison Board of Health. These included the ninth grade dental survey as well as the ninth grade hearing and vision tests with which the mothers from the Parent-Teachers Association assisted. The Tuberculosis test was also administered this year to the ninth graders. The services of a full time nurse are especially important in a building which houses more than 2600 people.

Miss Miriam Peterson in charge of the library offered the following report at the close of the school year.

> "The most promising sign for the future of our library is the decrease in enrollment each year since 1958. Our small area will still limit the greatest use of library materials, but reduced enrollment will help immensely. The decrease has been mainly in the seventh grade. However, through the years, most of our teaching has been done with the ninth grade, and, with the decrease in this group next fall, more teaching can be done with the seventh and eighth grades. Staggering units in Geography and History may also increase use of materials. Fewer ninth graders each period from study halls will make the library more accessible for the lower grades.
>
> Speech classes have made good use of library resources these past years. It is always interesting to observe new teachers in their approach to the use of the library, their methods of getting the gifted child to become library-minded. The social-studies, English and Science departments continue to make the most constant demands for materials. We have added many good books to our collection, but the greatest joy is to see them used.
>
> The accelerated classes continue to be an inspiration. There is more opportunity here for pupil-librarian contact: one definite advantage of the class-room teacher. On the other hand, the relaxed library atmosphere has its rewards, especially after school.
>
> Miss Kieffer has done a splendid job with bulletin boards this year. With our good high-school page's help, things have gone very smoothly. Again our hope for next year is a more formal organization for pupils who assist in the library."

With the interest and help Miss Peterson gives the pupils in preparing class library work, the class room teacher should have little difficulty in follow up assignments.

The services of Miss Ruth Seaman who came to spend a day at our school with special reading problems were appreciated by the boys and girls. This was evidenced by the boys and girls who came to recommend that their friends be given an opportunity to see her.

There is certainly evidence that the Junior High School age group has social problems; over the years these have grown no less. This is often reflected in attendance problems, class room behavior and general attitude toward education. If a child with a difficult social problem has not been settled as a young child, it is likely to break out in a more violent manner in adolescence.

III. Special Problems

1. East Junior High needs a staff member to assist us in working out a reading program.

2. Each department and individual teacher must continue to check and emphasize written expression.

3. The group of boys and girls who are not eligible to enter Senior High School because of failures in the lower seventh, eighth, and ninth grade continue to be a problem. This year 14 were retained in Junior High; 4 entered Senior High in February.

4. More pupil participation in auditorium programs should be encouraged. Many children do not have opportunities as they continue in Senior High--some because of outside jobs. More emphasis should be given to patriotic programs.

5. Appreciation of our heritage and freedom as well as an understanding of our social problems need to be stressed regardless of age group.

6. Some disturbed children from outside the city were placed in our school by social agencies; one especially carried her former pattern to such an extent that it was difficult for both the teacher and pupils.

7. The chorus classes will be in the band room this year; the band groups will meet in the larger chorus room. As Junior High becomes smaller and Senior High larger there will need to be continued adjustments.

8. Unfortunately it is still necessary to have several double home rooms this year.

9. Although the pattern has improved for higher achievement in schools, there needs to be continued effort on the part of the staff to assist both pupils and parents in interpreting necessity of hard work and good study habits.

10. There must be continued effort by all of the staff to work on pupils who are irregular in attendance. While 16 per cent of the pupils were neither absent or tardy; there were a few who were aggravated problems in spite of the efforts of our staff and the child study department.

No report would be complete without expressing appreciation to all members of the staff at East Junior High for their cooperation and effort. To those who will be working in Senior High School next year

we are happy that we will continue to see them in the building. For staff members who have had to adjust their schedule to new areas of work we are also pleased for their cooperation. There will be need to make similar adjustments as the years go on. To all of the staff from the Board of Education Office who have assisted us, we express appreciation.

Respectfully submitted,

LOUISE H. EISER
Assistant Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

EAST HIGH SCHOOL GUIDANCE DEPARTMENT

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

July 1960

ANNUAL REPORT

EAST HIGH SCHOOL GUIDANCE DEPARTMENT

1959-60

The Guidance Department of East High School presents the following report of its activities for the school year 1959-60.

I. Significant Statistical Data 1959-60

A. Transfers and Withdrawals

Reason	Junior High	Senior High	Total 1959-60	Total 1958-59
Transfers -				
To Madison and Parochial Schools				
Central High School	0	4	4	7
West High School	1	0	1	4
Others	4	2	6	3
Monona Grove High School	5	3	8	8
To other towns	39	25	64	66
Total Transfers	49	34	83	88
Withdrawals -				
To work and Vocational (1 day per week)	4	13	17	36
To Vocational - full time	3	0	3	5
Over 18 - to work	0	5	5	11
Rural	3	5	8	3
Armed Service	0	5	5	6
Miscellaneous:				
Illness	2	10	12	8
Marriage	1	14	15	8
Industrial School	0	3	3	5
Court Order	8	3	11	6
Death	1	0	1	0
Others (Norris Farm, etc.)	0	2	2	4
Total Withdrawals	22	60	82	92
Total Transfers and Withdrawals	71	94	165	180

This year we divided the above report in two separate parts, transfers and withdrawals, to be able to locate the true drop-outs. Since Madison is in a transient area with the effects of a military, university and employment fluctation, the number of transfers is still high--83 compared with 88 last year. The total withdrawal was 82, 10 less than last year but still too

many considering each case is probably a true drop-out. We were interested to see that fewer students withdrew from school for work, undoubtedly because of the tightening of job opportunities. The number of marriages increased markedly as has been shown in a national trend.

Each student who transfers or withdraws from East High School is seen by one of the counselors and the parents are contacted either by note or telephone. In many cases a potential drop-out can be prevented if it is known in time. The first symptoms of poor grades, truancy and lack of interest in school must be watched carefully by class teachers and home room teachers to prevent needless drop-outs.

B. Testing Program 1959-60

1. Psychological Tests.

As agreed by the testing committee a California Test of Mental Maturity was given in the fall to all 9th graders and to all 7th and 8th grade students who entered the first week. The Otis Short Form Test of Mental Ability is used all through the year to determine the ability of new pupils as they enroll. With the large group of transient enrollees each week this test is an excellent usable device.

Number of Tests Administered 1959-60	California and Otis
Grade IX	511
New pupils in September	85
Transients	98
Madison Lutheran Grade VIII	25
Total	719

The distribution of I. Q.'s for East High School as indicated by the California Test of Mental Ability, Henmon Nelson and Otis Test for 1959-60 is listed below.

I.Q.	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
140-149	1	4	2	5	1	1
130-139	19	18	4	29	6	2
120-129	43	34	22	79	48	43
110-119	69	62	121	139	107	105
100-109	83	76	167	141	181	138
90- 99	43	45	104	84	95	65
80- 89	22	12	64	22	40	40
70- 79	9	11	23	11	11	5
60- 69	1	0	4	0	0	0
Total	290	262	511	510	489	399
Median IQ	108	108	104	106	106	106

The Henmon Nelson University Prediction Test was given this year only to Grade XI. Following is the distribution of percentile ranks for 1959-60.

Percentile Rank	Grade XI Number in each interval
90-100	74
80- 89	45
70- 79	54
60- 69	49
50- 59	45
40- 49	45
30- 39	44
20- 29	36
10- 19	47
0- 9	42
Total	481
Median Percentile	57%

The test scores are recorded on the new permanent record cards and cumulative records. In most cases lists are made for home room and class room teachers and they are urged to make use of all test data in understanding the makeup of their classes. In every individual conference with a student, no matter what the problem, the principals and counselors use all available test data in order to get a complete background of the child's potentialities.

2. Achievement Tests.

The Stanford Achievement Test Battery was given to all 8th graders in Madison in February to help teachers, counselors and principals get a better understanding of the achievement growth in the basic skills. We have been pleased with the time arrangement for this battery because the results are ready for home room teachers to use for 9th grade programing. At this time also, recommendations are requested for some of the special classes, both in the remedial and enriched fields. These tests are given by the English and Math teachers but were machine scored. All test data is recorded on the student records and composite reports, and are prepared by home rooms.

		Median Grade Levels Grade VIII (Norm. 8.6)
I	Paragraph meaning	9.8
II	Word meaning	9.8
	Average Reading	9.8
III	Spelling	8.9
IV	Language Usage	8.5
V	Arithmetic Reasoning	9.9
VI	Arithmetic Computation	9.4
	Average Arithmetic	9.7

The Cooperative English Tests were given again this year in December to all 9th and 10th grade English classes. These scores were also recorded on the records and are available for teacher use.

3. National Testing Programs.

The trend in national testing programs has given a desired emphasis in individual counseling with prospective college students. In the four tests listed below each student received an individual profile booklet and was interviewed by one of the counselors so that he understood fully his own potential ability as a future college student.

The National Merit Test which had been given the previous April to 81 Juniors was interpreted to these same students, now Seniors, during the first few weeks of school. This gave the counselors an opportunity to begin the important work of future planning both for college programs and scholarships. The same National Merit Test was later administered to 76 Juniors to be followed by interviews next September.

The Preliminary Scholarship Qualifying Test, the second national project is given as a practice device to Juniors who will later be taking either college boards or the National Merit Tests. This year 77 Juniors took advantage of the test and received their test results in an interview with the counselors.

Since the College Boards Scholastic Aptitude Tests are now required by many mid-west schools and for certain scholarships, about 30 Seniors were given interpretations of their test results.

The ACT Test (The American College Test) is now being required by the University of Wisconsin and by many schools throughout the nation. Each Senior attending the University received his test results and was given a complete interpretation of his strengths and weaknesses.

Although these interviews are time-consuming because of the large numbers involved, we felt they were very worthwhile in helping our students prepare for college.

4. Project Talent.

On March 22 and 23 East High School took part in the National Project Talent Testing Program under the direction of the United States Department of Education Testing Program. The school was chosen by a scientifically planned sampling. From grades 9 through 12, 1881 students took the two-day battery of tests which measure ability, aptitude and interests, all administered by the home room teachers. Because of the excellent background interpretation

by the home room teachers of the importance of this national test, there was a fine attitude shown by the students. In fact, only 14 were absent, all accounted for with definite reasons. Next fall the school will receive profile sheets on the results of the test for the individual students. Some plan must be worked out so that the results can be interpreted to the boys and girls. Again, this project was very time-consuming but we think it was worthwhile. If complete test data is returned from PROJECT TALENT it will be valuable counseling information.

C. Future Plans of 1960 East High School Graduates

Work with Seniors started early this year because of the interviews in September with the 81 college preparatory Seniors who had taken the National Merit Test. Early in January Senior interview questionnaires were made out in home rooms and each Senior was invited to the guidance office for an interview. Again for some the one meeting seemed sufficient but for many it was the beginning of a series of conferences for future plans for either college, technical training or job opportunities.

In February 35 Seniors took advantage of the Wisconsin State Employment Service project. These Seniors were picked particularly because they had indicated vague occupational plans and had asked for help. A group of aptitude and interest tests was administered, followed later by a conference with one of the WSES counselors. We have been very pleased with the service of this organization.

This year 156 Seniors or 40% have made rather definite plans for the University of Wisconsin, a state school, or one of the nearby colleges. We have been concerned about a small group with very unrealistic ideas about college who insist on applying in spite of low ability and very mediocre high school records. This year even more students are attending school away from Madison.

The group of Seniors planning trades, apprentice programs, etc. seem small until we realize that most of them are identified under the school group because they are planning to attend the Vocational technical courses. Again this year a large portion of the class was trained in the Business Education field and will be going into office jobs.

The number of marriages this year is alarming, but according to all newspaper writing it seems to follow the national trend. In many cases plans were worked out so that the girls could finish their education with a combination of Vocational School courses.

Only 3 Seniors failed to take advantage of this Senior counseling interview.

Table Showing Future Plans of 1960 East High School Graduates

	1959	1960	
1. Further Education:			
University of Wisconsin	74	92)	
State Colleges (Whitewater 13, Platteville 9, Stout 5, LaCrosse 3, Stevens Point 2)	26	32)	40.9% or
Indefinite and unrealistic college plans	--	11)	156 college plans
Other colleges and universities (Carroll, St. Olaf, Lawrence, Beloit, Luther, etc.)	27	21)	
Nursing Schools:			
Registered	7	9	
Practical	7	11	
Vocational and Adult School	--	16	
Art School	--	2	
Business College	4	8	
Beauty School	11	10	
Airlines training	--	1	
Seminary	--	1	
Total further education	156	204	
2. Further Occupational Plans:			
Office work, secretary, etc.	69	55	
Merchandising	11	22	
Telephone office	7	9	
Auto Mechanics	11	1	
Apprentice program	5	6	
Trades (machinist, etc.)	21	2	
Agriculture	3	2	
Miscellaneous (police, dental assistant, factory, etc.)	14	14	
3. Armed Service (Navy 13, Army 6, Airforce 5, Coast Guard 2, Women's Service 1, uncertain 6)	20	33	
4. To be married	6	25	
5. Undecided	-	5	
6. No interview	2	3	
Total Seniors	325	381	

D. Scholarships

The scholarship program continues to be one of the major projects in our work with seniors. Some of this was described in the above section under Testing.

From the beginning of the year it is the responsibility of the guidance office to report all scholarship openings to Senior home rooms. Some are for specific careers, nursing, teaching, physical therapy, etc. but most of the opportunities are for general college entrance.

This year 37 Seniors applied for the University of Wisconsin Freshman Scholarships involving school reports, many letters of recommendation and frequent conferences. We were pleased to have winners for one General Motors, two Kemper Knapp and nine of the regular Freshman Awards.

Twelve Seniors applied for the Oscar Mayer 4-year Award which was won by one of our girls planning on a medical technology career.

Following is a list of Scholarships and Awards given June 1960:

Name of Scholarship	Amount
University of Wisconsin Legislative (Top three in class)	1 year tuition
Altrusa Scholarship	$ 100.00
American Legion Auxiliary President's Award	$ 200.00
Annie Axtell Memorial Scholarship (For Lowell School-senior future teacher)	$ 50.00
Christian R. Stein Award	$ 15.83
Class of 1946 Reunion Awards--two	$ 30.00
Dane County Medical Auxiliary Nursing Awards	$ 100.00 Registered $ 50.00 Practical
East Side Optimist Club	$ 50.00
East Side Business Men's Club	4 year tuition
East Side Women's Club	1 year tuition
Frances Drew Winkley Scholarship (Engineering)	$ 180.79
Faculty Memorial Award	$ 50.00
Gisholt Efficiency Award	$ 50.00
Gisholt Industrial Arts University Scholarship	$ 200.00
McPyncheon Awards--four boys	$ 4.00 per month
Madison Education Teacher Training Scholarship	$ 100.00
Madison Alumnae Panhellenic University	$ 110.00
Oscar Mayer 4-year (for children of employees)	4 year tuition
Rotary Club Achievement Award	$ 50.00
Theodore Herfurth Proficiency Award	$ 50.00
University of Wisconsin Freshmen Scholarships	1 year tuition

This year 12 Juniors applied for the American Field Service Summer Project. From 4 applicants chosen by the school AFS committee, Karen Anderson was sent to Austria for the summer to represent East High School. This year William Gonzalez from Argentina spent his Senior year at East High School as an AFS representative. Through the years our student body has learned the background of many countries and from it we hope to have a better understanding of each other.

II. Special Achievements

In addition to the projects described previously we would like to describe briefly other activities of the guidance office.

A. Group Counseling Activities

1. Orientation.

In the spring the counselors visited 6th and 8th grade students of all feeder schools to help the children make out their programs and to explain some of the background of East High School. This was followed by the Orientation Day Program on May 12. In the fall further information is given to these new students through the home room activities. The teachers are asked for recommendations and background information on all incoming pupils. This is very valuable in placing the boys and girls in classes and for a better understanding of their problems.

2. Occupational Guidance.

The 10th grade vocations career project in the English classes was continued by Miss Collins. In the week spent in each class she gave some typical aptitude tests, discussed job opportunities and tried to motivate 10th graders to begin to think in terms of future plans. In most classes this was followed by an occupational study which gave the pupils an opportunity to look up college requirements or further details on proposed careers.

Through the year several group meetings were made available, some on university information and several on specific careers. The Future Teachers and Future Nurses Clubs offered a variety of speakers and movies in their particular fields.

Occupational guidance is a part of almost every individual interview since it is the one thing each student seems interested in discussing. We have a well stocked file of career bulletins and catalogs.

3. Identification and Programing.

The important all-school project each spring is the several weeks spent in programing. This involves not only the actual mechanics of choosing four subjects but an opportunity to think ahead and plan an entire school program depending upon the students' future. Since the home room teacher has the full responsibility, a series of faculty meetings is held followed by group auditorium programs.

Along with programing is the important project of identification for the special classes which are now being offered in the Madison schools. These groups are arranged through special recommendations of the class-room teachers plus all available test data. We rely strongly on teachers' comments since they are able to explain some of the other factors involved, both physical and emotional.

Following is a list of special classes planned for 1960-61:

EAST JUNIOR HIGH SCHOOL

Grade VII	
Special Basic	1 class
Mathematics Fundamentals	1 class
Advanced Mathematics	1 class
Grade VIII	
Advanced English	1 class
Advanced Mathematics	1 class
Low English	2 classes
Low Mathematics	2 classes
Basic Adjustment	1 class
Grade IX	
Advanced English	1 class
Advanced Algebra	1 class
Low Algebra	2 classes
Biology-Advanced	2 classes
Basic Adjustment	1 class
Low English	2 classes
Civics-1 year course	1 class
T.V. Algebra	1 class

EAST SENIOR HIGH SCHOOL

Grade X	
Advanced English	1 class
Advanced Geometry	1 class
English and History Adjustment Multiple period	2 classes
Low Latin	1 class
Basic Biology	1 class

East Senior High School (Contd)

Grade XI	
Advanced English	1 class
11th History-English Core Adjustment	2 classes
Advanced Mathematics	1 class
Grade XII	
English Advanced Honors Course	1 class
Advanced Mathematics	1 class
English Fundamentals (for College Preparatory)	1 class
Basic English	1 class
Mathematics Advanced Honors Course	1 class

B. Individual Counseling

The individual interview is still the most important responsibility in the guidance office. Each new pupil is interviewed including the new 7th and 9th graders plus the many transients who enroll each week of the school year. All pupils leaving school have exit interviews. Many come in voluntarily to discuss school problems. Others are referred by parents, social workers and teachers because of educational problems, social and emotional.

Every individual interview involves more than the counselor-pupil relationship. From it teachers must be contacted, sometimes the principals or the school nurse. In many cases the families are involved and each week there are several referrals to various social agencies. All interviews are recorded in the cumulative folders.

In a school as large as East High School many people are involved in the guidance activities. Each week Mr. Carl Waller, Director of Child Study Department, has spent a morning working with special cases. Miss Ruth Saeman, a reading consultant, has been here each Thursday to work with students referred by the teachers for help with reading. Mr. Robert Welch works one day a week with students having speech difficulties.

This year we have been fortunate to have Mr. John Christensen added to the guidance department, with his special interest in helping with our boys' problems. We have especially appreciated the excellent cooperation of each member of the faculty and the principals to make possible such a program.

Respectfully submitted,

MARGARET A. FOSSE

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 1960

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1960

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.

SPECIAL ACHIEVEMENTS

West High pupils performed very well in mathematics contests during the year, and in the written examinations for college credit in calculus. We are pleased that it is possible for us to offer calculus instruction at the 12th grade level, and we are also gratified to find that the pupils learned their calculus at a level comparable to that found in a college or university. We look forward to the time when we will have a full year of college instruction in calculus in the 12th grade.

The music department maintained its high level of performance again. One of our pupils wrote the music for a Christmas carol which was sung by the choir in the Christmas program; and composed "Allegro Concertant" for piano and orchestra, which was played in the Winter Concert.

Many of our former graduates received high scholastic honors this year, ranging from Phi Beta Kappa, special recognition, and special citations. We were especially pleased that Floyd McBurney, who has done much of his work by absentia during the last year of high school and part of the time at the University, earned Phi Beta Kappa as a junior. Some of the schools which have honored our graduates are Harvard, Smith, Anapolis, Yale, West Point, North Carolina State, Beloit, and Wisconsin.

Many pupils performed very well on the National Merit tests again this year. Eighteen of them were National Merit semi-finalists, or received letters of commendation.

The Art Department won many honors again in state and national competition. The top national awards were won by Mary Anderson as a medalist in oil, and Bonnie Timmons for her water color painting.

The National Honor Society functioned again as the guiding organization behind the "Regent Sweep." I feel they performed in an outstanding way. Many neighbors have informed me that they appreciate having the area cleaned up regularly; other neighbors have told me that the driving around the school was much improved this year. A letter from Mrs. Copeland, who worked with our girls in the March of Dimes drive, pleased me a great deal. A paragraph from her letter follows:

> "I want to say that I never met a group of youngsters with nicer manners and behavior. They are a credit and honor to your school when in public."

The P.T.A. committee raised over $800 on its bake sale on December 3 and 4. This was a fine endeavor and gave us a fine opportunity to work with the parents of our children. I feel that it was an excellent cooperative public-relations venture.

Our athletic teams performed very well. The cross country, wrestling, and tennis teams had outstanding records in dual competition, but the outstanding achievements were made by the basketball and golf squads. The basketball team won the undisputed conference championship, and the golf team won the state championship and set a new record in total score in so doing. I wish to indicate that Mr. Jones supervised twenty or more basketball teams from West High which participated in the Four Lakes basketball program.

A number of our pupils won prizes in local and state contests. Two of the top winners were Clarice Conner, who was first in the state in "My True Security" contest sponsored by the Junior Chamber of Commerce, and Jeanne Krueger, who won honorable mention in the National contest on "How Advertising Affects Our Lives."

We have had communications from the National Academy of Sciences' director of research the past two years, indicating that they were interested in our school because thirteen of our graduates had earned Doctor's degrees in 1957 and 1958. He was interested in checking up on the type of background which the pupils had when they were in high school. I am not sure whether the doctors' degrees included M.D. degrees or not, but the following is a paragraph from the letter which I wrote to Mr. Lindsey R. Harmon, Director of Research, on June 24 of this year:

> "We have a situation this year, however, which may be of interest to you, and I do think that these individuals had more in common than the ones which you are checking on. Eight young men from our school received M.D. degrees from the University of Wisconsin this June. Another one received his M.D. degree from the University of Chicago this June. I believe that all but one of these boys were from the same graduating class. A tenth boy from that class spent a year in service and will be completing his work for a M.D. degree next year; an 11th boy has earned his M.D. degree, or will be doing so in another year, from Harvard. This consti- constitutes an all-time record for us."

This past year we had letters from many places in the United States—Kansas, California, Illinois, New York, Iowa, and Pennsylvania. They were interested in our course of study, how we taught English, how we handled guidance, if we used sectioning, and how we handled composition, etc. Apparently several studies were conducted throughout the United States to determine which high schools best educated for college, which did the best job of guiding the youngsters, and which were the leading high schools in the United States. We appreciate being on one or more of these lists and hope that we merit such a rating. It becomes a chore, however, to do a creditable job in answering all of the letters and questionnaires which one receives.

According to one set of figures which I have, almost 50% of our pupils are taking a foreign language.

Michael Falconer, who was paralized as a result of an accident while out with a group of Scouts three years ago, was graduated with high scholastic honors in June of this year. It pleases me that a number of our teachers had a part in helping Mike realize this goal. I also would be remiss if I did not mention that Mrs. Alice Thiede spent many hours tutoring him in Spanish. She put in many more hours than she was ever compensated for.

The speech classes produced thirty one-act plays during a unit of their speech training. I feel this is one of the finest teaching units that we have in our school.

SPECIAL PROBLEMS

One of the greatest problems which we anticipate during the coming year will be the heavy pupil load which is anticipated again. This was outlined last year so I will not indicate it again this year.

We will have many problems which will develop due to the building and renovation which will be going on during the next 15 months, but I realize that it will be up to us to make the best of the situation, whatever it is. We appreciate the efforts which have been made on our behalf.

Last year I indicated we need additional clerical help in our senior high office. This is due to the increased load in the senior high school, and to the tremendous amount of clerical work which is needed to account for pupil personnel. It seems to build up all the time. This past year 610 transcripts were completed for individual pupils before July 1.

The following portion of a letter came from A. C. Ingersoll, Dean of the School of Engineering of the University of Southern California:

> "I look back on the days at West High with much nostalgia, as you can imagine. It was a wonderful time, when new ideas were unfolded before me in all directions by your excellent staff of teachers, many of whome I believe are still with you."

Dean Ingersoll was right—many of our original teachers were on our staff, but with five retirements this year, the pioneer members of our staff are almost gone. We have some excellent staff members at the present time in many areas, but up to this year, anyway, we were unable to hire experienced teachers because we could not meet the "market," so we hired the best beginning teachers we were able to secure.

Some very well qualified students are unable to get into the colleges of their choice. In many situations this inability is not a reflection on the student, the school they come from, or the preparation they have had. For example, Radcliff states that after screening, they had 1000 applications from which to select the balance of the Class of 1964. In December, 93 had been admitted under the early decision plan; there remained 187 places to be filled by selection from 1000 well-prepared, intelligent, attractive candidates. From every point of view—test scores, school records, character, personality, promise—these 1000 young women appeared obviously qualified.

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 1960

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1960-61
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

Sept. 1959		Sept. 1960 (anticipated)	
7th Grade -	147	7th Grade -	140
8th Grade -	149	8th Grade -	158
9th Grade -	234	9th Grade -	177
Total	530	Total	475

The outstanding achievement of this year's work, I believe, was the sound, dedicated and sincere job of teaching done, day by day, by the teachers of our school. Their desires and efforts to provide the best educational opportunity for all, and provision for individual needs marks them as professional people. In their annual reports to me, they express this better than I. One teacher reported that, "Some seventh grade pupils worked in the eighth grade basic book: After listing the names of these pupils she asked, "What about algebra for these pupils, September?" Another mathematics teacher summarized her year's work with these comments: "Two assignments were given from optional enrichment material in this text. My practice teacher and I worked separately with those pupils of A and B standings and gave them supplementary work in determinants, factoring $A^3 + B^3$, inequalities, fractional and negative exponents. Extra credit work was available to all members of the class regularly. The material in the test was supplemented by some work on Modern Mathematical Concepts (set theory and inequalities")

In her accelerated algebra class, a teacher remarked that, "Approximately 25 supplementary assignments were given from A Second Course in Algebra by Hart. These included determinants, fractional and negative exponants, logarithms, imaginary numbers, advanced factoring, complex fractions, inequalities, additional exercises on quadratic equations, and slope-intercept."

Another algebra teacher commented that he had "Covered in this class, the first twelve chapters of the textbook. This is further than I have ever been able to go before. This is the first year I was able to include the Ratio-Proportion Chapter."

In the eighth grade, one mathematics class participated in the Wisconsin Improvement Programs television presentation of concept learning. Mr. Struck cooperated with the officials presenting this program and did an outstanding piece of work. This newer approach to teaching mathematics seems to merit our continued cooperation and study. In the work for next year, we will have two algebra classes and two teachers trying out this new approach via television.

English and social studies teachers have concentrated on trying to adapt the work to the ability and needs of their students, while emphasizing written communication. Most teachers assigned at least one exercise in writing each week, with an analytical study of what constituted good writing, followed by a critical evaluation of what was written and elements which would improve it. The English work in grammar and literature was commonly supplemented by inviting visitors to talk and be interviewed. In one class a Ceylonese student at the University of Wisconsin, and a Japanese boy and his mother were guests. The teacher of this class commented as follows on these two occasions: "I feel that we learned a good deal from these experiences. In addition to learning to respect other people's habits, customs, philosophies, we learned a bit about Japanese language. We also learned how to interview people and how to write news events concerning interviews."

Other comments from teachers in this field indicate that the emphasis was on the basic material as outlined in the splendid guides produced by curriculum committees under Mr. Monnes' guidance, supplemented by films, demonstrations, current event magazines, maps and globes, panel discussions and debates, library units, recordings, research projects, tests, one-act plays and special reports on such current topics as President Eisenhower's tours. "One boy who is very interested in biology prepared a very unusual and informative article on the Galapagos Islands, which are the biologists' Paradise.", while "Denis Bartell, a seventh grader, chose the island of Curacas because his father, Jerry Bartell, has a television station on that island."

Science is taught in the eighth grade as a general course, while physiology is the ninth grade subject. In the eighth grade, the basic elements of physics, chemistry, astronomy, biology and geology are covered by text assignments, discussions, demonstrations, assigned outside reading, and special pupil projects. Mr. Antonie reported that: "The unit on heredity seemed to be of especial interest to the pupils, as they brought in books and articles they found which dealt with the subject, and they expressed a desire to learn more than was covered in the text." Mr. Burgess organized a Star Party, held on the West High Athletic Field on the night of May 13, 1960. The Junior Astronomical Society brought several telescopes for viewing and Professor Huffer of the University of Wisconsin pointed out the principal objects which could be seen that evening. About twenty-five pupils took part.

Study in the field of foreign languages provide students with the opportunity to learn the spoken and written word of other people, and at the same time coordinating the study of their own language with the foreign one. Following the request that his son be programmed with his present Latin teacher next year.

One parent wrote that: "During the school year just ending, Miss Kleinheinz has not only succeeded in teaching Burr Latin and making him like it, but has taught him more English grammar than he had learned in the previous eight years, and has introduced him for the first time to mental discipline." This same situation is true to a greater or lesser degree in the classes in German, French and Spanish. The fact that we can offer four foreign languages, points out one of the advantages of a large high school over a smaller one.

Clubs offer activities for some pupils to gain satisfaction there but cannot excell in regular classroom work. Our Library Club, Home Economics Club, Art Club, Hall Monitors Club, Press Club, Movie Operators' Club, Physiology Club, Stage Crew Club and Boys' Service Club put into practical use many of the things taught in the classrooms. It is heartening to observe the sincerity with which many less capable pupils in the regular class work carry out their responsibilities in their club assignments. It has been my experience, over a period of many years, that many boys and girls get an inspiration and an occupational goal from these activities which leads directly to their life's work.

Many of our pupils are accelerated in mathematics, French and biology. For the first time, we will offer Latin to a group of eighth graders.

The new cumulative record system promises to be superior to any system we have used in the past. It is much more complete and accessible to teachers, guidance workers, and administrative officers. The new personality rating part alone justifies its use. It was revealing to note that, generally speaking, teachers rated individual pupils the same, time after time. This consistence convinces one that teachers, on the whole, are good judges of young people.

When a person studies the several areas in which pupils of our school compete with pupils in other schools, West Junior High pupils give a good account of themselves. As usual, we did well in test results in languages, mathematics and writing. We also excelled in art and spelling competition. All of this points out that our teachers are doing a good job of teaching, leading and motivating our young people.

Our new building additions should provide an opportunity to put into practice new curricular changes which have been planned for all Madison junior high schools, and which we have been able to do only in a limited way so far because of room shortage.

In submitting this last of nineteen annual reports, I wish to thank the many people who have been most helpful to me, as principal of West Jr. High. No principal can administer a

modern junior high school without the assistance of his fellow workers. I say, thank you, to all the wonderful teachers with whom I have worked at West. You have been most loyal and cooperative. Because of you, we have been able to help prepare and guide thousands of fine young men and women into satisfying life pursuits. If you need additional rewards for your efforts, look to them. It has been my good fortune to have worked under and with the assistance of such skillful and willing school people as Mr. Falk, Mr. Christoffersen, Mr. Haller, Mr. Holmes, Mr. Hawley, Mr. McDaniels and Miss Alcott. To all of them, I wish to express my gratitude.

Finally, to you hard-working Board of Education members I am indeed indebted. While carefully guarding the institution under your care, you have always been kind, fair and courteous to everybody under consideration. Your collective wisdom and courage has been instrumental in making the Madison Public Schools an outstanding educational organization, and one in which I have been proud to teach for thirty-five years.

Respectfully submitted,

R. E. Trafford,
Principal

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

Twenty-ninth Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by
Betty Jane Perego

June 1960

ANNUAL REPORT - 1959-60

This year the guidance department at West has spent most of the time struggling to keep up with the daily press of immediate demands. Extending services or improving programs was out of the question even though such was the desire of the staff. Not only was the loss of one-half the assistance of a former full time counselor deeply felt, but the inexperience, plus the later resignation, of his replacement were very complicating factors. We are, indeed, grateful for the willing and competent help of two teacher-counselors, Mrs. Enid Erickson and Donald Hafeman, who came to our aid when we most needed them.

The prospect for next year is far better. With three full time and one part time counselor on the staff it is our intention to refine and extend the guidance services. We hope, for example, to work more closely with teachers and parents on pupil problems, besides doing a more thorough brand of counseling with the students themselves. Thoroughness and quality have sometimes had to be sacrificed in the last few years because an inadequate staff for a growing school has often forced us to try to use the shortest route to solutions of problems. Though this may have meant immediate relief in some difficult situations, the lasting effects of less direct counseling were, of course, lessened.

The greatest demand on the counselors' time, as always, has been the need of the individual pupil for assistance with a personal problem. His problem may have been how to make friends, what to take next year, what to do about an unhappy home environment, what college to choose, how to study a particular subject more effectively, or how to handle a myriad of other kinds of difficulties. In helping a pupil think his way to a solution of these problems, it is always our aim to teach him problem solving techniques which will better equip him to handle future troubles. Often we find that pupils' emotional involvements with their concerns have grown beyond normal limits and then, of course, we have referred them to agencies whose function is to handle these more complex personality problems. Naturally, in the majority of our counseling cases, we have worked with both parents and teachers in an attempt to improve pupil adjustment.

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

It is our aim to bring every pupil in contact with a counselor at least once during his junior high years and once in senior high. This can be done quite naturally through our comprehensive eighth grade program planning and later through the eleventh grade vocational unit. We are interested in developing among the pupils

the feeling that everyone goes to the guidance office at some-time in the hope that those who greatly need our help will not hesitate to seek it.

Pupils have many contacts with guidance services, both directly and indirectly, through the following activities:

ORIENTATION

Seventh grade orientation program: The junior high pupils' first encounter with members of the guidance staff is through the seventh grade orientation program. He meets them, in fact, while he is still a sixth grader since the counselors visit the feeder schools in the spring to acquaint pupils generally with what to expect at West.

Rather than have these newcomers visit West in the spring as had been done in former years, the seventh graders were invited to spend the Friday afternoon before school opened getting acquainted with West. They met as a large group first, where they were greeted by the principal. Then each pupil reported to his home room where he was given a copy of his class schedule and had an opportunity to ask questions. He then went through a shortened version of the school day, finding his way to the very rooms in which his classes were actually to meet. Following this, he again returned to his home room and again had a chance to clear up questions.

The interest in this program was high, indeed, if the attendance was any indication. Few were the absences. This plan of orientation seemed, too, to minimize the confusion of the first days of school.

During the early weeks of school the counselors met again with seventh grade homeroom groups, this time to acquaint them with the guidance services and to develop the feeling that it is a natural thing to visit our offices for many reasons.

Orientation of other new pupils: With Cherokee pupils, an orientation similar to last year's was conducted. The counselors again visited each ninth grade group at Cherokee to acquaint them with curricular offerings, graduation requirements, college entrance requirements, club activities, etc. They were given ample opportunity to ask questions about their new school. It was not possible to follow up pupils from Cherokee this fall to acquaint them with our services or to check on their adjustment. For this reason, a brochure describing the guidance services was given to them by their home room teachers, so that at least they would know that such services do exist.

An attempt was made to confer with each pupil who had entered West from another city, since we feel that their adjustment to school deserves special attention. In several instances it was found necessary to make program changes or to enlist the teachers'

aid in solving some of the adjustment problems these pupils were experiencing.

HOME ROOMS

The home room teacher is considered an important member of the guidance staff. She sees her group daily for three continuous years and, for that reason, gets to know each pupil very well. She orients her pupils to the routine of West when they are new and acts as their adviser on many problems, particularly program planning. It is often the home room teacher who first detects more serious problems developing and refers such students to the counselors for more extensive help. The activities of the home room are left to the discretion of the teacher since both teachers and pupils prefer this to a prescribed series of programs. It is also the responsibility of the home room teacher to keep each of her pupils' cumulative record up to date and to help handle administrative routine whenever necessary.

TESTING

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

1. New pupils are given an intelligence test as part of registration
2. Ninth graders are given the California Mental Maturity in the fall
3. Eighth graders take an achievement test mid-year
4. Eleventh graders are given the opportunity to take a battery of aptitude tests
5. Eleventh graders are given an intelligence test in the spring

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

PROGRAMMING

8th and new 9th grade programming: In order to familiarize the eighth and new ninth graders with the subjects offered in senior high and the requirements for graduation, and to encourage them to start thinking about whether or not they will attend college, they are required to make out a four-year program plan during the second semester. The procedure used in connection with this program planning was 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 counselors met with each home room to discuss subject offerings, graduation requirements, college admissions requirements, etc. Pupils were given plenty of time to ask questions and were then asked to begin working on a tentative plan with the assistance of their parents and home room teacher.
3. An evening meeting was held with parents to discuss the above information and assist them with questions about their childrens' plans.
4. Each pupil was counseled individually by a member of the guidance staff regarding his program plans, with particular attention given to his immediate choices. All available data was used by the counselor in helping the pupil, including his present and former grades, test data, teacher evaluations and information regarding emotional or health problems. In many instances, parent conferences were arranged.
5. With the help of his home room teacher, each pupil made out his ninth grade election sheet, following the plan approved by the counselor in step 4. These election sheets were taken home for parent approval.
6. These programs were again checked with significant data to make doubly certain pupils had chosen appropriate subjects.

10th grade programming: Although the ninth graders not new to West have carefully planned their curricula in previous years, their changing interests, plus their naturally greater familiarity with our subject offerings, necessitates yearly revision. Toward the end of the ninth grade, the general curriculum and college entrance requirements are reviewed with them by their home room teachers and the pupils have a chance to bring their plans up to date. Following this, they make out their tenth grade programs. Once again these are carefully studied by the counselors, checking them against former achievement, ability, teacher recommendations and any other significant data.

Cherokee Heights pupils: A procedure similar to that of the eighth grade program planning was carried out with the Cherokee Heights ninth graders in conjunction with their orientation. (For details see page 2)

SELECTION OF PUPILS FOR ABILITY GROUPS

Pupil sectioning: It is the responsibility of the guidance department to assign pupils to accelerated, average or slow moving classes in the required subjects beginning in ninth grade. In so doing, counselors, of course, use all significant information. It is done for the ninth grade in conjunction with

step 6 of the eighth grade programming. Pupils are re-sectioned when they enter tenth grade because we then have a better indication of how they handle the more formal kind of education characteristic of high school. Teachers are encouraged to request that pupils be re-classified whenever they feel that a pupil is misplaced.

Selection of pupils for advanced classes: Considerable thought and time is given to the selection of pupils for the following advanced classes: Latin for eighth graders, Mathematics 11 xx, Mathematics 12 xx, English 12 xx and Advanced Biology. These classes are intended for our most capable pupils and move at a pace beyond that of our ordinary accelerated sections. Selection is made on the basis of the following criteria:

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

After careful screening of outstanding pupils, it was found that there were approximately thirty-one pupils for each of these classes. Previous experience has shown that pupils carrying two such courses felt this was a tremendous burden. They found it very hard to keep up in their other classes and to participate effectively in outside activities. On this basis, pupils choosing classes for next year were encouraged to take only one advanced class. Some parents preferred that their children be excluded entirely either because of the emotional strain of the anticipated competition or because the pupils would be involved in numerous outside activities.

It was decided to continue the policy of permitting outstanding eighth grade pupils to elect a fifth subject in ninth grade. A careful screening revealed that twelve of our present eighth graders qualified for this program. These pupils were encouraged to elect a fifth subject from biology, foreign language, art, home economics, manual arts or music. After this was discussed with each pupil and his parents, there were five who chose to add biology, one art, one music and five preferred not to carry an additional subject. The progress of all these pupils will be carefully checked next year.

VOCATIONAL UNIT

The aim of this unit, which is carried on jointly by the English department and the guidance department, is to teach young people how to make a wise occupational choice. As each eleventh grade English class begins work on the unit, one of the counselors meets with the group to discuss the technique of choosing wisely and to show a film illustrating the process. As part of the self evaluation activities, pupils write biographical sketches

and personal analysis themes and are given an opportunity to take a battery of aptitude tests. They study occupations, writing a research theme on an occupation of interest to them.

Following these class activities, each junior confers with a counselor to discuss his interests, his plans for twelfth grade, his test data, and any other matters important to his planning for the future. The counselor carefully stresses again that the important thing for the pupil is to learn at this time how to choose rather than what to choose.

To facilitate this program, the counselors spent two class periods in each group (prior to the scheduling of individual conferences) discussing the meanings and implications of the aptitude test scores. Here, again, the emphasis was on the idea that test data is just one source of information important in choosing wisely. It is the pupil-counselor relationship formed so naturally through such a group project which makes it very worthwhile. In many cases, previously undiscovered problems come to light and very often extensive counseling ensued. The burden of this unit was carried by Mrs. Erickson who administered the program with efficiency and counseled pupils with thoroughness and understanding.

The vocational counseling for the general English classes was again done in twelfth grade. This has been done at the request of the Wisconsin State Employment Service who helps us with these pupils. It is their intention to follow up their testing and counseling with placement of these pupils on jobs where possible.

VOCATIONAL TALKS

In order to maintain and re-stimulate our pupils' interest in their future plans, a series of vocational talks were held for twelfth graders. 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. About twenty five 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 for all seniors interested in attending college. At this meeting Dr. Ruedisili 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 nine 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 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 were later sent a letter 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 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 to meet the guest, take him to the proper place and 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, the quality of the speeches was 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 for this year.

VOCATIONAL TALKS - 1959-60

Date	Topic	Speaker	Student Sponsor
Dec. 8	Introduction	Dr. C. H. Waller	
Dec. 15	College Information	Dean C. H. Ruedisili	
Jan. 5	Engineering	Dean Kurt Wendt	Jeff Culbertson
	Occupational Therapy	Mrs. D. Wm. Hurst	Caroline Marek
	Stewardess	Carl Guell	Fritz Balsley
Jan. 12	Engineering	Asst. Dean K. Shiels	James Beck
	Nursing-Med. Tech.	Miss Florence Griswold	Marion Amlie
	Secretarial	Dean Kammer	Jeanne O'Neill
Jan. 19	Forestry-Conservation	William Jordan	Tom Schwartz
	Physical Therapy	Miss Ansusan Presby	Jackie Gintz
	Law	James MacDonald	Pete Carstenson
Feb. 16	Scientific Research	Dr. Henry Scott	John Rast
	Home Economics	Mrs. Kathryn Beach	Mary Verhulst
	Advertising	Thomas Towell	Greg Herrling
Feb. 23	Dentistry	Dr. Richard Roberts	Lucia Lippitt
	Home Economics	Miss Emma Jordre	Pat Lichty
	Sales	Verle Courtier	Ann Mannering
Mar. 1	Aviation	Carl Guell	Fritz Balsley
	Medicine	Dr. David Williams	Clarice Conner
	Journalism	Richard Vesey	Dick Gallagher
Mar. 8	Commerce	Dean E. A. Gaumnitz	Neil Swanson
	Commercial Art	Winfried V. Guenther	Dianne Hurwitz
Mar. 15	Commerce	Dean E. A. Gaumnitz	Fred Nurnberg
	Social Work	Prof. Helen Clarke	Sandra Lyons
	Physics-Electronics	Prof. Edw. E. Miller	Tom Logan
Mar. 22	Teaching	Supt. Philip H. Falk	Sue Bruegger
	Architecture	Nathaniel Sample	Bob Barganz
	Radio-TV	Prof. H. B. McCarty	Murray MacNicoll

MILITARY INFORMATION

In the past we have had representatives from the different branches of service speak to our senior boys relative to military obligations. It was felt, however, that these were unsatisfactory because of the limited amount of time available for the representative to talk to the boys and because of continuous changes in the program. This year representatives did not talk to the group but more time was spent in individual counseling and referring senior boys for interviews with these representatives. The military fact sheet, which was distributed to the boys through their home rooms, was completely revised and brought up to date.

SCHOLARSHIPS

As in former years, the guidance office has made every effort to publicize available scholarships through the daily calendar, the High Times, special bulletins to the home rooms and posters in the library. In addition, two meetings were held, one in October for pupils and another in November for parents desiring information about scholarship opportunities. At these meetings all kinds of scholarship programs were described, including local awards, University of Wisconsin and other college scholarships, and the national programs such as the National Merit plan. In addition, application procedures were discussed and sources of publicity explained.

In addition to these information and publicity activities, our main functions are to encourage capable students to apply for awards and to write letters of recommendation for those who do apply. Both counselors serve on a committee with Mr. Osness and Mr. Krider which selects candidates for the many local awards. In making its selections, the committee evaluates each applicant's qualifications carefully and fairly, besides trying to insure an even distribution of awards.

Scholarship activities have again demanded an amazing amount of time. Both pupils and parents have shown an increased interest in applying for scholarships, possibly because of the publicity given to them in newspapers and magazines and also because an even larger number of organizations and businesses are offering scholarships each year. The time required for administering scholarship examinations has been increasing steadily. The only justification for the time spent on the details of this work is the obligation of the school to acquaint pupils with any opportunity designed to help them further their education.

About eighty pupils took the Scholarship Qualifying Examination in April 1959 in conjunction with the National Merit program for 1959-60. Of the eight who became semi-finalists, none received scholarships. Of the fifteen who participated in the General Motors competition, three were winners of certificates of merit and none received scholarships. Other scholarships and awards won are listed on the following page.

Name of Scholarship	No.	Amount
Girls' Club of West High School	2	$500.00
Gisholt Scholarship	1	200.00
Gisholt Award	1	50.00
Theodore Herfurth Efficiency Award	1	50.00
Highland Hi-Y	1	25.00
Madison Education Association	1	100.00
McPyncheon	2	45.00
Madison Alumnae Panhellenic	1	110.00
PTA Welfare	12	525.00
Rotary Club of Madison	1	50.00
Minnetta Hastings	1	500.00
Cecile Schein	1	200.00
Zeta Phi Eta	2	
F. S. Brandenburg	1	1200.00
Allan Shafer Memorial Award	1	50.00
Gillette Award	1	
Ralph B. Jones Memorial Award	1	50.00
Shaw Essay Contest	2	10.00
Christian R. Stein	1	15.83
University of Wisconsin Regents	3	582.00
University of Wisconsin Freshman	9	1932.00
University of Wisconsin Knapp	3	600.00
NROTC	1	
Cornell College	1	
Yale University	1	

MISCELLANEOUS RESPONSIBILITIES

Employment: The guidance office has continued a small scale employment service. As in the past, the number of applicants far exceeds the number of job offerings. We feel that this is a worthwhile activity since it helps build up the prestige of the guidance office with the students and enables us to help a needy and deserving student find employment when other sources have not met their needs.

College Representatives: About forty college representatives visited our school and conferred with both juniors and seniors. Their role has increased in importance because of a larger number of students going to institutions other than the University of Wisconsin and because of the increasing difficulties students are encountering in gaining acceptance in over crowded colleges. Our plan is the same as in the past, to publicize the representative's visit in the calendar and to arrange appointments for the pupils who request them.

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

Occupational Files: Because the information in these files is in great demand during the vocational unit in the eleventh grade English classes, it is important to try to keep them up to date and well organized. Materials are ordered for these files throughout the year in order to keep them supplied. This spring the Girls' Club assigned a committee to go over these files completely, reorganizing them, rearranging them and generally putting them back into usable condition.

College and Job Recommendations: The guidance counselors and the home room teachers are called on to rate pupils for either jobs, college entrance or college scholarships. The magnitude of college and scholarship recommendations has made this a tremendous task. There were 560 college applications processed in addition to countless scholarship applications. Since it is still difficult for students to get into over crowded colleges, many made application to five or more colleges, in hopes of gaining acceptance to one. In an effort to cope with this avalanche of applications, extra help has been provided in the office and senior home room teachers fill out the NASSP rating sheet for each home room pupil earlier in the year so that it can be copied by office personnel in completing application forms.

Florence Dodge Memorial Fund: This fund is raised by the Parent-Teacher Association for use of pupils who would otherwise be unable to participate in school activities or to have their needs met. About $150.00 was spent for such items as coupon books, fees, loans, lunch money, clothing, glasses, medical examinations, tutoring and extension course fees. The Parent-Teacher welfare committee selected ten seniors to be given awards this year, three $100.00 scholarships and seven $25.00 awards. The pupils selected did not need to be outstanding scholars, but rather pupils who had used their abilities well, whose character had been an asset to West, and who had succeeded in spite of financial or family difficulties. The Parent-Teacher welfare committee once again gave $25.00 awards to two junior pupils who have been responsible, ambitious school citizens.

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

WEST HIGH SCHOOL

November 1959

DISTRIBUTION OF I.Q.'s

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		160-164	0	0	1	1	1	1	4
		155-159	0	0	1	2	0	0	3
		150-154	0	1	0	4	4	0	9
		145-149	4	2	1	3	3	0	13
		140-144	1	4	3	7	3	1	19
X	50	135-139	7	5	7	14	27	4	64
		130-134	12	7	12	24	23	14	92
		125-129	12	23	22	42	42	36	177
		120-124	20	17	38	57	65	75	272
		115-119	18	19	30	72	76	85	300
		110-114	29	26	29	64	81	67	296
Y	41	105-109	16	14	35	53	54	64	236
		100-104	11	11	17	30	45	40	154
		95-99	8	10	12	21	31	19	101
		90-94	4	3	16	20	17	15	75
		85-89	2	4	3	8	10	5	32
Z	9	80-84	1	3	1	9	8	4	26
		75-79	1	0	4	0	2	4	11
		70-74	0	0	0	4	4	0	8
		65-69	0	0	1	1	1	1	4
		No test	2	0	3	1	2	4	12
		Total	148	149	236	437	499	439	1908
		Median	114.00	115.79	114.39	115.49	114.63	114.70	114.97

	Total	X	Y	Z	Median IQ
Junior High	533	50	41	9	115.00
Senior High	1375	50	41	9	114.95
Jr.-Sr. High	1908	50	41	9	114.97

Number of Withdrawals: Year	Senior	Junior
1945-46	70	35
1950-51	46	28
1951-52	36	27
1952-53	42	31
1953-54	41	20
1954-55	24	22
1955-56	38	36
1956-57	32	31
1957-58	45	24
1958-59	44	18
1959-60	69	28

Percent of Withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 17, 1960 shows the following comparison with former years.

Cause of Withdrawals by Percentage	30 31	40 41	50 51	55 56	57 58	58 59	59 60
Over 18	14	10	9	0	9	2	6
Work	6	3	0	3	0	0	1
Vocational School	17	3	4	3	2	11	15
Work and Vocational School	0	0	9	3	0	7	3
Left city	19	41	34	58	42	55	55
Post Graduates	8	4	0	0	0	0	0
Illness	3	10	4	10	2	5	0
Married	3	3	2	3	5	2	4
No Report	1	0	0	0	0	0	0
Rural District	0	4	7	0	2	0	0
Graduates	0	4	11	6	2	5	3
Armed Forces Graduating	0	0	2	3	0	0	0
Armed Forces Not Graduating	0	8	7	5	7	2	7
Transfers	29	10	9	6	13	11	6
Deceased	0	0	2	0	0	0	0
Court Cases	0	0	0	0	16	0	0

Percentage of Withdrawals - Junior High School: The cause of withdrawals in the junior department as of June 17, 1960 shows the following comparison with former years.

	40 41	50 51	55 56	57 58	58 59	59 60
Work and Vocational School	0	7	0	0	0	4
Vocational School	7	4	0	8	0	0
Transfers	18	18	11	13	6	18
Left City	50	60	80	71	77	68
Illness	7	4	6	8	0	0
Rural District	18	7	0	0	0	0
Court Cases	0	0	3	0	0	0
Directed by Child Study	0	0	0	0	11	10
Placed in Foster Home	0	0	0	0	6	0

June 1960

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

Date	No. Grad.	No. Appl. to UW	%	No. Ent.	% Ent.
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	187	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.56
1947-48	359	222	.62	202	.55
1948-49	301	191	.63	171	.57
1949-50	237	140	.59	141	.59
1950-51	251	134	.53	128	.51
1951-52	234	143	.61	141	.59
1952-53	260	147	.57	142	.55
1953-54	268	156	.58	147	.55
1954-55	281	144	.51	135	.49
1955-56	290	141	.49	139	.48
1956-57	285	144	.51	124	.44
1957-58	337	177	.52	166	.49
1958-59	338	200	.59	159	.47
1959-60	420	224	.53		
Total	8636	4938	.57	4417	.53

The total of 4938 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 4417 represents the total, to date, who have entered the University.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

CHEROKEE HEIGHTS SCHOOL

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the school year 1959-60

CHEROKEE HEIGHTS SCHOOL

Enrollment at Cherokee Heights during the school year 1959-60 was as follows:

Grade	September	End of First Semester	Close of School
Kgn	35	37	34
First	24	24	25
Second	35	34	33
Third	34	35	34
Fourth	31	29	28
Fifth	20	19	19
Sixth	22	23	24
Seventh	280	279	281
Eighth	204	204	201
Ninth	252	252	252
	937	935	931

During the year we enrolled 30 pupils new to Madison, and had nine transfers from other Madison schools. Thirty-nine pupils withdrew to schools outside of Madison and seven pupils transferred to other schools within the city. Our gross enrollment for the past year was 978.

Elementary Organization 1960-61

Grade	Room	Enrollment	Teacher
Kgn	10	30 A.M. Section	Mrs. Hoops
First	11	36	Mrs. Struck
Second	12	24	Mrs. Ferrill
Third	15	34	Mrs. Morris
Fourth	14	35	Mrs. McSherry
Fifth	17	29	Mrs. Polinsky
Sixth	20	20	Mrs. Marineau

The Cherokee elementary district may be thought of as three separate areas:

1. A triangular area bounded by Nakoma Road, Beltline and Whenona Way

   Enrollment by grades:

Kgn	6
1st	7
2nd	3
3rd	4
4th	5
5th	2
6th	2

2. The immediate or heart of our district is bounded by Waban, Nakoma Road, West Beltline and the railroad tracks. The majority of our elementary pupils come from this area.

3. A triangular area north of the railroad tracks and bounded by the golf course on the west and Odana Road on the north. In this area there are at present twelve new homes under construction and many sites available for future building.

   Present enrollment by grades from this area is as follows:

Kgn	4
1st	9
2nd	4
3rd	8
4th	6
5th	8
6th	2

As this area continues to develop it will present a very serious enrollment problem in several of our elementary sections. First, third and fourth grades will be very overcrowded next year unless there is a transfer of some pupils to other nearby schools.

Several plans have been presented to Mr. Falk. It would be wise to keep all fifth and sixth graders at Cherokee for this next year.

Junior High School Total Enrollment by Grades

Grades	Enrollment	1955-56
7th	195	(six sections)
8th	none	
9th	none	
		1956-57
7th	211	(seven sections)
8th	193	(six sections)
9th	none	
		1957-58
7th	272	(eight sections)
8th	207	(six sections)
9th	176	(six sections)
	655	
		1958-59
7th	310	(ten sections)
8th	273	(eight sections)
9th	198	(seven sections)
	781	
		1959-60
7th	280	(ten sections)
8th	204	(seven sections)
9th	252	(nine sections)
	736	

Our anticipated enrollment by grades for the school year 1960-61 is:

		1960-61
7th	233	(eight sections)
8th	275	(ten sections)
9th	195	(seven sections)
	703	

As is seen in these statistics the junior high school enrollment will not be as large for the next school year as it has been during the years 1958-1960. A peak enrollment of 781 students was reached two years ago. With the opening of the Van Hise Junior High School, the total enrollment at Cherokee was reduced by 45 students. This small drop was due partially to the increase in the number of students from Dudgeon and Orchard Ridge.

Reduced enrollment in our seventh grades for the next school year is due to the building program at the Queen of Peace Parochial School. Present sixth graders will be kept there as seventh graders. The following year they will add an eighth grade.

Enrollment for seventh grade from each elementary school is as follows: Cherokee 22, Midvale 52, Dudgeon 39, Nakoma 52, Orchard Ridge 42, Odana, 15 and 11 from outside the city and transfers in from other schools. With twenty-five sections of junior high and seven sections of elementary students, all rooms and facilities in our building will be utilized to capacity with the exception of the kindergarten room, with only a morning section. The room is used in the afternoon for elementary music classes on Tuesday and Friday.

Special Achievement:

We have been very fortunate at Cherokee to have an excellent teaching staff. I would like to commend them for fine professional attitudes and for loyal cooperation. All teachers have been most willing to serve on school curriculum and M.E.A. committees. Eighteen of our staff members plan to attend summer school this year while thirteen teachers have been enrolled in extension classes or have done some correspondence study during the past school year. New teachers on our staff are: Mr. Valdovinos, science and math, Mrs. Spencer, 7th grade, Mr. Winchester, industrial arts, Mrs. Kelly, Latin and German, Mrs. Marineau, 6th grade and Mrs. Wagner, French, who replaced Mrs. Kramer during the second semester. Seven changes in our staff for the next school year are anticipated at the present time.

Cherokee School has again cooperated with the University in placing Juniors and Seniors with cooperating teachers. Eight Education 31 students were assigned to elementary sections while fifteen Juniors and Seniors were placed with junior high teachers. Three seniors from Edgewood College also were assigned to elementary and junior high classes. These students spent the entire day at Cherokee during the month of January.

Our P.T.A. has had another very successful year with a membership of 1010 parents. Outstanding meetings during the year were the Annual Pot-Luck in October, "Go-To-School Night" in November, the Christmas programs for elementary and junior high, the Superintendent of Schools, Mr. Falk, in February, the Art Department program in April and the Spring Music Concert in May. An Industrial Arts exhibit was also held in the auditorium for this meeting. Additional activities consisted of a Spring and Fall Clothing Resale, a tea for staff members and a Mother-Daughter Tea which was held in May. A television set with a 21 inch screen was purchased by P.T.A. funds which is used by elementary classes.

The W.I.A.A. pupil accident insurance continues to be very time consuming for our clerical staff. Benefit payments are not always what parents expect and this tends to create poor public relations. The following are statistics relative to injuries to students and athletes during the year:

A total of 65 accidents occurred

37 were reported to W.I.A.A. of which

11 were athletic injuries and
26 were pupil injuries

Amount requested for athletic injuries	484.38
Amount paid	263.00
1 dropped because it was not injury connected	
1 not completed	
Amount requested for pupil injuries	1178.05
Amount paid	389.50
12 cases not completed	

A supplemental type of insurance on a strictly voluntary basis was offered to all students at a cost of $1.75 per year. The Continental Casualty Company provided this insurance with 337 students subscribing, which is equivalent to 36% of our enrollment.

The following are extracts taken from elementary teachers' end of the year reports:

First Grade

Since I had a small class to teach, I was able to individualize my program, therefore I feel that in this relaxed situation, each child was able to learn more easily.

The year was spent in balancing the program for the mental, physical, and social growth of all. Teaching reading in groups is fine, but it must be balanced with the individualized type also. Our library books aided much in this. Each Thursday we used our library books as our reading class. The use of our new Hay Wingo phonics books also gave them another aid toward independency for individualized reading. The majority of the class finished their basic reading in March and all in April; therefore greater expectancy of a good group produces its rewards.

Following our Spitzer Arithmetic book helped the children gain more thinking through, but it didn't teach them the group method which I still feel was excellent, therefore I've also added that in the belief that balance is good in any diet.

As in other years, I've repeated the good such as the correlation of many units with all subjects which, I feel, makes learning more meaningful, purposeful, interesting and lasting. Thus a togetherness was developed in creating the total and aesthetic program.

Mrs. Struck

Second Grade

Social Studies has progressed from home environment to a broader view of neighborhood and local community facilities. Through trips to post office, bakery, dairy and zoo, classroom activities and observation, the children have obtained a well rounded view of the work carried on by the people in our community who supply food, clothing, materials, and care for health, welfare, and property protection. The children learn to respect all who serve us, whether by hand or brain. Vocabularies grow through use of new words learned on trips, reading and conversation.

The children are working in reading groups with a balance between silent and oral reading. Careful attention is given to basic skills of word recognition, comprehension, phonetic and structural analysis. No child is hurried in his reading at a pace beyond which fluency and thoroughness is possible for him.

Second graders are curious about their natural world and are eager to know the hows, whats and whys of their surroundings. In a very simple and elementary way we learn problem solving--what do we want to find out--what do we already know--how can we find out what we want to know? Children are probing such areas as plants, animals, conservation, weather and climate, machines, electricity, exploring the sky, earth, body, safety and health.

We've tried to help the individual to conduct himself as a good citizen in and out of school, to think for himself and express himself in art, music, creative writing and physical skills, to help him develop skill in language and numbers in proportion to his maturity and ability.

Mrs. Ferrill

Third Grade

We started the year with twenty-six children in the high reading group. Since this is an unwieldy group to handle, I divided it into two groups reading high group material, eight read middle group material, and two were taught individually. The use of fourth grade basic materials in the top section of the high group was interesting and challenging and they moved ahead in basic skills. The children read widely and deeply in the library and free reading areas.

The new arithmetic text, by Spitzer, was excellent viewed in retrospect. Every youngster, I feel, truly understands the meaning of numbers. We've worked a great deal with concrete materials which helps their understanding.

Social studies has given the children ample opportunity to work on their own achievement levels and in varying ways. Committees, small groups, pairs, individuals--we've done it all.

At holiday times the lives of all of us were enriched by excellent reports and programs by four Jewish children who shared some of their culture and traditions with us. Field trips, relative to our studies helped us get first hand information as did visits to the classroom by informed adults who gave us information from their experiences.

Mrs. Morris

Fourth Grade

One of the highlights in fourth grade accomplishments this year was a unit developed on Conservation as an outgrowth of "Tree Planting." In addition to our own textbooks and our library as a constant source for inexhaustible reading and research, the State Conservation Department made available interesting charts, films, and booklets. Each child felt definitely a part of the project. Much pride and satisfaction resulted in identification of trees and the actual planting.

In correlation with this study, Miss Williams directed songs relative to trees; Mrs. Larsen directed the painting of a mural which was a splendid background for the many displays of wood products. Our new T.V. set afforded us an opportunity to learn more about Wisconsin Pioneer Life.

Individual booklets on Conservation when completed, were read to a visiting grade. This included conservation in terms of beautification of our classroom and school building, intelligent use of school supplies, public, and personal property.

Mrs. McSherry

Fifth Grade

Following a study of the expansion of the Northwest in Social Studies, the class produced and presented a play on the Lewis and Clark Expedition. This was presented before the other elementary grades as well as parents and friends.

One of our field trips this year was on April 28th, to WHA Radio Station. The program "Exploring the News" had been written to include our class in its discussion of current events. This is a program to which we have listened regularly during the year.

Another field trip was made to the judiciary branch of our city government. This trip was planned in connection with our study of the government.

Mrs. Polinsky

Sixth Grade

During February, the sixth grade studied the telephone and code senders. They assembled them and then used them. We discussed the things to say when the phones were used for an emergency. At the end of the unit we took a trip to the telephone office to watch long distance, local and information calls being placed. Some of the students acted as telephone operators. A telephone lineman came to school and explained his truck to us.

One of the boys did some extra work for social studies. He built an Egyptian farm showing the men using reservoirs for irrigation. It was complete with irrigation ditches, animals and crops. It will be used on an educational television program next fall.

We have done much work with reports. Early in the year the class learned how to take notes from information in different books. Since then they have written four or five reports, gathering their information from many books in the library. They have worked on neatness, sentence structure, gathering the most important facts and making their reports interesting. They have written reports for language, science and social studies.

Mrs. Marineau

In the junior high school our program of two years of science for all students seems to have become well established. Students in the ninth grade Biology course are well prepared for this full year of science and adjust to the work very well.

The Biology teachers of Madison have approved a new set of textbooks for this coming year. By providing a text better adapted to the less capable student, we hope to bring to this student Biology material which is more interesting and understandable. The present text will be used in most of the classes, but will eventually be replaced by the second book adopted and which seems to meet the needs of our students better.

Each year our science equipment improves with purchases made through the science budget. The aid which came through the National Defense Act has put us ahead of what we had anticipated. Right now we are attempting to equip a second science room for General Science so that materials will be more accessible when needed.

There is a need for standard laboratory benches in our Biology room. The present tables have not been satisfactory because of their size and the manner in which students must be arranged for study. We have placed a request for these in next year's budget and hope that this may be corrected in another year.

Our third science room is being fitted with curtains for darkening this room. This will facilitate the use of projection equipment and the carrying out of some experiments which require a darkened room.

The libraries continue to provide us with a great deal of good reading material which we try to use for required and extra reading for all our science courses.

For the second year we have had two sections of seventh graders in our advanced or accelerated math classes. These classes were taught by Mrs. Suomi and Mr. Clausen.

In order to participate in this program, each pupil was required to be several grades above level in a standardized mathematics achievement test, to have maintained an above grade level record in sixth grade mathematics, to have been recommeded by his sixth grade teacher, to have an intelligence quotient over 115, and to have his parents' approval. To remain with the group he was expected to keep his grade for each report period at a B or above.

Seventh grade content was easily mastered during the first semester. Under the direction of the Wisconsin Improvement Program these pupils then became a television-viewing class for two half-hour periods a week. A qualified instructor most ably presented the new concepts; the regular mathematics teacher carried on with further instruction; and work sheets and unit tests were provided. Subject matter was the traditional eighth grade geometry unit plus wholly new material dealing with the set theory, a study of types of numbers and their peculiar properties, and an introduction to probability and to statistics. In the unit tests these two classes ranked above the average of other groups in this program. They were interested and challenged, but missed immediate teacher help when a point wasn't understood; they appreciated having the opportunity to learn these unusual topics, but about half preferred being instructed by their own classroom teacher. Teachers felt handicapped by not knowing the exact content of each telecast, and by not having a source of additional exercises for the pupils. However, on the whole, the advantages of participation in this program outweighed any shortcomings, and the pupils were provided a fine background for their algebra next year.

Generally, eighth grade mathematics has followed traditional patterns in three of the seven sections. Three sections are involved in the television class which is presented on the television station WHA under the guidance of Dr. Van Engen and the auspices of the Wisconsin Improvement Program.

Those sections being traditionally taught have covered such topics as per cents, interest, banking, stocks and bonds, insurance, indirect measurement, and basic algebra. These groups also spent some time early in the year on a review of fundamentals of arithmetic.

The groups using the television program were given the business applications of math as well as the topics covered by the program.

It was felt by the three eighth grade teachers that the "television teaching" was successful within limits. Better results would have been possible had the classroom teacher been exposed to the thoughts and ideas of the television teacher before seeing each telecast.

The experiment also pointed out at least one weakness of this instructional method: the television teacher cannot successfully deal with the variation of ability within a group and from group to group.

Eighth grade history emphasized the period beginning with the discovery of the New World and extending to the Reconstruction Period. An attempt was made to avoid duplication of effort in this area by rotating the responsibility for materials, tests, study guides, and planning among the four teachers concerned. The teachers formed into teams of two each. Thus no two teachers built a test on the same chapter or unit and all groups received the same basic instruction. Whenever possible films were shown to more than one section at a time. As many as four sections viewed a film at a time. One teacher was responsible for the introduction, discussion, and testing in connection with these films.

Two hundred six ninth grade students and 27 eighth grade students enrolled in Algebra. The course followed the traditional pattern from symbolism through the quadratic equation. A more modern approach as far as the study of the structure of mathematics and the introduction of vocabulary, as recommended by the curriculum guide, was worked in when it was appropriate. The students selected in the 7th grade for advanced arithmetic in 1958-59 were together for one class of eighth grade Algebra. Their course of study was the same as that for the ninth grade and they were given the same unit tests so that results could be compared. The eighth grade class always had a class median and a class average higher than the 9th graders. The maximum, or best, scores were made by the ninth graders, however. This group will be together for a second year as they take Plane Geometry in the ninth grade.

Out of a total of 250 ninth graders, 211 elected to take a foreign language which included four sections of Latin, one of German, and two classes in French. It was necessary during the course of the year to drop, or, re-program twenty of these students. Many of the drop-outs were due to parents' insistance that their child take a language when it was not recommended by the school. The three languages are again being offered next year and in addition, French will be offered to two classes of seventh graders. These classes will be taught by Mrs. Kelly and Mrs. Wagner, who replaced Mrs. Kramer during the second semester. It is planned to use television on Channel 21 at least two days a week.

We were very fortunate in having Mrs. Borghild Kelly teach our foreign language classes. Mrs. Kelly was educated in Germany and has had teaching experience in England and France.

During this year in Latin, Mrs. Kelly has put most of her effort into giving to her students a sound knowledge of basic Latin grammar and vocabulary, especially through translation from English into Latin. In this way they will have the best preparation for continuing their Latin studies in high school. However necessary they may be, the first difficult steps in a new language may leave the student uninterested if he is not motivated by some idea of the goal towards which he is working. To do this Mrs. Kelly has set aside time for an introduction to Classical mythology, history, and civilization, emphasizing their relationship to the modern world. In this way the student gets an idea of the different fields of advanced study, as well as the relevancy of that study for his own life. Secondly Mrs. Kelly pointed out how a knowledge of Latin is useful not only in learning other foreign languages, but also in more firmly establishing the student's knowledge of English grammar and vocabulary.

In her German class Mrs. Kelly has emphasized reading as well as written and spoken work. Each week was divided up into exercises and instruction in grammar and vocabulary, conversation, and reading. In this way each student acquired a sound knowledge of the principles of the German language and put that knowledge to practical use in conversation and reading. Although the conversation was based on the grammatical work, useful, everyday speech and common situations were stressed at the same time. In short, a relative degree of fluency was the desired goal. The reading served both as a vocabulary builder and as an introduction to German life and culture. In order best to meet the needs of individual students, the class was divided into two groups each working at a different speed.

The Industrial Arts curriculum in all areas of work, namely wood, metal, electricity and drawing, has been revised as the result of extensive curriculum study, group conferences and working conferences. A new curriculum was surveyed and studied and a large amount of teaching material organized into a tentative outline. The outline was sent to all the Industrial Art teachers in the Madison system for criticism, workability and suggestions. It is our feeling that these outlines, simple as they are, emphasize those fundamentals which are best adapted and most applicable to the Cherokee situation and will probably be quite instrumental in laying the groundwork for future growth of Industrial Arts.

As a result of curriculum changes, new ideas in project design were tried with extremely satisfying results. Projects incorporating all or many of the basic tool and operational procedures were not only more functional and purposeful but were certainly more pleasing to the eye. The annual Cherokee Industrial Arts exhibit under the direction of Mr. Downs and Mr. Winchester brought out many an interesting comment regarding construction details.

A new mobile tool unit was designed and tried with satisfying results. The unit was adopted in an effort to save space, facilitate tool checking and increase tool knowledge and identification.

Home Economics classes under the supervision of Mrs. Luck and Mrs. Loomer covered units in clothing and textiles, foods and nutrition, home management, child development, health and home safety, family relationships and grooming. Emphasis was placed on helping the girl to:

1. Become a better family member
2. Cope with the problems generally associated with her age level.
3. Become an interested and efficient junior homemaker.

Besides their regular classes the girls had a show-case which they kept filled with their projects. In the spring each class entertained their mothers at a social hour. This project gave the girls an opportunity to put to use some of the things that they learned and gave their mothers a chance to see the class in action as well as to see the facilities which are available in the Home Economoics department.

A new type of program was carried out by our art teacher, Mr. Reinhardt. This arrangement consisted of seven working areas based on the seven major areas of art. They are as follows:

Photography	Commercial	General Design
Jewelry	Three Dimensional	
Painting	Graphics	

A student is assigned to each of these areas for a period of five weeks. At the end of this time he is assigned to a new area until every student participates in all seven of the areas. At each grade level there are different projects so that if possible nothing is repeated two years in a row unless the student is new and has not had any experience within such an area of work. Also if there is a student who would wish to repeat an area because of interest and outstanding ability, this is very possible with the exception of a very few. Of course, orientation is very necessary before a student can go into an area of work and this is done the first two weeks of school. Each student must provide a notebook so that he can take notes and orient himself on what is to be turned in and which demonstrations cover those things he will have to do within the area. An open book exam is given so that the student will be able to check whether or not he is succeeding and understands what has been said and where materials are located. This notebook will always be at his side when he might need it. So far we feel that this program has produced some very interesting and startling results and it is our intention to repeat again next year with some variation in the requirements, projects and subject matter taught. As is, we feel that this type of program is by far the first one that

has met the changing needs in the art class of today, facilitating both the slow and fast learner. The climax of our program this year was a P.T.A. program in which a showing of junior high and elementary art work was presented by Mrs. Larsen and Mr. Reinhardt and an explanation was given as to the value of a good art program in our school.

The 1959-60 school year was the third year in which only ninth grade boys at Cherokee competed in interscholastic athletics against other city junior high schools. This year there were 63 boys who took part in one or more sports. Practice for interscholastic sports did not interfere with other intramural programs. Practice sessions were held later in the day or at the Nakoma gym whenever it was available to us.

We have five sports in our intramural program at Cherokee School, all of which prove to be very popular with the 5th, 6th, 7th, 8th, and 9th grade boys and girls. They are soccer, touch football for boys, speed-a-way for girls, basketball, volleyball, and softball. All boys and girls are given an opportunity to take part in all intramural programs throughout the year. The sports are scheduled in season, utilizing all play space outdoors and both gyms in the winter. Approximately nine hours a week are devoted to this program. The skills, strategy, and rules of these games played in intramurals are taught in the regular physical education classes in addition to fitness and skills of some individual sports.

Guidance The majority of time, as in former years, has been spent in individual counseling. For the school year 1959-60, 880 appointments have been made with junior high students at Cherokee. In these counselor-pupil contacts, it is my overall aim to give these young people systematic aid in solving their problems and in making adjustments to various situations which they meet. Specifically, I aim to assist each pupil in making the most of whatever strengths he has, to correct or compensate for any weaknesses, learn about various occupations so that he may more intelligently plan for a career, and learn more about educational opportunities available to him.

The problems which come to the attention of the guidance counselor are many and varied. Quite often these problems are of an involved personal-emotional nature, and consequently must be referred elsewhere for assistance. The personnel of the Department of Child Study are always available whenever a situation of this kind arises. There are times when other agencies are used, such as Family Service or church offices.

Orientation During the first two weeks of school, the counselor visited each seventh grade group to explain the purpose of the guidance department. The procedure for making appointments with the counselor, etc. was discussed with them. These pupils were given the opportunity of asking any questions they might have about the guidance program. Actually, this was a culmination of an orientation program which was begun in the winter of the same

year, at which time the counselor, along with Mr. James of the music department, met with the sixth graders in their respective schools for the purpose of familiarizing them with what they might expect when they enrolled at Cherokee as seventh graders. Each seventh grade teacher, during the first few days of the new school year, then conducted an orientation of their own with these young people, and the results have been extremely satisfactory.

Parent Interview Seventy appointments were made and kept with the counselor, for one reason or another, by interested parents. The results of these interviews always left me with a feeling that much had been accomplished in helping to create a better understanding between parents and youngsters. The guidance services actively seek to secure the assistance of all who can aid pupils in making satisfactory adjustments, and this certainly includes parents as well as teachers.

Programming During the first week of programming, notices were sent out to all parents of eighth and ninth grade students at Cherokee urging them to attend an evening meeting on the above subject. We were pleased with the very fine attendance at this meeting. Mr. Bainbridge, our school principal, Mr. Barnes, guidance counselor at West, and the counselor at Cherokee, each spoke at some length on a certain part of this very important phase of school life. Questions were asked at the conclusion of these talks. The general feeling appeared to be that a meeting of this kind answered many questions that were of interest to parents, and that it would be advisable to have a similar meeting next year.

To better acquaint students in eighth and ninth grade with their next year's course of study, the counselor, with the tremendous interest and cooperation of the Cherokee staff, and Mr. Bainbridge, spent many hours in group discussion as well as individual conferences with these pupils. Eighth and ninth grade pupils were required to make out a four year plan. The purpose behind this was to give students a chance to become better acquainted with the subjects offered in senior high and also to enlighten them as to the requirements for graduation, and to encourage them to begin thinking about whether or not they planned on attending college. Homeroom teachers of eighth grade academic subjects spent several weeks conferring with each pupil so that his particular program would be best suited to his needs and abilities.

Ninth grade teachers of civics, as part of the regular school curriculum, spent several days explaining the high school course of study, and in general, orientating ninth graders at Cherokee to the next step of their academic career at West. Likewise, ninth grade homeroom teachers, we feel, did a fine job of working individually with pupils to better enable them to select a course of study best suited to their needs and abilities. The recommended course of study was then taken home for parent approval. When the blanks were returned, if there was doubt in the minds of school personnel about the advisability of a certain course, the parents were then contacted and the matter was more fully discussed.

Programming Gifted Pupils Much time was spent by the principal, with the help of the teachers and the counselor, in the selection of pupils for the advanced classes in eighth grade, but particularly in ninth grade. Such things as psychological scores, achievement scores, class grades and other kinds of class performances, as well as teachers recommendation were used for the purpose of the proper class selection. On this basis, pupils choosing classes for next year were encouraged to take one or more advanced classes. Some parents preferred that their children be excluded entirely, either because of the emotional strain of the anticipated competition, or because the pupils would be involved in numerous outside activities.

Vocational Information Many boys and girls express an early interest in occupational guidance, motivated by the fact that they are beginning to think about the future. Very few definite goals are established at this time, but it is still very important that these adolescents begin to look ahead and commence to form some plan.

The guidance office has been adding to its store of books and will soon have a satisfactory library of occupational and college information.

The ninth grade vocational civics unit was included in the Cherokee curriculum again this year. Civics teachers worked for approximately nine weeks with these young people and did, in our opinion, an excellent job. The nine week period consisted in part, of such things as aptitude and interest testing, discussion of job possibilities, choosing careers, followed by an occupational report by each student. In the report the students surveyed an occupation of their own interest at this time. One of the many interesting and worthwhile parts of this project was the requirement that two interviews must be held with people who are now working in this field. Many of these reports were excellent. The counselor had an opportunity to work with many of these people on their projects.

Testing One very important part of the guidance service at Cherokee is the selection, administration, and in some cases the supervision of standardized tests. The testing program extended, for the most part, throughout the school year. This included mental tests for all ninth graders, achievement tests for some seventh graders, and all eighth and ninth graders. Intelligence, achievement, or other kinds of tests were given to individual pupils when special study seemed necessary in counseling or programming them more adequately.

It has been a real pleasure for me to have had the opportunity to work with all of the members of the school staff this past school year and I would like to thank them all for the cooperation and help they have given me.

Sherman L. Krauth

The two important changes that have been noticed in the library this year are:

1. the attitude of the students
2. the absence of the break between elementary and junior high in the use of the library and books.

The students accept, expect and enjoy their library periods. This is the result of the cooperation and motivation of the teachers; extensive reading and research is expected of every student in connection with units being studied in the classroom. Time is also given to browse and to satisfy individual needs. Work that is assigned by the librarian in the teaching of skills is readily accepted.

Often students lose interest in reading and in books when they enter junior high because of the many new interests. We seem to have avoided this break by scheduling the students for at least one period a week in the library. Thus, by providing the opportunity and the encouragement, the students have continued to be avid readers and library users.

The success of our program is due to the fine cooperation and interest of the teachers, both elementary and junior high.

Angeline Dempsey

Report of health activities in Cherokee School--Elementary and Junior High - school year 1959-60:

100% kindergarten children received physical examinations
80% grades 1 - 3 - 6 " "
82% grade 9 " "

100% kindergarten children have received polio shots

Dental Survey (Grades 1-3-6-9)

161 examined in survey
43 found with dental defects (all referred for dental care)

Tuberculin testing (Grades 1 and 9)

239 tests
2 positive reactors (on follow-up no disease was detected)

Vision Screening (Grades 1 - 9 inclusive)

897 tests
101 with symptoms of defective vision - (50% of those with symptoms were students who had not worn glasses before and the other 50% were those wearing glasses who were referred for re-examination)

Hearing screening (Grades 1-3-6-9)

332 tests - plus 10 special referrals
6 are being observed for hearing defects

Scalp survey - (Kindergarten and new students in city of Madison schools)

All examinations in this special survey were negative.

Miss A. Anita Anderson

Psychological Service

This year as last, the school psychologist was regularly assigned to Cherokee one-half day per week. During this time he received referrals from the principal and guidance worker concerning children who did not seem to be making satisfactory adjustments. The psychologist also consulted regularly with the guidance worker about guidance problems. In addition to the psychologist's regularly assigned time, the system's psychometrists--Mrs. Hunt and Mr. Benson--did the group and individual testing as the requests were received.

This report will concern only those children referred for psychodiagnostic consideration. There were 15 youngsters so referred. Of these, 12 were junior high students and 3 were elementary children. In all but three cases, the parents were seen at least once and in one case six times. The three parents who were not interviewed were all being seen by other agencies. Once again the number of contacts per child varied from 10 visits to those children seen for a single visit. These cases were fully discussed with the principal and counselor as well as with appropriate faculty members. The assigning of additional psychological time at Cherokee would be profitable both from the standpoint of follow-up as well as making the service more immediate.

Donald Bratrude

Problems and Recommendations:

The problem of glare still exists in six of the classrooms facing the north on the second floor of our building, and in two classrooms on the first floor. This is especially bad during the winter months. Teachers have put dark paper on the windows which is a partial remedy. I would say that this is our most serious problem at Cherokee and that a study for a solution to the problem of glare on the eyes of pupils and teachers in these particular rooms be made. I would recommend that Venetian type blinds be installed on these windows similar to the ones we have in other sections of our building.

To Superintendent Falk, Madison Board of Education, and to all supervisors and department personnel, we wish to express our appreciation and thanks for their assistance and cooperation throughout the year.

Respectfully submitted,

Emery C. Bainbridge, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1959-60

CRESTWOOD SCHOOL

Presented to the Board of Education
by the Principal

George A. Blackman

June, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1959-60

CRESTWOOD SCHOOL

I. SCHOOL ENROLLMENT GROWTH: (As of September of Each Year)

Year	1944	1948	1949	1950	1951	1952	1953	1954
Enrollment:	165	218	241	274	301	336	389	430

1955	1956	1957	1958*	1959**	1960***(est.)
476	547	555	517	438	479

* Enrollment loss resulting from the building of Spring Harbor School and the reshaping of boundaries.

** Grades 7 and 8 transferred to Van Hise.

*** Projection of current enrollment figures.

With the current school boundaries, Crestwood seems destined to be a two section per grade type of school with the possibility that maximum growth will cause us to establish three sections, beginning at the lower grade level.

II. CHANGE OF NAME:

During the summer of 1959 the Board of Education changed the name of the school from Highlands-Mendota Beach to Crestwood. The change was significant for two reasons: (1) the service area of the school no longer included the Highlands area nor the Mendota Beach area; (2) since the original school name, in actual use, was usually shortened to Mendota Beach it was many times confused with the Mendota School.

The Change of name has caused no problem.

III. SPECIAL SERVICES, ACHIEVEMENTS OR ACTIVITIES:

We were, indeed appreciative of the establishment of a central library at Crestwood. Filled with bright and shiny new furniture and equipment the room has met with enthusiasm from students, teachers and parents. Mrs. Jane Porter, our librarian, has contributed much to its enthusiastic atmosphere. Much work is yet to be done to bring about a complete changeover from room libraries to a central library. A detailed report of the librarian appears elsewhere in this report.

We were pleased with the achievement of our youngsters this year. It was gratifying to learn that our sixth graders held their own with other sixth grades of comparable abilities.

Our Parent-Teacher Association and its companion, the Preschool PTA, continue to be a very vital and very active part of our school area. Patrons of the two organizations are extremely interested in what makes a good school "tick". They continue to possess pride in the school and to want to do anything within their power to bring about continued improvement.

Report of Crestwood School Library:

The Crestwood School Library opened in September with several boxes of books, an assortment of used tables and chairs, a magazine rack and a few classroom shelves. Previously each class room had its own library. After the books were received from the fourth, fifth and sixth grades, the shelves were filled and the library program commenced.

With the exception of the first and second grades which came to the library at scheduled hours for a story hour only, the remaining grades attended once a week. For many of the children in this recently annexed area, this was their first library experience and much time was spent in teaching them the mechanics of drawing and returning books within the two week period.

By the first of the year all classes had become familiar with the card catalog (few children having had any previous experience in using one). From there they progressed to a study of the encyclopedia, the World Almanac, author indexes and the subject index to magazines.

The following projects were completed during the year:
1. Pictures of Christmas stories illustrated by the children decorated the room during the Christmas season.
2. One section of the bulletin board was called "The Crestwood Review" and book reviews written by the children were displayed.
3. A library club was formed with two girls each from the fourth, fifth and sixth grade sections. These girls met in the library during the lunch hour and received training as library helpers.
4. An open house for parents was conducted in honor of National Library Week and to show off the new library furniture which had just then arrived.

By the end of the year all books had been removed from the class rooms and placed in the central library.

Recommendations: For the future it is hoped that all books will be cataloged and shelves erected to contain them. Classes could then be expanded to include all grades. Special efforts will be made to encourage the teachers to increase their use of the library through their becoming aware of its potential value. Little interest has been shown in magazines, but with a year's accumulation and well-rounded selection ordered for next year, it is hoped that much interest can be aroused in that area.

Jane Porter - School Librarian

This past year some of our staff members have continued to work with the

University in the Education 41 program. Some very fine teacher candidates did their student teaching with us. Many of them signed contracts to teach with the Madison system. They should do well. It appears to me that if we continue this plan it would be reasonable to believe that we ought to have the privilege of placing some of these same people in vacancies which exist in Crestwood. It would seem that the adjustment for the beginning teacher would be less "painful" if she could teach in the school in which she had already become acquainted with the staff, the building and the philosophy. It shouldn't be necessary, however, to select these candidates until they have been observed in action and have proved that they are the kind of teacher we want in Madison.

The Crestwood area, staff and parents, has expressed satisfaction with the work of Don Bratrude and his co-workers. His guidance and counselling have given us new insight in the handling of so-called problem youngsters.

The school staff, by and large, continues to be a conscientious staff with a high degree of morale and professional spirit. It is unfortunate that our turnover of teachers will be greater than usual this year. But the reasons are common-- marriage and the moving to a new locale and the beginning of a family.

Crestwood youngsters, at most grade levels, are still involved in the physical education and the social status research studies conducted by the University. The implications for classroom teachers become more and more evident each year.

Speech Report:

The speech therapist is concerned with locating and correcting speech patterns which differ from the normal. She tries to work with the classroom teachers in locating the children with speech defects and in helping the children continue the corrected speech patterns learned in speech class.

Each fall all first graders and children new to the Madison system are seen in a speech survey. These children found to need speech help plus the children in speech last year made up the case load.

This year 47 children received speech correction. There was 1 stutterer, 1 with delayed speech and 45 articulation problems. Most of the articulation problems were either lisps or w/r substitution. These children were seen twice a week for 15 or 20 minute periods.

Of these 47 children children 19 were dismissed corrected and 2 may possibly be dismissed in the fall if carry-over of sound is good.

Susanne Eckhardt - Speech Therapist

IV. SPECIAL PROBLEMS:

The summer work program will again put the physical condition of the building in good condition so that a high level maintenance schedule can be maintained next year.

It is hoped that the "moat" which was built around the old building last

year can be filled this summer and thus make a classroom usable again.

For the moment, at least, we have no problem in terms of room space except for the room in which we hold physical education classes. The currently used room was not built for such strenuous use nor was it built to accommodate the numbers of youngsters now dictated by our current enrollment. The physical appearance of the room reflects the rugged use the room is getting but nothing much can be done about it until other facilities for physical education are made available.

Parking facilities for staff members are still at a premium, especially during the winter months when inadequate snow plowing emphasizes the problem. During this season there are times when only one way traffic exists in front of the school. This, it seems to me, is potentially very dangerous.

Respectfully submitted

George A. Blackman
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

DUDGEON SCHOOL

Presented to the Board of Education

by the Principal
A. L. Anderson
June 1960

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1959-60

STAFF

Dudgeon School had several changes in teacher personnel for the year 1959-1960, as follows:

Two classroom teachers came to us from Washington School.
One Physical Education teacher. It was his first year of teaching.
One art teacher came in during the school year.
One librarian substituted the last three months of 1960.
Two nurses were assigned to us during the school year.

We anticipate four changes in our staff for the coming school year.

SIGNIFICANT DATA

We lost the West of Hilltop Bus area to the new Odana School. We served this area during the 1958-59 school year. Dudgeon and Nakoma continued to serve the Marlborough Heights area with our totals from this area increasing over the previous year. We will continue to serve this area in the coming school year.

Following is a breakdown of our enrollment by areas as of June 17, 1960:

GRADE	DUDGEON WALK AREA	MARLBOROUGH HEIGHTS AREA	TOTALS
Kdgn.	43	17	60
First	38	19	57
Second	34	17	51
Third	34	25	59
Fourth	37	16	53
Fifth	30	2	32
Sixth	34	10	44
TOTALS	250	106	356

Our total gross enrollment for the year as of June 17th was 397. Our net enrollment at the end of the school year was 356. During the school year,

our attendance reports revealed the following statistics:

Transfers in - 4	New Enrollees - 18
Transfers out - 20	Withdrawals - 18

Bus

Dudgeon had one Badger Bus making a double run each morning, noon, and night to the Marlborough Heights area transporting pupils in grades Kdgn. through 6th.

W. I. A. A.

Three hundred forty dollars and fifty cents was paid to the Wisconsin Interscholastic Athletic Association to insure the student body for the school year. To date $96.50 has been paid out in claims plus one claim which is currently being processed. Of a total of 9 claims being filed during the course of the year 2 cases are still outstanding at the date of this writing.

Library

336 titles were added to the school library this year and 164 titles were withdrawn. This makes our current grand total of titles on hand 6212. Our total circulation for the 1959-60 school year was 20,462. The Library returned to normal with the removal of the temporary partition which had been necessary before our enrollment was relieved by new school buildings on the West side.

Speech

The speech therapist attended Dudgeon two mornings a week. Children were seen in groups or individually for 20-minute periods. 46 children received speech therapy as follows:

Delayed speech - 4 pupils	Foreign accent - 4 pupils
Articulation -37 pupils	Stuttering and articulation - 1 pupil

Of the 46 pupils seen, 10 were dismissed as corrected, 11 may possibly be dismissed in the fall if carry-over is good, 21 have improved but ztill have defective sounds or speech habits to correct, and 4 pupils moved before therapy could be completed.

Health

Visual Screening - all grades - 27 pupils were found to need further evaluation. The parents were notified and to date 23 of the 27 have had medical follow-up.

Audio-metric screening 1st - 3rd - 6th grades. Six pupils were found to have questionable hearing.

Tuberculin skin testing - 1st grade - No positive reactions were found.

Scalp Survey - Kindergarten - No ringworm of the scalp was detected.

Dental Examinations - All 1st graders and all 3rd and 6th graders not examined by their own dentist. Of 86 pupils examined 40 were found to have dental defects.

The distribution of iodine tablets was discontinued in the Madison Schools in February of 1960.

Dudgeon again participated in the 3rd and final year of the streptococcus study. 141 students participated this year.

Curriculum

A more flexible kindergarten day was realized this year as it became possible to use the total kindergarten facility for each class section. More was done with number and reading readiness activities this year at the kindergarten level.

The first grade curriculum included a number workbook this year. The first grade teachers feel that this has been a worth-while tool in teaching number concepts to the children.

Both sections of 2nd graders received a spring reading test to help determine their growth in reading skills during the course of the school year. The results were most gratifying.

Our third grade teachers stated that the new arithmetic program presented a challenge to the teacher as well as to the children. The value of the educational radio programs offered by W.H.A. was noted.

Some of the areas our 4th grades stressed were as follows:

Making and using outlines.
Learning to summarize.
Ability to use reference books to the best advantage.
An appreciation for poetry.
Originality in language, oral, and written work.
More critical analysis of current events.
Increased awareness and concept of our "global earth."

The 5th and 6th grades continued to develop the importance of good citizenship. They were also concerned, as were the other grade levels, with

closing the gap existing between the old and the new arithmetic course of study. As the year progressed, we felt that we were meeting this challenge quite successfully and are looking forward to our coming year's accomplishments in this area. Some detailed and comprehensive science units were developed in the upper grades with more emphasis placed on experimentation.

Meeting the many curriculum requirements in the various subject areas has been aided by the newer curriculum guides as developed by Madison staff members and the Curriculum Department. The improved format has made them a much more workable and therefore more useful tool. They are of particular value to the incoming teacher who needs to have direction given to her work and planning with the children. It goes without saying that all staff members are at all times vitally concerned with fulfilling the curriculum requirements throughout the grades.

Building

Due to the long-range planning of the Superintendent and the members of the Board of Education, we feel that the physical plant has been adequately equipped, maintained and improved over the years to enable us to do a successful job of carrying on a sound instructional program.

The staff members at Dudgeon appreciate the consideration and assistance they have received from the Superintendent and the Board of Education members. This has enabled us to carry on an effective instructional program. We deem it a privilege to be a part of such a fine educational system.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

Presented to the Board of Education
by the principal - Charles F. Quinn

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the School Year 1959-1960
EMERSON SCHOOL

Gross enrollment figures at Emerson show a decline for the first time in many years.

1955-56	1956-57	1957-58	1958-59	1959-60
854	851	878	904	789

Following the high gross enrollment for 1958-59 we have dropped to a new low for gross enrollment in recent years. Accompanying this sharp change is a measure of stability which is in direct contrast to the preceding years. The outlook for next year is one of continued stability without fluctuation to any great degree. The table below indicates a very even distribution under all headings:

	New Enrollees	Transfers In	Transfers Out	With-drawals	Net Gain or Loss
1955-56	69	27	75	47	- 26
1956-57	43	31	35	44	- 5
1957-58	30	19	17	30	+ 2
1958-59	56	37	66	53	- 26
1959-60	28	28	29	36	- 9

JUNE NET ENROLLMENTS FOR THE LAST FIVE YEARS

Grade	1956	1957	1958	1959	1960	Net Gain or Loss over 1959
Kgn.	152	133	143	143	126	- 17
First	116	107	119	112	131	+ 19
Second	113	105	111	102	94	- 8
Third	119	121	105	106	92	- 14
Fourth	102	117	122	95	91	- 4
Fifth	90	92	120	113	90	- 23
Sixth	88	87	92	111	100	- 11
TOTALS	780	762	812	782	724	- 77 + 19 - 58

II. SPECIAL ACHIEVEMENTS

INDIVIDUALIZED READING

Individualized reading was worked with by various groups this past year. Two sixth grades made notable progress under this approach. A few of the more obvious observations were as follows:

1. The total amount of reading done was greater.
2. A wider variety of reading materials were used.
3. The quality of selections was greatly increased.
4. The needs of the individual met.
5. Real enjoyment in reading was realized for the majority of the class members.
6. Basic reading skills were worked on concurrently.

Since the library plays such an important part in the total program of individualized reading following are the observations of the librarian.

Emerson library circulated 33,000 books, 13,772 of which were non-fiction. Large numbers of books were used for units, taught in every grade, from kindergarten through sixth.

This year a number of teachers in grades 3, 4, and 6 used an individualized reading program. Top and middle reading groups came to use library books almost exclusively, rather than lock-step texts. In two sixth grades, even the slowest readers were included in this method and the teacher felt that it was highly successful. Boys who had never read with interest started with Homer Price, Twenty Little Pets from Everywhere, or Henry Huggins. The best readers taxed the library to its utmost, demanding many Newbery award books, for literary quality was stressed rather than quantity.

This program was successful because of the close cooperation between teacher and librarian. We had many informal conferences. Much was necessarily trial and error. If, after an honest try, the child did not like a book, he was sent to the library during an unscheduled period to find one that was suitable. No one plan was used exclusively. What worked with one child might not work with another. Sometimes the librarian chose the books which the children read during the library period and from which they chose their reading books. Sometimes the homeroom teacher chose an armful to take back to the room. Sometimes we did best when the child came alone to the library during an unscheduled period.

THE PLAY IS THE THING

Many classes culminated classroom activities this year by producing original plays. One group of fifth graders gave us the history of the American flag. A sixth grade class presented the history of Wisconsin as a musical. Still another group helped us become better acquainted with our newest state. These activities were done for the most part by classes before or after school. The research, writing, and production gave every member of the class a responsibility.

Children from other classes were invited to attend these programs. This gave us another opportunity for a learning experience. Teachers stressed proper attitudes in an audience situation. Marked improvement was noted from the first program to the last.

ONE, TWO----

During the past year our new arithmetic program was activated at Emerson. Early in the year teachers found the going difficult and by the conclusion of the year were sold on the soundness of the program. One of the reasons for the early difficulties was the lack of background information which would have been gained in a previous grade. It was often necessary for a fourth grade teacher to revert to materials and explanations which would have been acquired a year to two years prior to grade four. This meant a slow start. At the end of this school year teachers agree that what they have taught has been understood and is a part of the working knowledge of her pupils. Slower pupils seem to comprehend more and the more gifted pupil has been able to proceed at a rate more satisfying to him.

PSYCHOLOGICAL ASSISTANCE

Services of the school psychologist to Emerson School during the 1959-1960 school year covered the usual wide range of problems. The greatest proportion of the referrals would fall in a category made up of youngsters who created behavior disturbances of one kind or another. Most of these situations were handled by means of a conference with the school principal. Early in the school year questions were raised concerning proper grade placement of several youngsters. The end of the school year brought with it requests for assistance in evaluating advisability of retention in several cases. In these latter cases, youngsters were observed and evaluated and parents were consulted along with the teachers involved.

SPEECH

A total of 84 children were seen in speech classes at Emerson this year. Of this number, 39 were dismissed, 42 were measurably improved, and 3 were unimproved. All of the unimproved were seen only once a week. In all, 38 children were seen only once a week.

The speech problems seen were as follows:

	Girls	Boys
Articulation	26	48
Stuttering	1	2
Foreign Dialect	0	1
Delayed Speech	2	3
Hearing Loss	0	1
	29	55

Case histories for 15 children have been placed in the files. In all, the parents of 40 of the children were contacted by home visit, phone call, or a visit to the school.

The divisions by grades were as follows:

First	38
Second	21
Third	7
Fourth	7
Fifth	9
Sixth	2
	84

Conferences were held with the teacher and/or parents of three kindergarten children. Parents of three of next year's kindergarten children contacted the therapist.

Invitations to the parents to attend American Education Week brought out a large attendance.

PROFESSIONAL GROWTH

During the 1959-60 school term eleven staff members followed some form of study at the University of Wisconsin. Seven teachers took the special course in "Elementary Arithmetic" which was offered in conjunction with the Wisconsin Improvement Program.

This year we had a number of student teachers from the University participating at Emerson School. Ten students were enrolled in Education 31. Three students were Education 41, senior block semester teachers. This was the first year we have worked with senior student teachers, and we found it a most rewarding experience.

P.T.A.

The P.T.A. at Emerson experienced another busy year. As in the past, they have contributed to the total program of the school. We wish to acknowledge the time and effort which many of our parents donate in service to the school. This year three of the meetings were devoted to the problems of the identification, care, and treatment of young people not following normally acceptable behavior patterns.

Open House was well attended. This was held in January. Two well attended programs were the Christmas Concert and the Spring Music Concert.

The entire year was one of mutual profit for teacher and parent alike.

RESULTS OF THE TELEVISION SURVEY AT EMERSON SCHOOL

A. Three hundred ninety-nine children reported having at least one TV set in their homes; only one child reported having no TV set. Of these children, 20% reported having two or more sets in their homes.

B. One hundred eighty-two children reported that they had less time for reading books due to television.

C. One hundred twenty-nine children, about 33% of the total, reported that they never finish a book a week. Most of the children remaining indicated that they read at least one book a week.

D. The average number of hours for all of the children in grades 2 - 6 is between 4½ and 5 hours during the week, and increasing to between 7 and 7½ hours on Saturday.

E. The only grade to be considerably above the average number of hours is the third grade, which has had TV ever since it began on a major scale in Madison.

F. Boys and girls in the individual grades spent about the same amount of time watching TV every day, except in 2nd and 6th grades. In 2nd, the girls spent considerably more time than the boys watching TV. In 6th, the boys spent considerably more time watching TV.

G. Children below grade level in reading ability spent less time in all grades except 5th and 6th, where the difference is only slight.

H. Children below the average I.Q. for their particular grade spent about as much time each day as those above the average, except in 2nd and 6th, where those above spent less time with TV.

I. In grades 3 and 4, considerably more time is spent watching TV by children whose parents are both working than by the children whose parents are not both working.

We at Emerson School sincerely thank you, the Board of Education, the supervisors and Superintendent Falk for your continued cooperation.

Respectfully submitted,

Charles F. Quinn

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

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

June 17, 1960

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Franklin School
1959-1960

Enrollment

Our gross enrollment has increased steadily this year even though our remedial department was moved to Washington School. We had 35 withdrawals and 31 transfers out, leaving our final enrollment three less than we had last September.

Our gross enrollment for 1959-60 was as follows:

Grade	No. of Sections	Gross Enrollment
Kdg.	3	108
1st	3	80
2nd	3	72
3rd	2	72
4th	2	58
5th	2	79
6th	2	75
7th	2	60
8th	2	62
Total		666

Our net enrollment for the year was 595.

Transportation

We have 125 children being transported by bus from the Waunona Way area. Another 20 pupils from the Burr Oaks area were transported to Franklin by cab.

Lunch Program

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

Staff

We would like to commend individuals on our staff for their fine co-operation this year as in previous years. Our teachers have been very willing to serve on our various school committees and MEA, and we have had fine representation on various committees. With two exceptions, every member of our teaching staff belongs to the local and state associations. For many years previous to 1958 Franklin had 100% in the National Education Association. During 1959-60 we had about 90% enrollment in all three organizations. We hope to reach 100% enrollment in all three educational organizations again because this is one measure of a professional staff and especially for Madison which rewards teachers with a professional salary schedule which is the envy of many a school system. Thus Madison should be an example for the State of Wisconsin.

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

New staff members this past year are: Mary Musser and Mrs. Mary Palmer, grade three; Mrs. Estelle Skoumbouris and Mary Brehm, grade four; Mary McCune, kindergarten; Mrs. Helen Peterson, home economics; Mrs. Ellen Milan, art; Ruth Saeman, remedial reading. Of these new people, Mary McCune is leaving to devote full time to kindergarten at Hawthorne School. Mrs. Milan resigned in December to be succeeded by Mr. Joseph Nyiri who is leaving Franklin and who is to be succeeded by Mrs. Carswell this fall. Mrs. Peterson resigned in January, and she was succeeded by Mrs. Chin. Since Mrs. Peterson is returning in September, Mrs. Chin will go to Sherman School to teach home economics there. Mrs. Joan Rollins, our speech correctionist, resigned in December and her place was filled by Mrs. Diane Nichols. Thus we had several vacancies during the school term, and we were fortunate to obtain good replacements, due to the efforts of Jack Reynoldson, Ruth Alcott and Carl Waller. Mrs. Bielefeld, our instrumental music instructor, has done an excellent job for us during the past year and a half. She has resigned and Mr. Klose assures us that Mr. John Dovaras will be a worthy successor to Mrs. Bielefeld. Other staff members who have served us well and who are leaving are Mrs. Osborne, English seven and eight, and Lila Blaska, grade five. Successors for these two staff members have not been named as of June 17.

Miss Katherine Cronin of the University of Wisconsin staff, who directed and supervised university senior physical education students in their upper-grade practice teaching here, is leaving after many years of faithful service to Franklin. Her work and that of the university students will be taken over by Diane Louret. The girls' physical education in grades one through four will be handled by Lolas Halverson and the university seniors one more year.

Our teacher improvement committee is composed of Mrs. Marten, a first grade teacher, Miss Goldman, a fifth grade teacher, and Mrs. Gilbert, a junior high teacher. The principal is also a member of the committee. At an organization meeting the committee unanimously decided to consider the importance of the criteria by which teachers are judged and evaluated. After a discussion it was agreed to accept the Madison teacher rating scale as an instrument for study and as a guide for self-evaluation. Certain areas of the scale were discussed at staff meetings and the staff as a whole appeared willing to focus on certain areas of felt need. Next year some attempt will be made to implement the ideas and the importance of "teamwork" will be highlighted. "External relations" (public relations) can be improved by better "internal relations." We hope to imbue each teacher with the idea that continuous self-evaluation and improvement are important to the ultimate welfare of our profession and to the individuals that are a part of it.

Special Reports

Mr. Mansel Johns, our industrial arts instructor in his fourth year with us, has done a very satisfactory job. His drafting and woodworking courses have been interesting and productive. Mr. Johns had a few real problem boys in his eighth grade classes last year, but this year there was much better cooperation. Of the problem boys a year ago, two or three are now in detention homes, and one was transferred to another school where he was finally suspended by the Board of Education.

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

Remedial reading classes were held at Franklin School two afternoon a week, Mondays and Wednesdays. Miss Saeman did a very conscientious job. Pupils ranging from grades three through six were enrolled in the remedial reading program. On the basis of test results, most of these pupils made satisfactory gains in reading from October to May. We selected those who needed the help the most and who also could profit from the help the most. We consider the remedial reading program most worthwhile and recommend its continuance.

Special Achievements

Franklin's community center continued to operate as a junior high center on Friday afternoons from 3:30 to 6:00, with an evening center once a month. It is apparent that both pupils and workers seemed to like the change. The plan had the endorsement of Mr. Holmes and of his staff. Co-directors, Mr. Ketterer and Mr. Don Ralph, feel that the 1960-61 center should be operated along the same lines. We wish to thank Mr. Holmes and his staff for their fine help and co-operation.

Our eighth grade excursion to Chicago has become an annual event. The trip is financed by class dues and other money-raising projects. A group of fifty-nine went this year on June 2, including their principal, three teachers and three mothers. A tour of the Museums, the Prudential Building, the Aquarium, Skid Row and Maxwell Street, ending with dinner on the train, made this a memorable day for our eighth graders.

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

This year at Franklin, Sally Fenn won the spelling bee. She was our representative in the city bee held on May 14.

A COMPARISON OF SPELLING STATISTICS

Final Second Semester Scores
Franklin School
1946 and 1960

Grade	Enrollment	Perfect Scores	Scores below 90%	Scores below 75%
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
	285	46	115	55

1960

Grade	Enrollment	Perfect Scores	Scores below 90%	Scores below 75%
2	64	28	16	8
3	62	12	17	6
4	49	24	5	1
5	70	14	25	10
6	69	19	12	4
7	55	7	30	12
8	59	5	23	7
	428	109	128	48

The larger number of high scores are made by the pupils in the lower and intermediate grades. Conversely, the larger number of low scores are found in the upper grades. There is no doubt that these weaknesses are cumulative plus the fact that some upper grade pupils fail to maintain their spelling skill on a high level. It would seem that greater interest and motivation need to be brought into play to remedy the situation. If all teachers insist upon better spelling, we'll get it.

This summary of standard spelling test results for Franklin School first semester, 1959-60 shows: (1) individual scores, (2) range.

Grade Room	2 112	2 10	2 108	3 201	3 203	4 206	4 205	5 210	5 207	6 5	6 6	7-1 130	7-2 130	8-G 125	8-B 125
	100	100	100	100	100	100	100	100	100	100	100	100	98	100	100
	100	100	100	100	100	100	100	100	100	100	100	100	96	100	98
	100	100	100	100	100	100	100	100	100	100	98	100	96	100	96
	100	100	100	100	100	100	100	100	100	100	94	98	96	98	94
	100	94	100	100	100	98	100	100	100	100	94	98	94	98	94
	100	94	98	100	98	98	100	100	100	100	94	96	90	98	92
	100	92	98	98	98	98	100	100	100	100	94	96	88	98	92
	100	92	98	98	98	98	100	98	100	100	94	96	86	96	90
	100	90	94	98	98	96	98	98	100	100	94	96	86	96	88
	100	88	90	98	96	96	98	98	98	100	92	96	78	96	88
	100	88	90	98	96	96	98	96	98	100	92	96	78	96	88
	100	84	88	98	94	96	98	96	98	100	90	96	78	96	88
	98	82	88	96	94	94	98	96	96	100	90	96	74	96	84
	98	62	88	96	94	92	98	96	96	100	90	94	72	94	84
	96	60	84	94	92	92	94	96	96	100	88	94	70	94	82
	84	52	84	94	92	90	92	94	96	100	88	94	68	94	80
	82	48	80	94	92	88	92	90	96	100	88	92	68	94	80
	78	38	78	92	92	88	86	90	96	100	88	90	66	92	80
	76	32	74	90	90	86	82	88	96	98	86	90	64	92	78
	72	24	66	90	90	80	82	88	96	98	86	88	58	92	74
	52	12	62	90	86	78	80	86	94	98	84	86	58	92	74
	50	8	58	90	84	72	78	86	92	98	82	86	56	92	68
	36		24	88	76	70	78	84	92	98	80	86	56	86	64
				88	76	68	76	80	92	98	78	86	54	84	64
				86	72	62	66	80	92	98	78	82	50	84	42
				84	72	62	42	78	90	96	76	80	50	84	42
				74	66	60	6	74	90	96	72	68	42	82	40
				74	60	46		64	88	96	70	66	38	80	
				74	56			62	88	94	60	62	32	80	
				32	56			58	86	94	60			76	
				26	48			36	86	94	46			70	
				20	26			34	82	92				70	
					10			28	78	88					
								22	70	82					
								12	64						
								6							
								4							
Franklin Averages First Semester	87.9	70	84.4	85.6	81.5	85.8	86.7	76.2	92.7	97.4	84.4	89.9	70.3	90.6	78.6

This summary of standard spelling test results for Franklin School second semester, 1959-60 shows: (1) individual scores, (2) range.

Grade Room	2 112	2 10	2 108	3 201	3 203	4 206	4 205	5 210	5 207	6 5	6 6	7-1 130	7-2 130	8-G 125	8-B 125
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100	98	100	98
	100	100	100	100	100	100	100	100	100	100	100	100	96	100	96
	100	100	100	100	100	100	100	100	100	100	100	100	96	100	96
	100	100	100	100	100	100	100	100	100	100	100	100	94	98	96
	100	100	100	100	98	100	100	100	100	100	100	100	92	98	94
	100	98	100	100	98	100	100	100	100	100	98	98	88	98	94
	100	98	98	98	98	100	100	98	98	100	98	98	88	98	94
	100	98	96	98	98	100	100	98	98	100	98	98	82	98	94
	100	98	96	98	98	100	100	98	98	100	98	98	82	98	92
	100	96	96	98	96	100	98	98	98	100	98	98	82	98	92
	100	94	94	98	96	100	98	98	98	100	96	96	82	96	90
	100	88	94	98	96	100	98	98	98	100	96	96	78	96	88
	100	88	92	98	96	100	98	96	96	98	96	96	78	96	86
	100	86	90	96	96	98	98	96	96	98	94	94	78	96	84
	96	58	88	96	96	96	96	94	96	98	94	94	76	96	82
	94	54	86	96	94	96	96	94	94	98	94	92	74	96	80
	92	48	82	96	94	96	94	92	94	98	94	92	72	96	76
	90	46	76	96	94	96	94	84	94	98	94	90	66	94	76
	90	36	62	94	92	96	90	84	94	98	94	90	60	94	76
	86	10	32	94	90	96	88	84	94	98	92	88	60	94	74
				92	88	94	88	82	94	98	92	86	60	92	72
				90	86	90	88	80	92	98	92	84	56	92	70
				90	86	90	58	78	92	98	90	84	50	88	66
				88	82	78		76	90	96	90	78	48	88	58
				88	80			76	90	96	86	76	46	88	54
				88	80			72	88	96	84	76	30	86	42
				66	80			70	88	96	82	72		86	
				64	78			60	86	96	82			86	
				62	36			56	86	94	78			84	
				62	4			56	82	94	76			78	
								54	82	92	76				
								30	76	92	74				
								28	74	84	70				
								26		68	56				
anklin erages cond mester	97.4	80.7	90.0	91.1	88.0	96.7	95	81	93	96.4	90.3	91.3	74.5	93.7	83

Library

"The library had a total circulation of 32,326 books, pamphlet material and periodicals. This is an increase of 2,741 units. We again had reading designs from fourth through eighth grades to stimulate reading in a variety of fields. They are especially appreciated in the intermediate grades, and some might never read a poetry book if they weren't striving to enter something in each category. Franklin children seem particularly interested in biographies and we had some good new ones, i.e., The Wright Brothers, Young Ike, Albert Schweitzer etc. We studied the lives of several authors—Lenski, Wilder, Kipling etc. and read their books too. The science books were excellent and well-used, especially by the boys. An added collection for pleasure reading, particularly for Junior High, sport and career stories for the boys and psychological novels for the girls was appreciated. The Junior High pupils did more reference work in science and social studies than ever before. In fact, that is the aim of our school library, i.e. not only books for pleasure reading but also additional material to correlate and supplement the textbook in the classroom."

Acceleration at Franklin

In December, 1958, we selected about one-third of the seventh graders to attempt eighth-grade arithmetic in addition to completing the regular seventh-grade course. The majority of these pupils satisfactorily completed the required work, and on the basis of tests, qualified to study ninth-grade algebra during the present school term. Of these, a number satisfactorily completed the algebra and were permitted to elect tenth-grade geometry as ninth graders next year.

A group of twenty-three eighth graders attempted to study first-year high school German. Seventeen of these pupils finished out the year, and of these about half qualified for German, second year, as freshman in high school this fall. These pupils reported to class thirty minutes before school on three mornings of the week, and had two forty-five minute periods of class (they gave up a study period) to meet the required five meetings a week. It was impossible to cover a full year of work which normally calls for fifty minute periods for thirty-six or thirty-seven weeks. However, in spite of the shortened periods, about one-third of the pupils did average work as judged by a standard test taken recently. Quite a few vocabulary terms used in the particular test were not contained in the text which the pupils studied so it was not a valid test.

Judging by the general ability of next year's Franklin's eighth grade, there appears to be acceleration for a very limited number and a greater need for remediation for a correspondingly larger number of pupils.

Our PTA

We have appreciated the co-operation between the PTA officers, chairmen, members and our school staff.

On Halloween we held our twelfth Halloween Party. Franklin School pioneered in this effort to keep the youth off Madison streets on this particular night.

The party is sponsored by the South Side Men's Club with the co-operation of the PTA. About 500 parents and children of our community attend to see movies and to have treats and fun. We wish to thank the Madison Board of Education for making our school gymnasium available for this event.

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

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

This year we held our third Fun Night to raise money for our Lyceum programs for next year. This is another co-operative venture of our PTA, our staff, and our children. An educational television set was purchased with the profits from this event.

In May we held our Mother and Daughter Banquet for the twenty-first year. This dinner is given by the South Side Men's Club in co-operation with our PTA, and they served 425 a roast beef dinner with all the trimmings. This is a very special, dress-up affair for our "little" and "big" girls.

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

Citizenship

Last year the PTA under the direction of the president, Mrs. Sannes, a citizenship chairman, Mrs. Ketterer, and a committee composed of the principal and several teachers formulated a plan of recognizing good citizenship. A certificate bearing these words was presented at our awards day to about 150 pupils in grades four through eight. "Franklin School PTA, Madison, Wisconsin, Good Citizenship Award. This is to certify that_____ has exhibited evidence of developing those habits of conduct and character which mark the "GOOD CITIZEN" in school, home and community. The FRANKLIN SCHOOL PTA commends pupils, teachers and parents for their part in the development of desirable character traits in our boys and girls. This certificate is hereby awarded in recognition and appreciation of this pupil's progress and achievement in GOOD CITIZENSHIP. Awarded this__ day of____ 19__,

_____ _____ "

President PTA Principal

Space has been provided for seals for each year from grade four through grade nine. If the pupil averaged a "B" in citizenship, an "Honor" seal was affixed to the certificate; if the pupil averaged an "A" in citizenship, a "High Honor" seal was affixed to the certificate. The plan is to encourage pupils to qualify in grades four, five, six, seven and eight to develop good citizenship and it is possible for a pupil to have a seal affixed each year and given recognition at an "Awards Day" program. The first presentations were made June 8, 1959, and the present year's awards were made June 10. We believe that the plan has merit and the PTA has funds earmarked for the purchase of certificates, seals, and other merit awards for the future.

The PTA again provided a spelling trophy to the school's spelling champion.

Organizational Plans for the year 1960-61

The plans for next year shape up like this:

Teachers	Names	Grade	Rooms No.	No. of Pupils
1	Peterson	K	107	67
½	Lindenbaum	K	5	33
3	Marten, Bock, Walsh	1	101-103-106	75
3	Slatteland, Purcell, McDaniel	2	108-112-8	75
2	Musser, Skoumbouris	3	201-203	60
2	Palmer, Brehm	4	205-206	60
2	Goldman, Teacher to be named	5	207-210	58
2	Ralph, Fenn	6	6 - 10	66
2	Gilbert, Teacher to be named	7	125-128	68
2	Bartholomew, Barnett	8	126-130	62

Band will have to set up on the stage in the gym or use room 213.

Needed Improvements Being Realized

Better and more systematic cleaning procedures have been developed by head custodian, Mr. Lowell, with the assistance of Mr. Wiese and Mr. Hallman. More attention is being given the grounds during the summer months. A more intensified weed-control program is being carried out. Periodic spraying of lawns and the prevention of large weeds and young elm trees from getting established along the stone walls and in the shrubbery is being accomplished.

During the past two years the custodial staff has made some appreciable gain in regard to planning and allocating time and energy devoted to the job of maintaining a sanitary, healthful and safe school plant. A continued effort will be needed to evaluate, to further develop a sense of need, to keep raising standards where necessary. An occasional re-study of the manual for custodians has proved helpful. It would be advantageous to have Franklin's half-time custodial worker work here afternoons instead of forenoons. We have made this request every year but nothing happens.

We have needed some sound-proof doors from the gymnasium to the corridor in the new wing.

Our playground has been completely surfaced during a ten-year period. This has been a very fine improvement. All that is required now is to repair the small breaks. "A stitch in time saves nine." Our main entrance doors in the older section of the building will need replacement soon. Provision should be made to replace at least one set of doors each year during the next three years.

Acknowledgments

We are enjoying the new lights installed in all rooms. The first installation, about eight years ago, was in rooms 201 and 203. This was the "hairpin" type

of lighting which should be changed. All classrooms have had acoustical treatment. This investment is paying dividends every day. The washable paint now used in painting dados not only improves the appearance, but will increase the serviceability, and more dados should be repainted each year. The window sashes in a number of rooms should be varnished as this maintenance job will save a good deal of money in the long run.

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

Mrs. Beulah Dreyfus, our school nurse, takes an exceptional interest in the health and welfare of the children and adults of the community.

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

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

Hawthorne School

Presented to the Board of Education
by
Eugene Sturdevant, Principal
June - 1960

ANNUAL REPORT

For the School Year 1959-60

Hawthorne School

I. SIGNIFICANT DATA

Enrollment figures at Hawthorne School during the school year 1959-60 were as follows:

Grade	September	June	Gross Enrollment	New Enrollees	Transfers In	Transfers Out	Withdrawals
K	96	90	103	4	3	6	7
1	84	84	92	5	3	2	6
2	54	55	61	5	2	2	4
3	44	40	46	2	-	-	6
4	50	50	55	4	1	2	3
5	39	39	41	-	2	-	2
6	32	31	34	1	1	2	1
	399	389	432	21	12	14	29

The 1959-60 enrollment figures represent a total of 251 families as of June 1960.

150 families with 1 child
69 families with 2 children
27 families with 3 children
5 families with 4 children
251 families - 389 children

Predicting the enrollment of Hawthorne School in the coming years appears to present a real challenge. The difficulty in working with our anticipated population does not arise from rapid growth of the area by way of new housing, but from substantial turnover. The very nature of the dwellings in this area seems to assure a great amount of movement. The majority of the houses are quite small with two or three small bedrooms. There are many duplexes and small apartment buildings and also the many apartments in Truax Park. It appears that many families remain until their families become too large for the apartments or small houses and then look to other areas and larger houses.

Long range school planning must be ready to deal with an increasing child population as it enters and moves through the grades. Next year we can be sure of gaining another kindergarten section and also another second grade section. This means we will need to use the music room and the library in order to house these additional sections. By the school year 1961-62 we will need room for an additional third grade and an additional sixth grade. Providing for these children will necessitate adding rooms to our present plant. It is very interesting to view the child population of this area and note the potential increase in school children for the future.

Present School Children		Future School Children	
Grade	Enrollment	Age Group	Population
6	31	Next Yr. Kdg.	104
5	39	3 year olds	119
4	54	2 year olds	120
3	43	1 year olds	127
2	57	Babies	125
1	86		
K	92		

One Year of Operation

"Sparklingly beautiful, warm and inviting, yet efficient and well planned." That is the way Hawthorne School has been described by many as they view and work in this fine plant. Hawthorne School with its 430 members--staff and pupils--has now completed its first year of operation. In spite of the many difficulties which arise when opening a new school, energetic teachers and enthusiastic children joined forces to make this school year significant and productive. Some of the irksome problems such as muddy areas, incomplete heating plant, open doors which seem to welcome dogs, workmen in classrooms, snow blowing through windows and a broken water main line have been well accepted by a fine group of children, teachers and parents.

With this as the first year of existence for Hawthorne School all things that took place can rightly be said to have taken place for the first time. The children and parents of this area were brought together in one school unit for the first time. The children had attended four different schools being bussed in all directions with children from the same family often attending three different schools. It was not uncommon to find a child having been a student in two different schools before entering here even though the home residence had remained the same. Our beginning enrollment of 399 pupils came to us from the following schools:

243 from Sunnyside
91 from Lowell
42 from Lincoln
23 from Lapham

Pupil Population

As the school year moved along it was evident that we were discovering a very pleasant group of children to work with. On first appearance we could see that the children were very conscious of their appearance and well dressed for the school situation. They are the possessors of friendly, charming smiles - the symbol of happy, sociable children. Their pride in nice appearances and care of themselves carried over in to pride and concern for care of their new building and school grounds. The greatest thing that pleased us so much was their eagerness and desire for knowledge. If this continues, their entire school life shall be very enjoyable and pleasant. They have a good outlook toward school and their social relationships with others. The children have come to us from many schools with diversity of school backgrounds and have now fused together into a fine educable group.

Parent Population

The parents of the Hawthorne School area have proven to be a very interested and active group in all activity where their children are concerned. Movements requesting organization of a P. T. A., Cub Scouts, Boy Scouts, Girl Scouts, Brownies and Saturday recreation were underway as soon as school opened in the fall.

The P. T. A. began to organize in October and soon became an active unit--a unit which pulled together parents whose interest in P. T. A. had previously been spread among four schools. The face to face contacts between parents and educators are without a doubt, the most satisfactory avenues of interpreting educational understandings. The planning committees of our P. T. A. provided many opportunities for parents to meet with teachers, principal, supervisors and the superintendent of schools to promote their understanding of what our schools are trying to do for their children. The members of the P. T. A. performed many services to help our educational program. Vision survey assistance, auditory screening tests, kindergarten roundup and school bond referendum promotion were all services offered during the year.

The Cub Scouts, Boy Scouts, Girl Scouts and Brownies were fortunate to have people with prior experience to take the leadership positions. The interest shown and activities undertaken by all groups were very commendable.

The inauguration of a Saturday recreation program in January was well received by the parents of this area and naturally by the children themselves. The parents of this school community seem to be strongly interested in recreation possibilities for their children and worked with the school to make this first venture a great success. The turnout was almost greater than anticipated. With only three adult supervisors and the gymnasium and halls as our play area, we were still able to have a good program for the 300 or more children that were in attendance each morning. I feel this was due to the fine conduct, cooperation and participation by the children plus parent interest.

Professional Staff

The staff proved to be an energetic group well suited to meet the many challenges which opening a new school presents. We were very fortunate to have four teachers who had experience in Madison schools and were thus of real assistance to the many new teachers on the staff. While only three classroom teachers were new to teaching, four of the five special teachers were also without previous experience. As the year progressed a very strong staff developed. I am sorry to report that we are losing four very important cogs in our educational wheel as four classroom teachers are leaving to take on new positions. Four of our special teachers have been transferred within the system. This means four new classroom teachers, four new special teachers and one new teacher to absorb the schools growth will join the staff next year.

II. SPECIAL ACHIEVEMENTS

Classroom Instructional Program

A stimulating intellectual climate was our desire as we developed our instructional program. It is felt that this intellectual climate consists of a belief in creative activity and contact with ideas and information which challenges and tempts individuals to explore. Provision for creative activity by the pupil is essential. Creativity is something that all children have potentially. It may be cultivated or curbed. It is our desire to recognize the fundamental importance of contributing to the creativity of the children and seek to develop the conditions in which it is fostered.

Of first importance is to make clear regulations that cover the routine of the classroom. This is necessary to free a person from the burden of continually thinking through routine decisions and thereby provide time for creativity. Efforts to improve learning atmosphere and establish routines were first on the list of our newly formed "Improvement Committee". The material which was presented to the staff by this committee provided common goals toward which all worked to cover routine situations.

Another essential in contributing to creativity is the augmentation of skill in use of the tools of learning and creating. The second project of our "Improvement Committee" was to help the staff develop good educational foundations for the children by improving reading instruction. By placing emphasis on the development of reading, comments such as the following have been presented by the teachers:

First Grade - Miss Joanne Larson--"I am especially pleased with the progress my low reading group has made this year. They have become very good readers, and their enthusiasm has been tremendous. They completed all their own books quite easily. But most pleasing, they read most of the books of the Scott-Foresman, middle group. If they maintain their strong vocabulary, many of them should advance to the next reading level."

Third Grade - Miss Patricia Schulz--"The children of the high reading groups moved so well through the third grade reading program that we had time to use a self-selective reading program the last few weeks of school. This enriched the reading program and gave them a chance to learn how to discover new information by selecting books that they would choose."

A great assist was added to the development of our reading program through outstanding contributions by Miss Margery Webb who is skilled in practicing and interpreting our present reading program to the staff.

After establishing good response to routine situations and developing good reading skills and habits, many opportunities were provided to promote pupil creativity. At all times children were given the chance to express their interpretations; atmospheres prevailed which stimulated creative expression via all media of dramatics, art, movement and song.

In spite of our present difficulties with no auditorium or stage facilities, 16 different programs were presented by the children of our school. These programs ranged from a "Song Fest" in the kindergartens to an original production on Indians by a second grade, Cinderella by a third grade, The King's Pie by the sixth grade, an all-school Christmas program and many others carefully supplementing areas of our curriculum.

Special projects at all grade levels all contributed to our stimulating intellectual climate. A total of 26 field trips were taken by the various classrooms, while 13 different resource persons were brought into the school. The principal had many pleasant experiences of working directly with the children when called in to present materials and stimulate desire for information related to electricity, rocks and minerals, sea life, enemies of plants, water supply, heat supply, Japan and forest products.

Miss Betty McMahan, a fifth grade teacher, worked with her children of the upper reading groups in developing "term papers". The project was one of their favorites as they chose subjects on the basis of interest and availability of information. They took notes, collected pictures, drew diagrams, wrote themes and fictional stories, prepared a title page, table of contents, glossaries and designed covers. This was all put together in book fashion as their final paper. One of the students wrote an underwater thriller about skindiving. It was fifty beautifully written pages complete with diagrams of the equipment. It was a fiction story based on his research.

As a further example of promoting a stimulating climate for learning, Miss Nadine Ludwig presents her fourth grade enrichment program. The supposed intelligence quotients in her room had a spread of about sixty points making enrichment very necessary. In addition to the usual grouping in all curriculum areas, the following enrichment activities were carried on: (1) Specialized word lists for each child in spelling. (2) "Books" written by children about science and social studies units combining both reading and language. (3) Special committee reports. (4) Bulletin board planning and construction. (5) Dramatization of library book reports. (6) Poetry and creative writing for the class poetry book. (7) Accelerated arithmetic program. (8) Research assignments. (9) An "extra work" folder containing more difficult reading and arithmetic assignments.

A great variety of enrichment activities were put to use in order to accomplish the stimulating creative climate we desired.

Special Instructional Areas

Music

Our music program expanded beyond the regular classroom music development to include the organization of a fifth and sixth grade glee club and violin classes for fifth graders. The music department produced and directed the first Hawthorne School Christmas program. The glee club furnished the entertainment at the sixth grade banquet and also played an active part in the Christmas program.

-Mrs. Jeanne Houle, Music Teacher

Library

Because of the avid readers we had in our school, the library projects were met with enthusiasm and had good results. As an example, one of our projects was our "World Travelers" bulletin board. To encourage the reading of fictional and factual books about different regions of the United States and the world, we put two large maps on our bulletin board. When a child finished a book, he was allowed to pin a tag naming the book on the map according to the location in the world the story took place. They used the card catalogue to find books about places which had not already been noted on the map. At the conclusion of the project children were very eager to figure out which ones had "traveled the farthest."

-Miss Carol Hosig, Librarian

Physical Education

The opportunity to compare children of one year age difference was present through having the fifth and sixth grade classes combined. The effect on subject presentation and retention was noted.

-Miss Donna Orr
-Mr. Charles Lindberg

Art

In patterns of learning we know that great amounts of information can be brought to us through the printed page. We also know that we can become well informed about a subject when hearing a speaker expert in a subject. To see the actual item or the activity gives much greater depth in understanding and to actually participate in the action promotes real meaning. It was with this in mind that a P.T.A. art program provided the parents opportunity for observation and participation in elementary school art activities.

-Mr. Joseph Nyiri, Art

Speech Correction

A total of 59 children were seen in speech classes at Hawthorne this year--that is 59 out of 300 children in grades first through sixth. Of this number 26 were dismissed, 30 were measurably improved and three were unimproved. Of these 59 children, 7 were seen only once a week. The speech

problems seen were as follows:

Problem	Boys	Girls
Articulation	22	31
Hearing Loss	1	0
Stuttering	2	0
Delayed Speech	1	1
Voice	1	0
	27	32

Case histories of 12 children have been placed in the files. In all, the parents of 34 children were contacted by home visit, phone call or a visit to the school.

The division by grades was as follows:

First	38
Second	14
Third	3
Fourth	2
Fifth	2
Sixth	0
	59

Good cooperation and interest on the part of parents was experienced.

-Mrs. Glenna Odom, Speech Therapist

Child Study

Services of the school psychologist to Hawthorne School covered a wide range of problems. The bulk of the problems fell in one of two categories, children presenting learning difficulties and those manifesting behavioral difficulties. Evaluation procedures varied from consultation with the teacher and observation of the child in class to some situations where "one shot" testing procedures were used. Many situations entailed thorough evaluation, including use of intelligence and personality tests and interviews with parents. By far the bulk of the problems were handled at the level of evaluation and follow-up consultation with the teacher.

-Mr. Myron Seeman, Psychologist

III. SPECIAL SURVEY

After hearing much discussion relating to the School Safety Patrol recognition methods--mainly the Dells trip and trip to Washington, I felt a thorough study was necessary. Much comment seemed to be opposed to the two trips on the grounds of pupil and parent feelings toward them. Statements were made that parents and children felt it was unfair that only one could go to Washington. It was also suggested that there is general disfavor toward the Dells trip on the part of parents.

Here at Hawthorne we have six means of showing some sort of recognition to the boys and girls of the school safety patrol who stand on various posts

for 178 days of the year through heat of the fall, cold and snow of the winter and rain of the spring. These six recognition events were listed on separate sheets of paper for each patrol child and each of their parents. A total of 40 children and parents responded to the request to rank the means of rewarding patrols. The results of their rating of the merit or desirability of the rewards are as follows:

Children

Recognition Action	1st Place Votes	2nd Place Votes	3rd Place Votes	4th Place Votes	5th Place Votes	6th Place Votes
Central Recognition Day	-	1	5	7	4	6
Washington Trip	15	1	5	2	-	-
Wisconsin Dells Trip	1	14	2	3	1	1
Patrol Sports	2	1	2	3	9	7
Award Lapel Pins	1	2	2	3	7	8
Sentinel of Safety	2	4	7	6	2	2

Parents

Recognition Action	1st Place Votes	2nd Place Votes	3rd Place Votes	4th Place Votes	5th Place Votes	6th Place Votes
Central Recognition Day	-	2	3	1	4	7
Washington Trip	10	3	1	1	-	2
Wisconsin Dells Trip	3	6	4	1	2	1
Patrol Sports	2	3	1	5	4	2
Award Lapel Pins	-	2	6	4	2	3
Sentinel of Safety	2	0	3	5	5	2

The results of this survey show overwhelming favor expressed toward the Washington trip and the Dells trip. These two along with the Sentinel of Safety are by far the most preferred by the children that do this vital job for the schools. It is interesting to note that these three top choices do involve selectivity in determining who shall be rewarded. Although opinion has been expressed that children feel this selection of only a few

is unfair, this survey clearly shows that this may not be the case. Parents also did not show any displeasure with the Dells trip or the Washington trip. I'm sure they favor continuation of all methods of recognizing the children for their efforts.

IV. SPECIAL PROBLEMS

The usual problems found in a new school building are in evidence at Hawthorne. However, a few unique problems do prevail. We have three classrooms that are 130 square feet smaller than the other rooms. They do seem quite small for average sized classes. This year we were fortunate to house small classes of 20, 25 and the library in these rooms; however, very cramped conditions could prevail with 30 children. Storage space conveniently located has been a problem. Next year this will be magnified when we lose the use of rooms for music and library, thus needing room to place books, piano and other such items. Other than these our problems of equipment needed to create the desired educational climate will gradually be taken care of.

V. RECOMMENDATIONS

I would like to suggest consideration of added rooms needed for the school year 1961-62. Two additional classrooms will be needed to house an added third grade and an added sixth grade. I realize that additions to this building must be in units of four at a time. I recommend considering including a library and music room in this addition. Another possibility for future plannning is to outfit one of the extra small classrooms as a visual aids room with a small stage for dramatics.

The cooperation of the Hawthorne staff; the Board of Education; Superintendent of Schools; the supervisors of art, music, physical education, and library; the curriculum department, the child study department and the health department are gratefully acknowledged.

Respectfully submitted,

Eugene Sturdevant,
Acting Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HOYT SCHOOL

Presented to the Board of Education
by the Principal
Dorothy F. Rule
June 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-1960
Hoyt School

Hoyt School enrollments for the four years the school has been in operation:

Grade	Sept. 56-57	57-58	58-59	59-60	End of First Semester 56-57	57-58	58-59	59-60	Close of School Year 56-57	57-58	58-59	59-60
Kdg	54	69	57	70	54	69	56	68	55	68	56	69
First	34	41	64	53	34	40	62	53	36	40	63	54
Second	37	34	43	53	37	35	42	52	35	35	42	55
Third	32	43	36	47	34	41	38	47	37	38	38	49
Fourth	33	37	41	37	35	38	42	37	38	34	44	38
Fifth	21	40	35	47	20	36	36	46	21	39	36	46
Sixth	23	25	37	35	23	26	37	35	22	24	38	36
	234	289	313	342	237	285	313	338	244	278	317	347

Our total gross enrollment for the year was 364. Changes in enrollment during the year were as follows:

Withdrawals	Transfers Out	Transfers In	New Enrollees
10	7	7	20

Six special permits were issued by the Child Study and Service Department for children to attend Hoyt School from outside the school district. The

area bounded by Regent Street, Farley Avenue, University Avenue, and Highland Avenue remained an optional area for attendance at either Randall or Hoyt Schools. Children in another area were given the choice of attending either Van Hise or Hoyt Schools. This area, formerly in the Van Hise district, has for its boundaries the district east of Owen Drive, north from Hillcrest Drive to Blackhawk Avenue to University Avenue to the west boundary of the Hoyt district. Twelve children attended Hoyt School from here. Several parents objected to sending their children to Hoyt because there is no good walk along Bluff Street going to the school. Each time any objection was voiced by parents they were referred to the alderman of the ward.

Organization

Our predicted enrollments for next September are as follows:

Grade	Sections	Class Size
Kindergarten	2	64
First	2	50
Second	2	46
Third	2	47
Fourth	1½	43
Fifth	1½	34
Sixth	2	43
		327

During the 1959-1960 school year we had twelve classrooms in operation. In 1960-1961 we will be using the same number if predicted enrollments are at all accurate. There are two rooms not in use for regular classrooms.

As this report is written, there will be six staff members new to Hoyt School when school opens in September. Of the original teaching staff in 1956, just two teachers will be on the staff in September.

Instructional Program

Using the new arithmetic materials was a challenge to us all. They were used throughout the entire school. Teachers spent a good deal of time

planning in order to make the best possible use of the materials with our arithmetic guide. This was also true of the careful planning done in the teaching of science.

As always, teachers were very much aware of individual differences and were constantly motivating children to perform to the limit of their abilities. Challenging the more able learners is a real challenge to any teacher. The teacher has to have a broad background of knowledge. However, she does not have to know the answers to all the questions children may ask. She has to be willing to admit she does not know at times and can foster the "look it up" attitude.

Milk Program

From the day our program began on October 1 to June 3, the children of Hoyt School consumed 41,481 half-pints of milk.

W.I.A.A. Accident Benefit Coverage

This year nine accident cases were reported to W.I.A.A. A total of $109.00 was paid to cover seven of these. Two more claims are still unpaid.

Continental Casualty Insurance

When parents were given the opportunity to get this coverage for their children in addition to W.I.A.A., 176 children were enrolled.

Excursions and Incursions

Several excursions were made by children at different grade levels. The following were among the places visited: Fire station, Gardner Baking Company, sixth grade art classes visited an exhibit at Scanlan Hall, Emporium, Madison Newspapers, Inc., Telephone Company, Little Norway, and Vilas Park Zoo.

Persons with special interests or travel experiences were invited to come and talk with children.

Audio-Visual Aids

Filmstrips and films were used often to supplement classroom teaching. From the Curriculum Office 82 films and 221 filmstrips were ordered. In addition, many spot orders were requested by telephone. The University Bureau of Audio-Visual Instruction also supplied films.

Radio and television programs from WHA also were used to supplement classroom teaching. Special events were viewed on television by classes of upper grade children.

P.T.A.

The Hoyt School Parent-Teacher Association has 168 families enrolled as members this year.

The following meetings were held:

October 21 - Potluck supper and get-acquainted night.

November 11 - Go-to-School Night. During this American Education Week we at Hoyt School made a special effort to extend a welcome to all persons living in the area. An invitation was delivered by the children to their neighbors welcoming them to classes and to Go-to-School Night. Several times during the week when parents visited, they brought with them a neighbor.

December 17 - Annual program of Christmas music - "Santa and Christmas Everywhere."

February 24 - Dr. Carl Waller spoke on "Some Special Ways the Home and School Can Help the Child Toward Desirable Adjustment."

March 17 - Program of music for parents of children in Grades 1 and 2.

April 12 - Program of music for parents of children in Grades 3 and 4.

May 11 - Rabbi Manfred Swarsensky spoke on "The Role of the Family in a Changing Culture."

May 19 - Program of music for parents of children in Grades 5 and 6.

Many contacts were made between the school and home beside those made at P.T.A. meetings.

1. Early in the school year, after school meetings were again held at each grade level. An agenda was worked out for these meetings so that each teacher could discuss school policies and regulations such as fee collections, accidents at school, written excuses for absences, special help periods, treats at schools and gifts to teachers.

2. During the year many parents came to visit classrooms.

3. Conferences with parents were held to discuss progress of children.

4. Calls made to homes to show interest in ill children.

School Staff

Again I would like to express my gratitude for such a fine staff of teachers which has had an outstanding professional interest. Also, the secretarial and custodial staffs have played a very prominent part in the smooth functioning of the school.

Six Education 31 students from the University were working with teachers at Hoyt this year. Two of these students remained for a second semester working at different grade levels.

Two Education 41 students, one each semester, worked at fourth grade level.

Use of Building

Ninth grade boys from West High School used our gymnasium forty times during the winter months for basketball. Before they came to the school, the teacher in charge came to discuss the standards which might be set up. Consequently, we experienced no difficulty whatsoever and the boys cooperated very well.

A troop of Brownie Scouts used one room once a month from November to June. The mothers in charge were very careful that the room was left in good order.

Civil Defense

The P.T.A. Civil Defense Committee of 26 parents worked out a detailed Civil Defense evacuation and shelter plan and presented it to the May 11 meeting of the P.T.A.

The shelter plan is simple: "simply send the children home." The Shelter Sub-Committee considered the feasibility of providing shelter for the Hoyt School children in the event there was insufficient time for evacuation in case of attack.

> "Hoyt School, itself, is unsuitable for shelter purposes due to its construction: lack of basement, profusion of glass, etc. Any effort to provide a shelter at Hoyt School would be unrealistically expensive. Therefore this possibility was discarded."

The evacuation plan is much more complicated. It lists all the cars available for evacuation and where they can be found. The cars included are cars of parents and teachers, and two school busses. An additional 18 cars were placed in a reserve pool for possible use.

Civil defense authorities notified the committee that the plan fits in well with the city's evacuation plan.

Special Services

1. Child Study and Services

Services of the school psychologist to Hoyt School during the 1959-1960 school year covered the usual wide range of problems. By means of consultation with the school principal and individual teachers, situations were carefully screened in order to determine proper evaluation procedures. Subsequent to such evaluation, further consultations were arranged in order to aid the teacher in setting up a plan to cope with the problem as presented.

Without the fine cooperation encountered at the school, it is felt that the services would have been much less effective. The value of careful screening at the referral stage and of face to face consultation at the follow up stage was clearly demonstrated.

Several seriously disturbed youngsters continue to receive treatment by outside agencies. Where assistance was requested, such agencies have been cooperative and helpful although this was not always true in past years.

Myron Seeman, Psychologist

The speech correction program at Hoyt was scheduled on Monday and Thursday mornings from 8:15-10:30. Commitment of the correctionist to the high schools necessitated this limited time. Eighteen boys and 12 girls received speech therapy for 15-minute periods. Of that number, 11 are to be dismissed as corrected, 13 showed marked improvement, and 6 made little progress. Two of these were kindergartners who worked on speech improvement during second semester.

Many parents came for conferences during American Education Week and some came to observe their children during speech classes. Cooperation with all teachers has been excellent - both in the setting up of a speech schedule and in sending their pupils to speech each week.

Robert Welch, Speech Correctionist

2. Library

Distinct improvement marks the functioning of the Hoyt School library. The book stock is becoming more adequate, although it still falls short as set by the new standards of the American Library Association. Three hundred eighty six books have been added to the collection, making a total of 2,583 books in the library. A new card catalog of fifteen drawers was also added to the library. Seventeen books were given by individuals as gifts to the library.

The library has served a school population of 348 pupils on a three-day schedule per week. The first through third grades were scheduled for half hour periods and the fourth through sixth grades for forty-five minutes. The first through third grades were told stories, dramatized stories, did individualized reading, and received some instruction on use of dictionaries and encyclopedias. The fourth through sixth grades had instruction on the use of the card catalog, reference materials, work on authors, periodicals, and distinguished books. Each sixth grader read and reported on a Newbery Award book before the end of the year.

The circulation increased from 16,459 to 18,384 books, but does not tell the full story. Much of the work was done right in the library. The two sets of encyclopedias were kept in constant use. Because of this demand, another set would help the situation.

Ethel McMillen - Librarian

3. Health Summary

The family, the school personnel and the Health Department staff have all cooperated in an effort to maintain optimum good health for the children at Hoyt School.

A very high percentage of children have completed the Health Department recommendation for physical examinations before entering kindergarten, first grade, third grade and sixth grade. Those examined before entering:

Kindergarten - 94%
First Grade - 100%
Third Grade - 73%
Sixth Grade - 90%

With the cooperation of the teachers and the room mothers, the yearly vision, hearing and dental surveys were conducted.

Hearing screening was done in the first, third and sixth grades. Of the 138 students checked, six were found to have a hearing loss and were referred to physicians.

Vision screening was done on all students from first grade through sixth grade. Ten students were referred for medical attention and are now wearing glasses.

All students included in the dental survey who were found to have dental defects have followed through with their private dentist.

The tuberculin skin testing which was done on all first graders revealed no disease.

Conferences were held between the nurse and the teachers whenever necessary in an effort to maintain good health, emotionally and physically, for the school child.

Gladys Kessenich - Nurse

I would like to express my sincere thanks to the Board of Education, Superintendent Falk, assistants and directors of departments for all their help during this year.

Respectfully submitted,

Dorothy F. Rule, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal

Maurine Bredeson
June, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60

Enrollment

The high degree of mobility present in the school population of our area continues, this year with an excess of departures over arrivals resulting in a drop in enrollment. Figures are as follows:

	1956-7	1957-8	1958-9	to May 20, 1960
Transfers In	29	32	48	30
Transfers Out	34	33	59	32
New Enrollees	37	61	57	34
Withdrawals	44	59	61	51

The opening of Hawthorne School this year meant the inclusion there of the children living in the Truax apartments. However because of the reallocation between Lincoln and Lapham the decrease in the number of Truax children is slight, 120 compared to 126 at this time last year. Total enrollment of the school is 549 compared to 605 at this time last year, which has meant unusually small groups in several grade levels.

Of a gross enrollment of 65, 19 sixth graders have had all their elementary schooling with us. Twelve of them are the youngest children in their respective families.

The same sort of socio-economic condition exists as has been evident for several years. There are real family problems in this community. Data for May 15, 1960, exclusive of special education, are as follows:

Grade	Enrollment	Number of broken homes	Other serious problems	Working mothers (additional)	Percent affected to some degree
K	117	10	10	20	34
1	74	9	10	16	47
2	64	13	10	9	50
3	68	13	13	14	59
4	65	9	14	14	57
5	59	20	8	7	59
6	60	19	14	13	77
Totals	507	93	79	93	52

Contacts with police detectives and fire inspectors have been numerous and for the most part have involved a high percentage of very young children. Offenses of five year olds were turning in false fire alarms, setting a fire and shoplifting. In the latter instance the five year old was part of a gang, with an eight year old "boss" and a seven year old "lieutenant" who in the words of the five year old went into a store "thin and came out fat", with marbles, guns, or what-have-you. For the most part three families were involved. In one instance the mother has now been committed to Mendota and the children placed in foster homes. One family has again left town, and the third seems at last to be taking seriously the need for better supervision of the children.

Staff changes continue to be numerous. Of the eight teachers who came this year three are leaving us. Five others are also leaving, mostly because their husbands are finishing University or because of pregnancy, so that we currently expect to need eight teachers next year also. Five are assigned, three with no experience. The group of career teachers gets smaller but continues to perpetuate the strong feeling of working professionally for the good of children. This factor, more than any other, accounts for the loyalty and cooperation which exists at Lapham among all staff members.

Achievements

Instructional Program

As in other years Lapham School continues to score somewhat below city medians in the fall reading tests, about to the extent that native ability is less than the city average. The 1959 comparison is:

	Lapham	Madison
Grade 2	2.33	2.69
3	4.2	4.1
4	4.3	4.7
5	5.2	5.6
6	6.2	7.3

Median scores in the California Tests given in January to sixth graders are:

Test	Lapham	Madison
Reading Vocabulary	7.9	8.1
Reading Comprehension	7.8	7.9
Total Reading	8.0	8.0

	Lapham	Madison
Arithmetic Reasoning	7.1	7.3
Arithmetic Fundamentals	7.1	7.0
Total Arithmetic	7.2	7.3
English Mechanics	7.9	7.5
Spelling	7.4	7.3
Total Language	7.8	7.5
Total Battery	7.7	7.6
I.Q.	6.7	7.3

A comparison of achievement and the present measure of potential shows that children from Lapham are doing very well, all areas being from four months to a year better than might be expected.

Always we attempt to provide a curriculum which is well rounded, bearing in mind that the unique function of the school is to give children the tools of learning. Instruction which combines the best of the activities, materials and techniques that we know in all subject areas has constituted the bulk of our program again this year. Class loads have been small, especially in grades two through four, so that much individual attention has been given children. One teacher has made much use of the tape recorder to help children hear and improve their own oral reading. She has also largely individualized her reading program. With help from a teacher of the deaf, another has been able to take a tough, over-age, disturbed non-reading child who had been excluded from two schools and several foster homes and work with him successfully. He has learned to read at second grade level and to feel so proud of his achievement and so fond of school that he is hurt when I have to ask him to stay home. His psychological problems and those of his parents are sufficiently deep rooted that the child is probably going to have to be removed from home, but I have been amazed at the progress which has been made with him. In another room I overheard the "boss" of our gang alluded to earlier saying, "Boy, is this a good story. I'm going to put a marker in here and finish it this afternoon." That teacher is helping to provide an antidote to crime. Perhaps the boy will avoid Waukesha if we can provide enough satisfactions of a positive kind.

Certain aspects of the instructional program have been different this year. The school day has been lengthened and the change effected without problems. Third grade teachers miss having the flexible noon dismissal but have willingly adjusted to the new hours.

Lapham School was able to buy the new arithmetic adoption for grades three through six. Some teachers at first found it a bit difficult to adapt their teaching to the new approach, but as the year wore on comments began to be heard about the effectiveness of the multiple approach to understanding concepts. Parents, some of them a bit dubious, were interested in an explanation at a Parent-Teacher meeting of how the program functions.

Four sixth grade children completed the experimental math series televised by WHA and used in junior high schools. It was a fine enrichment activity and probably will result in advanced math placement for them in junior high. In addition it stimulated a good deal of interest in the rest of the class as various learnings were shared, notably work in prime factors and with various geometric figures including solids.

The new science curriculum guide is also of great help to teachers. Next year, when implemented with recommended text book material, it should be even more so. Some of the outstanding achievements in science included an exhibit on sound for the library open house at East High School, some quite detailed work on weather, a rather advanced study of human anatomy sparked by a model, the "Visible Man". Several terraria offered opportunity to observe the differences in structure of snakes and toads, their habits and adaptations, the way the water cycle operates and the like. Many rooms studied plants, growing them from seed, and examining the embryo plant, cutting flowers open to examine the parts and note how seeds are formed. One room had two interesting bog plants, the pitcher plant and a Venus fly trap. Insects were also studied, one room having a demonstration beehive and a talk by a beekeeper. Many grades studied rocks, shells and birds, and of course the great current interest of the adult world today in planets, space and space travel showed itself in classrooms.

Another change upon recommendation of the Bicycle Safety Committee, extended downward to fourth grades instruction in the regulations which apply to bicycle riders though the inspection program was confined to fifth.

As was mentioned last year language skills are rather difficult to develop with our children. Vocabularies are limited and speech patterns poor. Teachers are faced with the need for supplying common experiences first, so that children have something to talk about, and then very real motives for expression. Many trips have been taken, radio and television broadcasts

used and first hand experiences have been brought into the classroom, in science as mentioned, and other areas as well. Speakers have also been invited in, postmen, firemen, a telephone man, foreign students, and the like. The language expression which has resulted has taken the form of creative writing, letters to absent children, reports and the writing and giving of several plays.

Social studies, particularly for upper grades has had some very live meanings because of the contributions of some of our own parents, children and teachers who have traveled or lived in the areas being studied and shared their experiences with us. In one class considerable interest was stimulated in stamps and collecting them.

The program for children with sight and hearing problems continues to function well. We were able to secure an additional teacher this year in the deaf department, so class loads there have been comfortable. The one problem remains the fact that a group of teen agers really ought to be housed in a high school. It seems as though this may be worked out another year.

Further adjustment downward in the amount of time of the physical education teacher is indicated for another year, with the fewer intermediate age children in school. Otherwise the programs in art, music and library will continue as at present. All of them make a very effective contribution to the education of Lapham School children.

Community Relations

Children's participation in community relations has again included Junior Red Cross, School Patrol, Cadet Girl and other service programs. Summer activities of which our children are a part include the remedial reading program, the laboratory school, library reading, swimming and playground activities.

Teachers continue to work on curriculum committees, textbook selection committees and supplementary book evaluation committees. They have again been a part of the student teaching program of the University. Twelve students have taught with us this year from kindergarten through fourth grade, in art and in speech.

The handicapped children have again been a part of the learning for student nurses in the area, several nursing schools having arranged for a visit to those departments.

Teachers are very appreciative of the fine cooperation of our school nurse, Miss Dahle, who gives able assistance on problems of individuals as well as the general screening of vision and hearing, the dental survey, tuberculin testing and physical examination programs.

The P. T. A. program for the year was as follows:

October	Go to School Night
November	Potluck for fifth grades and older deaf "An American Field Service Exchange Student Visits Switzerland", Suzanne Straus.
December	Children's Christmas Program Children's Christmas Party
January	"Random Target"-a mental health play put on by parents, as a result of which a study class was established which has met for the remainder of the year.
February	Fun Night
March	Tea, hostessed by mothers of kindergarten and first grade children - "Harps of Harmony", Margaret Rupp Cooper and University Harp Choir.
April	Potluck for third grade - "Teaching Arithmetic in Madison". Speakers: Dr. Arthur Mennes, Mr. Ralph Allen, Mrs. Jeanette Zabrocki, Mrs. Melvina Conway, Mrs. Beverly Zank.
May	Potluck for second grade, braille, sightsaving and younger deaf - "Our Fiftieth State", talk and slides by Mr. Carl Liebig.
June	Sixth grade banquet

In addition P. T. A. sponsored Boy and Girl Scouts and a Kindergarten registration tea.

Problems:

The day following a P.T.A. meeting a first grade teacher said to a child, "I saw your mom and dad last night." The child looked up smilingly and said, "Oh that wasn't my mom. It was my dad's girl friend." The teacher's comment to me was, "It took some fast talking to drop that subject." Without belaboring the point, this little incident typifies one of the kinds of problems Lapham School faces. Perhaps even more so than average, we are a deteriorating community with all that includes of the lessening of strong family relationships and increasing insecurity for children. Much that goes on in homes and the neighborhood is difficult for teachers to accept but they succeed very well in getting through to the real personality

and needs of the children and meeting them with understanding. It is difficult to try to identify closely enough with many children to e - ducate them in the literal sense of the word (lead forth). But children are trustful and resilient and even most of the "tough" ones let us reach them now and then. We do not react as did one detective who came to see a child. He reported that several policemen are afraid to work alone with some of our children.

Another problem continues to be knowing how to estimate numbers for fall enrollments. The area is gradually losing its child population, but it is hard to know just at what rate or in which grade level it will fall off next.

Conclusion

The feeling of our staff is unanimous that Lapham School functions as it does because of the fine professional background of the city system and we join in expressing our appreciation to the Board of Education, Mr. Falk and the various department heads for creating that background.

Respectfully submitted,

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Evelyn Simonson
June, 1960

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1959-60
LINCOLN SCHOOL

Enrollment figures at Lincoln during the school year 1959-60 were as follows:

Grades	Sept.	June	Gross	New Ent.	Trans. In	Trans. Out	With-drawals
Kdg.	51	53	59	6	2	3	3
1-G	22	19	25	3	0	3	3
1-V	26	24	28	2	0	0	4
2-Mg.	20	18	21	1	0	0	3
2-Ml.	20	18	22	1	1	2	2
3-E	26	25	27	0	1	0	2
4-H	31	28	33	1	1	2	3
5-H	23	23	27	1	3	3	1
5-S	16	16	18	1	1	0	2
6-G	22	20	23	1	0	1	2
	257	244	283	17	9	14	25

The 1959-60 enrollment figures represent a total of 132 girls and 112 boys or a total of 167 families as of June, 1960.

108	families	with	1 child
46	"	"	2 children
8	"	"	3 "
3	"	"	4 "
1	"	"	6 "
167	families -	244	children

Again, as in former years, we had many children transported by school bus. At the close of the year we had the following numbers:

Sherman Terrace	Superior Street	Truax Area	Total
26	23	51	100

The breakdown on the Truax area is as follows:

Barracks	MOQs	Trailers	Total
43	2	6	51

While enrollment totals for some grades are low, this provides opportunity for individualized instruction which is urgently needed in Lincoln. The wide spread in total reading grade equivalent - Durrell Sullivan Reading Achievement (4th grade), October 1959, substantiates this:

Total Reading Grade Equiv. Scores	Number of pupils scoring
7.3	1
7.0	1
6.9	1
6.3	1
6.2	1
6.1	2
6.0	1
5.7	1
5.5	1
5.4	3
5.2	1
4.8	1
4.6	1
4.2	1
4.1	2
4.0	1
3.8	3
3.3	2
3.0	1
2.9	2
2.8	1
2.5	1
2.4	1

W.I.A.A. Accident Benefit Coverage

This year seven accident cases were reported to W.I.A.A.. A total of $119.00 has been paid on three cases. Four cases are still pending.

Achievements

Teachers at Lincoln are ever mindful of professional obligations and responsibilities in providing the best possible quality of instruction for their children. Obviously, the year's accomplishments focused upon the child, the parent, the teacher, and the community. The topics of greatest emphasis were: pupil analysis, public relations, teacher-pupil-parent relationships, curriculum interpretation and planning, plus understanding of policy - local and city-wide nature.

The need of interpretation and orientation within the faculty was indeed fundamental as five out of a staff of ten (exclusive of those in special fields) were new to the Madison System. However, the friendly help of our school secretary, Mrs. Lila Petersen and of "older" members of the staff, soon aided those with problems; and before the end of the year there was a feeling of a closely "knit" and friendly staff.

A new second grade teacher stated, "I found the entire staff very willing to answer any questions or give help whenever needed".

Another: "In my opinion, becoming oriented to Lincoln, its procedures and practices, was not difficult. Answers to questions which arose were easily obtained. I think the size of the school contributed to an easy adjustment."

A teacher who joined the staff in January: "I believe that conferences, discussions and personal contacts were of most value to me."

All new teachers commented on the aid derived from curriculum guides. Stated one, " The curriculum is flexible so that the teacher can use her own inginuity in making her program interesting and meaningful to her pupils."

Curriculum

The two latest curriculum guides, Guide to Teaching Science and Evaluating, Measuring, and Improving Written Expression, attracted attention to these areas. Also, the newly adopted Exploring Arithmetic series created interchange of many reactions and views.

Three teachers contributed material (units of work) for the new Social Studies guide. Others, too, are directly active in curriculum planning.

Safety - Civil Defense

The School Safety Patrol functioned efficiently this year under the direction of Mrs. Helen Geisler. As in previous years, sixth graders served as patrols, orienting the fifth grade children at the close of the year.

A bus evacuation drill was held near the school under the direction of Officer Graves and Mr. Precourt. One hundred children were transported by school buses to Lincoln this year.

An internal evacuating system was also practiced within the school. Posts were assigned to specific grades-mostly in the well sheltered "catacombs" of the building ground level. During the city air program of Strategic Alert, classes moved to their respective assigned shelters.

A City evacuation plan for Lincoln School had previously been submitted and approved by the Office of Civil Defense. This plan was prepared through the P.T.A. and includes evacuation to the municipal playground on Livingston between Mifflin and Dayton as an assembly area. Here automobiles driven by the employees of the Waters Motors and Duquaine-Blumer Motors

would line up alongside the playground and in the middle of the street heading east. Children would be loaded, and the cars then would head for the escape route.

Potential Teachers

Lincoln again cooperated with the University of Wisconsin and Edgewood College in providing opportunities for cadet teachers. Four teachers were involved in this program this year.

Apart from the field of practice teaching, Professor Frank Estvan, University of Wisconsin, and a class of thirty-five sophomores in Education observed classes in our school.

Speech Report

The speech therapist is concerned with locating and correcting speech patterns which deviate from normal. The child with defective speech is most easily differentiated from one with normal speech by noting if his way of speaking draws attention from what he is saying. The types of deviations include problems with specific sounds, (substitutions, omissions, or distortions), rate of fluency of speaking, voice quality, pitch or inflection pattern and language.

The therapist works closely with the classroom teacher. Together they co-operate in locating the children with defective speech and in helping the children continue the corrected speech patterns learned in speech class into the regular class situation.

The speech therapist attended Lincoln School two mornings a week this year. Children were seen in groups or individualy for twenty minute periods. 42 children received speech therapy. Types of speech problems were; Delayed speech - 2 children, Articualtion - 40 children.

Of the 42 children, 12 were dismissed as corrected; 8 may possibly be dismissed in the fall if carry-over of sounds is good; 15 have improved but still have defective sounds or speech habits to correct, and 7 children moved before therapy could be completed. The speech therapist also takes part in the testing program by assisting the kindergarten teachers, if needed, with the reading readiness testing.

Virginia Mann

Public Relations

Other than several individual visitations and conferences for varied purposes, several activities provided opportunities for the public to learn more about the school. Individual culminating room projects provided an interesting explanation of the school program, along with the Open House functions of American Education Week.

The kindergarten this spring centered a program around a social studies unit, the Circus. The many social values which were outcomes of this sort of activity were explained to parents. One performance served as an invitation to potential kindergarten pupils. This was part of the orientation and registration program for the incoming children to kindergarten.

A very creative Christmas program, Symbols of Christmas, by the primary grades was highly successful. A minimum of time was consumed in its preparation by the children with excellent results.

Another program was one performed by the Department of Physical Education under the direction of Mr. William Slater and Mrs. JoAnn Walker. This program depicted to parents the developmental processes of various physical skills-a very profitable demonstration.

The music department under the direction of Mrs. Catherine Eisele gave an outstanding demonstration of music progress, Grades 1-6, in "Springtime is Singtime". Mrs. Bright's string group also performed.

Two other spring functions have become traditional in Lincoln School which have been open to all children and parents - namely the Spelling Contest and Awards Day. In the Awards Day program special merit is noted for various school activities and services. Each year these two functions have attracted larger public audiences.

The sixth graders presented a very interesting and educational summary at their farewell party. The theme of their program was "A Festival of European Nations" which was a culmination of their social studies program, including many worthwhile displays and travel talks. This proved an excellent way to tell the story of to-days trends in methods and to see the maturity in leadership, assuming responsibilities, etc..

The sixth grade participated in another valuable experience near the close of the year - being a part of the program " A Bit About Learning" on the local radio Station, WISM.

Mrs. Geisler, Miss Simonson and the children took part in the discussion - On to Junior High School. This primarily aimed to serve a two fold purpose: 1)to explain the part of the elementary school in preparation for this new venture-2)to tell how junior high guidance directors help in this orientation.

Past Improvements and Future Recommendations

To meet storage needs, new shelving within old cloak hanging spaces was installed in a majority of rooms. This simple remodeling brought great satisfaction to teachers and was immensely appreciated. While the Lincoln building impresses an observer to have an abundance of storage space, much is inaccessible or not practical because of the humidity below ground level.

The library was also greatly improved this year. New shelving replacing the old has proved most satisfactory. One has only to observe the "before" and "after" to appreciate how a bit of the "new look" can renovate an old building.

In surveying future needs the followin seems most urgent:

1. Interior painting of building
2. complete shelving needs
3. Teacher's room (While lack of a suitable location makes this proposed improvement perhaps a mere dream, a minimum of con veniences would be greatly appreciated- sink for coffee perculator and dishes, and a small refrigerator
4. Accoustical ceiling in gymnasium and Art room.

In closing this survey of the year 1959-60, I would like to express my appreciation to a most cooperating staff, the school secretary, custodial staff, and the administration for their assistance in making this a profitable year.

Respectfully submitted,

Evelyn Simonson, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
Helen Simon
June, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-1960
LONGFELLOW SCHOOL

Enrollment figures for Longfellow School during the school year 1959-60 show the following:

Grade	Sept.	June	Gross	Enrollees	Trans. In	Trans. Out	With-drawals
Kdg.	102	104	119	8	8	10	5
1st	48	45	51	4	1	1	5
2nd	44	44	53	7	0	7	2
3rd	41	43	47	7	0	2	2
4th	40	39	43	2	1	1	3
5th	40	40	43	2	1	2	1
6th	30	29	30	0	0	1	0
Rem.	53	56	63	6	4	1	6
	398	400	449	36	15	25	24

A comparison of the last five years is as follows:

Sept. 1955	Sept. 1956	Sept. 1957	Sept. 1958	Sept. 1959
568	518	494	474	400

As is shown in the table the trend of lowering enrollment is continuing at an increasing rate and can be expected to continue in regard to pupils living within the district boundaries. This is due to the general trend of pupil population in districts close to the downtown areas and is aggravated in our dis trict by the Urban Redevelopment Program. At the present time appraisals are being made of all the property within the Triangle bounded by Regent Street, West Washington Avenue, and Park Street. A study of the school population within the Triangle shows 61 families with 91 pupils attending Longfellow School. As the Urban Renewal Program progresses these families will be re-located in other low rental areas of the city, thus lowering our school popula-tion. At the recent meeting of all property owners in the area they were told that according to present plans of the Redevelopment Authority, property will begin to be acquired in October 1960. Families are given assurance they may remain in their homes until they find suitable accommodations elsewhere, or until the end of the school year if they wish their children to continue at Longfellow.

ACHIEVEMENTS

Testing Program

The results of the Reading tests given October 1st, as part of the city-wide testing program, are as follows:

Grade	Read. Grade Range	Med. Read. Grade	Med. Read. Age	Med. I.Q.	I.Q. Range
2	1.5 - 3.9	2.4		95	78-130
2	1.75 - 3.9	2.56		97	67-141
Madison	Below 1.5 (1) to 4.5 and over	2.69			
3	2.5 - 6.2	3.7	8.9	104	92-139
3	2.3 - 5.6	3.7	8.10	109	89-132
Madison	Below 2 (1) to 7 and over	4.1			
4	2.6 - 6.5	4.4	9.9	107	89-134
4	2.7 - 6.8	4.4	9.10	101	87-124
Madison	Below 2.0 - 8.5	4.7			
5	3.0 - 8.3	5.5	10.7	104	92-133
5	2.5 -11.9	4.6	9.6	106	80-134
Madison	Below 2.5 -11.5 and over	5.6			
6	3.8 - 10.8	5.9	10.6	101	75-131
Madison	Below 3-14 and over	7.3			

The Metropolitan Reading Readiness test given to the kindergartners in May showed the following results:

Group 1	A.M. Section	Range	16 - 99	Median	82
	P.M. Section	Range	7 - 99	Median	82
Group 2	A.M. Section	Range	20 - 97	Median	73
	P.M. Section	Range	1 - 97	Median	57

The results of these tests have been of great help in grouping pupils for first grade and in making decisions for promotions or retentions.

The California Achievement tests given to the 6th grade in January showed the following medians. As our 6th grade median I.Q. was 106 the adjusted median for 106 I.Q. is given for comparison

Reading			Arithmetic			Language			Tot. Bat.
Vocabulary	Comp.	Tot.	Reason.	Fund.	Tot.	Eng.	Spell.	Tot.	
8.1	7.7	7.9	7.3	7.1	7.3	7.2	7.0	7.4	7.6
Adj. Med. 6.8	6.8	6.7	6.7	6.7	6.7	6.8	6.8	6.8	6.8
Diff. 1.3	0.9	1.2	0.6	0.4	0.6	0.4	0.2	0.6	0.8

To improve Reading ability which is basic to success in all subjects various methods were tried in all grades. A few of them as reported by different teachers follow.

One of the activities that strengthens Reading and Arithmetic Readiness reported by a kindergarten teacher was:

> One of the things that I tried in kindergarten this year was to develop a unit on the grocery store. The children showed great interest in it and I feel that it was a big help in introducing and developing certain important concepts.
>
> The grocery store unit tied right in with our study of foods and was a great help in enlarging the concepts the children were learning about the different categories of foods and where they come from. For instance, they learned to separate the dairy products, the fruits, vegetables, manufactured mixes, cereals, etc.
>
> Of course the unit on the grocery store helped to develop certain social concepts in the children too. Some of these were: learning to wait their turn, keeping things neat and tidy, sharing turns to be store keeper, being polite (saying "please" and "thank you").
>
> Some of the important concepts to be developed from this unit were those of learning to recognize coins, learning the value of coins, learning to make change and learning the "relative" value of the food articles.
>
> I feel that the unit was a success and offered many opportunities for learning experiences in the kindergarten.
>
> Anne Pidcoe

A first grade teacher's use of a modified form of individualized reading was reported as follows:

> A project that was found to be particularly successful in my class was an experiment in individualized reading enrichment. Only the top reading group (ten children) was involved. Each child was to use his spare time to read some of the books that were provided in the classroom. These books were at the primer and first reader level of difficulty.

I found the influence of one-third of the room reading in their spare time served as a good example. Many of the average readers voluntarily took the books provided and read for enjoyment. They usually asked the better readers for help on words -- particularly in preparing to read a story to the class.

Jacqueline McClure

To increase interest in library reading and develop independence a third grade teacher developed an interesting project:

Our play TV programs this year, I Have a Secret, proved very rewarding as a means for increasing the library reading of my pupils and in developing more careful comprehensive reading.

The secrets were: book titles; chief characters; authors; important incidents in books.

The children performed back of an orange crate TV set which they had constructed. They took turns at being Gary Moore, contestants, and p anelists. Occasionally children from other grades were invited to participate.

The game was also used in like manner in reviewing the books presented by WHA-TV "Story Time."

Burnice Winscher

A fourth grade teacher who worked on an individualized reading program the second semester gives her feeling as to its values:

Using Weekly Reader tests as a basis for judging the value of this approach I could see no significant difference in the children's growth in reading. However, in the use of books and materials I found several of my better students reading comfortably and happily in sixth grade materials and all the children indicated a satisfaction in choosing their own reading materials and proceeding at their own rates of speed. I would like to try this after having first used the S.R.A. program used in the fifth and sixth grades this year. I find it is hardest for the children to evaluate their own standing and need for progress. The greatest difficulty I found in this program is finding practical and worthwhile projects at the children's level to develop the skills on which we are working.

Jean Winsand

After a thorough study of the S.R.A. Reading Laboratory, an individualized multilevel elementary developmental reading program, the fifth and sixth grade reading classes were combined under a reorganization plan by which the sixth grade teacher directed the upper group in reading; one fifth grade teacher took the average group and the other developed the S.R.A. program with pupils having serious reading difficulties. Twenty-one pupils were in

This special group, whose IQs ranged from 80 to 113. On the Iowa Reading tests given in October their Reading grades had ranged from 2.5 to 4.9.

On the first S.R.A. placement test they ranged as follows:

Grade 2 ------- 6	Grade 3 ------- 5
Grade 2 1/2 --- 8	Grade 3 1/2---- 1

After the ten week's work the results on the S.R.A. tests were:

Grade 3 ------- 1	Grade 5 ------- 9
Grade 3 1/2---- 1	Grade 6 ------- 2
Grade 4 ------- 8	

Individual improvements on the S.R.A. placement tests were:

2 made 1/2 year's growth	5 made 2 year's growth
2 made 1 year's growth	2 made 2 1/2 year's growth
5 made 1 1/2 year's growth	5 made 3 year's growth

A subjective evaluation of the program was arrived at by questioning the pupils directly and indirectly as to their feeling about the program. All but one said, when questioned directly, the work helped them to read better; it carried over into other subjects; and they were much interested in the type of stories and articles of the program. The areas of reading improvement cover power-building exercises (comprehension); vocabulary building; rate building and listening skills.

Pupils' comments were such as:

- I am reading better.....
- I know exactly where I am (reading placement).....
- I can pick out suitable books more easily.....
- I like to read more.....
- I can help myself more....

To arrive at an indirect evaluation of the carry-over of interest factors, all the pupils of the fifth and sixth grades were asked as a language exercise to write on How I Spend My Spare Time. Eighteen of the twenty-one pupils in this special group mentioned reading as one of their activities during free time.

We feel it was a worthwhile project and will use it in several classes next year. The teacher who used it this year is using it in the Reading Improvement Program this summer.

ARITHMETIC

The adoption of the new Arithmetic texts, Exploring Arithmetic by Dr. Spitzer, published by the Webster Company, gave added impetus this year to the Arithmetic program in all grades. Pupils and teachers found the new approaches interesting and challenging and results of the year's work were rewarding.

A panel discussion of the new approaches to Arithmetic in all grades, kindergarten through sixth, was given by the teachers at the March P.T.A. meeting. With exhibits of pupils' work and displays of instructional materials used, the parents were given a better understanding of the aims of Arithmetic teaching, and the means of achieving those aims.

In their summary of the use of the Arithmetic Workbooks a first grade teacher reports:

> The use of an arithmetic book for each child has been a new experience for first grade teachers and children this year.
>
> The children were exposed to many things. Some of the most interesting for them were telling time, liquid measurements, counting money, use of foot rulers and working with weight using pounds and ounces.
>
> They especially enjoyed the addition and subtraction problems which were given and answered orally. The problems could be figured by counting on a number line which was along the blackboard. No written addition or subtraction was done.
>
> We also worked quite a lot on telling how many tens and ones were in a given number, (below 100) which most of them seemed to grasp very well. I feel that this book has given them a good background for second grade work.
>
> Wilma Ferris

The second grade teachers say:

> The introduction of the new Arithmetic series "Exploring Arithmetic" in the primary grades has worked out very well.
>
> The work is motivated and gives a sense of immediate use. It gives the children an awareness of the need to learn.
>
> The book presents a variety of experiences. Previously presented ideas are introduced so the less able child can make use of a number of procedures. The more able are challenged by the wide range of meaningful materials given.
>
> The workbook at the primary level is only a part of the total program. We found the Teacher's Manual very helpful and flexible.
>
> Helen Ralph
> Mable Smith

A fourth grade teacher reports:

> At first I was concerned about the slow rate of speed with which we were going in the Arithmetic books. At times I felt that no one in the class would be prepared to meet the requirements of a new fifth

grader. I am convinced now that it was well worth the patience and effort shown by teacher and pupils. The familiarity with the vocabulary and patterns of introducing new steps made it possible for the class to move on quickly toward the last two months of the year. The class seemed to go along naturally on its own power. I am very anxious to see what the rate of procedure will be next year.

Rose Laugen

P.T.A.

Again, as in former years, the P.T.A. has been a vitally active force in cooperating with the school. P.T.A. members have been of special help in assisting the nurse with hearing and vision testing; registration of kindergartners in the spring; and planning holiday parties and the sixth grade dessert-party in June before promotion.

The former potluck suppers were discontinued this year and fewer meetings planned in the hope that more parents would attend. The programs for the year were as follows:

November:	Open House - American Education Week
December:	Christmas Program
February:	Dr. T. V. Geppert - Problems of Early Childhood (cancelled because of storm)
March:	Panel on Arithmetic - Teachers of Grades kindergarten through sixth
April:	Civil Defense - Harvey Strassburger, Chrm., Civil Defense Committee, P.T.A. Council
May:	Mental Health Play - "Tomorrow is Another Day" - Crestwood group. Dr. T. A. Ringness discussion leader
June:	Sixth grade dessert-party.

TV PROGRAMS

Because WHA-TV loaned us a television set, it was possible for several grades to participate in TV broadcasts. Chief among these were the phonics program for grades 1 and 2; book reviews, grades 2 and 3; science, grade 5 and world news, grades 5 and 6. The programs provided enrichment in these areas, and were an integral part of the class work. With improvement of class programs over TV we hope to be able to have one soon as we feel it is an excellent media for broadening the scope of subject matter and can be used to excellent advantage especially with the brighter pupils.

W.I.A.A.

Nine claims in the amount of $126.60 have been paid this year, with two pending, due to the recency of the accidents. $317.25 was paid in premiums.

THRIFT PROGRAM

U. S. Saving Stamps were sold again as in the past two years. Committees of sixth grade pupils were in charge of the sales, under direction of the principal. Each committee served for six weeks thereby giving every pupil in the

grade an opportunity to participate.

The number of purchasers each week ranged from 29 to 62; amounts invested per week from $41.00 to $75.00, with the total amount invested $1765.00. It is felt the program is of sufficient interest and value to continue in other years.

REMEDIAL CLASSES

Again this year four remedial (slow learner) classes were held at Longfellow with an over-all enrollment of 56 - two pre-primary groups and two intermediate. It speaks well for all concerned to observe how well the pupils adjust to, and are accepted by others in the school. It is a tribute to the patience, understanding and skill of their teachers.

CO-OPERATING TEACHERS

Eight teachers participated in the cadet-teacher program of the University. One cadet was in Education 41, spending a ten-weeks period in a third grade. The other cadets in Education 31 worked in a primary grade twice a week one semester and an intermediate grade the other semester. In general the feeling is that the experience is mutually beneficial.

PROBLEMS AND RECOMMENDATIONS

With the interior painting this summer; the new acoustical ceiling in the gym; new lighting in the music room, and tile floor in the teachers' roomm many of the modernizing projects are completed.

Better hall lighting, some work to modernize the kitchen, the shower rooms and toilets remain to be done.

Last year it was suggested in this report that a closer contact between the sixth and seventh grade teachers, guidance workers and principals might help in the problem of adjustment of the slow pupils promoted to seventh grade. An attempt was made for a meeting, but due to several disturbing factors none could be arranged. An effort will be made again this year to discuss and arrive at some more satisfactory solution to this yearly problem.

Currently our problem is the organization of classes for next year with our lessening enrollment. It is especially difficult to estimate teacher needs with enrollments in grades 3, 4, 5 and 6 hovering about the forty mark.

To be able to meet the many and varied problems confronting an elementary principal thanks are due to the fine spirit of all concerned, pupils, teachers, parents, custodial and office force, and a most helpful and understanding administrative personnel. We are deeply appreciative.

Respectfully submitted
Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education
by the Principal

Eunice Warwick
June 1960

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report
For the School Year 1959-60

LOWELL SCHOOL

I. SIGNIFICANT DATA

Enrollment Trends (End of Year)

The year ended with 677 pupils enrolled. The gross enrollment was 761. There were 38 transfers in, 66 new enrollees, 37 transfers out and 47 withdrawals.

Grade	1956	1957	1958	1959	1960	1960 Sept. Estimates*	No. of Sections
Kgn	146	134	144	165	131	136	4
1	105	106	115	106	139	141	5
2	106	95	103	89	71	95	4
3	104	96	88	78	66	63	2½
4	100	90	95	92	77	68	2½
5	69	85	85	82	81	75	3
6	65	62	79	86	68	80	3
Total	695	668	709	698	633	658	24
Remedial	33	31	33	31	44	32	2

Approximately one section of second grade (35 pupils) will attend parochial school. Six from third grade will also attend parochial school in September, 1960.

II. SPECIAL ACHIEVEMENTS

This year has been a good one at Lowell. The spirit of cooperation and helpfulness on the part of the entire staff has been commendable. An outstanding job of teaching has been done by the staff as a whole.

The school year began with a total enrollment of 657 including 31 children in remedial classes. There were 22 homerooms, 27 full-time staff members, and 3 itinerant teachers. There were 8 new staff members.

* Includes District #8

There were several innovations throughout the year that are worthy of note. The new Webster arithmetic series was purchased for use in grades 1-5. Teachers at all levels have commented favorably on the usefulness of this series in building meaning in arithmetic. Several all-school assemblies held in the old gym constituted another innovation. These assemblies included a Thanksgiving sing, a Christmas sing, and a spring operetta. It was the consensus of staff members that these assemblies contributed to a spirit of unity at Lowell. Another innovation was the addition of a third remedial room at the beginning of second semester in room 205 which was vacant. This additional class made the building again "full from attic to basement."

Several fine programs were presented this year through the combined efforts of the speech, art, and music departments. The first and second grades presented "Davey and the First Christmas." A spring program on the history of drama by the fourth and fifth grades was extremely well done and well received. The sixth grades presented a program on a travel bureau theme at their annual banquet. Special guests were Mr. and Mrs. John Pike with Mr. Pike also acting as guest speaker.

Various staff members made professional contributions to the areas of curriculum and teacher education. A total of seven staff members served on curriculum committees. Ten staff members worked with twelve "Education 31" student teachers during the year.

The reading test results of Lowell children at all levels and the general achievement of sixth graders have been gratifying. However, there is a continual challenge to try to improve instruction and results in all areas.

Second Grade - Second graders were particularly enthusiastic about various areas of science this year. Some of the specific areas that were emphasized more than usual were weather, sound, air, water, plants and animals, and the earth and universe.

Individual, group, and class experiments were used widely. To illustrate this, in the study of air and air pressure the children discovered answers to the following questions through experimentation. How do we drink sodas? Why do we punch two holes in a can of milk? How does a plunger work? Why do we open windows at the top and bottom? How does a siphon work? Does air take up space?

The interest was high throughout the units, and favorable changes in attitudes, cooperation, and reasoning ability were very evident.

Mrs. Louise Sherman

Fifth-Sixth Grades - Science ranked high among the favorite subjects of the 5c-6c group this year, especially during January and February when we studied electricity. The first day we discovered that we were taking electricity for granted and we didn't really know what it was. After doing some research, we decided it was the "flow of electrons."

How is electricity made? This was our next problem. Starting simply, we compared a turbine to a pin wheel and a generator to a magnet spinning inside some wires.

The best part of the unit was the building of our small motors. Each child built one. It took four days which included a great deal of fun and also some tense moments when a vital part needed next was lost momentarily.

The unit was climaxed by planning and presenting a demonstration with our motors for the 5a and 5b science classes. The ample science equipment at Lowell was very beneficial to us.

The solar system was also studied, right after the Russians hit the moon. To correlate this unit with arithmetic, we drew the planets to scale in size and distance from each other. We also tried predicting the weather. Rocks were studied and collected.

All in all, we had a very interesting year in science. All the boys were very impressed by one fact, if nothing else. Some of the best electricians were girls !

Durward McVey

Remedial Primary - The children in this class this year were again well grouped. Although the class was large, the range of abilities was quite uniform. There were no serious difficulties directly related to the children.

During the first semester, a senior in art education at the University spent one and one-half hours each week in this room. This was a practice continued from previous years. Only once has this been a completely satisfactory experience and for this reason will not be continued further. There was no art class with the school's full time art teacher, however, one child, whom I felt was especially talented, attended art classes with a third grade.

We were able to have one twenty minute period each week with the music teacher. This was very worthwhile. The children enjoyed the class and cooperated well.

Again this year, we had one-half hour of library time each week. As we did last year, we started by sending all the children for the first fifteen minutes, which is a story time. At the beginning of the year only the most advanced reading group stayed for the second half of the period to choose library books to take home. One or two additional children were allowed to stay each week, as they became able to select books which they were able to read. By the end of the first semester the entire class was able to stay for the full period.

The lengthening of the school day which occurred at the beginning of the second semester has cut teacher preparation time to a scarcely usable amount. The small amount of time which is allotted to our classes for art, music, physical education and library as compared to the time allotted to the regular grades, together with the teacher time spent in noon time supervision make it necessary for almost all preparation to be done either in the morning before school begins or in the afternoon after the children have left. Since the children usually come into the room before 8:10 A.M. it is necessary to be at school very early in the morning to do any preparation then. The only alternative, of course, is staying at school quite late in the afternoon.

The policy of the Madison Schools which is opposed to preferential treatment of teachers of handicapped children as it is practiced in some systems, is probably based on sound thinking. However, the current practices have the very definite converse effect of penalizing those teachers who have chosen to work with children who are handicapped. These practices would seem to be neither just nor wise.

Barbara Heimann

Remedial - Intermediate - This has been a satisfactory year. Our classes for the mentally retarded children at Lowell have become an accepted part of the total school program. The special teachers have given our classes as much time as possible, and some have given up free time to give our children gym and music. Mrs. Warwick and the staff have been very helpful and cooperative.

The physical facilities available at Lowell are ideal. The class does not have any time with the regular art teacher, and our separate workshop enables us to have a good art and craft program. Our workshop is now equipped with hand tools, work benches, a Dremel saw, and a kiln.

It seems regrettable to leave this ideal situation. This is especially true if the rooms I now occupy will be vacant and used only for storage. I hope the new rooms will be of adequate size in order to make use of the equipment I now have.

Robert Kitto

Remedial - 205 - The new class begun at Lowell school the second semester has integrated well with the existing classes and the rest of the school.

The gym and music teachers as well as the librarian made room in their schedules and graciously accepted the students. Certain children were placed in fifth and sixth grade classes for gym. The entire group has music with the sixth grade one day per week. Playground use with regular classes adds to feeling of belonging.

The attitude of the administration and faculty toward these classes is very fine. Mr. Kitto and Miss Heimann are very cooperative and pleasant colleagues. It seems regrettable to move these classes from such a favorable climate.

Mrs. Helen Schaeve

Speech Correction - The speech therapist is concerned with locating and correcting speech patterns which differ from the normal. She tries to work with the classroom teachers in locating the children with speech defects and in helping the children continue the corrected speech patterns learned in speech class.

In the fall all first graders and new children were seen in a speech screening. These children found to need speech help plus the children in speech last year made up the case load.

This year 68 children received speech correction. There were 2 stutterers, 6 delayed speech, 1 hard of hearing, and 59 articulation problems. Most of the articulation problems were either lisps or w/r substitutions. These children were seen twice a week for 15 or 20 minute periods or once a week for a half hour.

Of these 68 children 24 children were dismissed corrected and 1 may possibly be dismissed in the fall if carry-over of sound is good.

Mrs. Suzanne Eckhardt

III. SPECIAL PROBLEMS

This year, although very pleasant in many respects, has been unusually sad because of the death of one staff member and the extended illness of two others. Alice Phillips and Blanche Mitchell requested leaves of absence due to illness and Mrs. Helen Ann Pike died March 1 after an illness of several months. We were fortunate in securing satisfactory substitute teachers for these emergencies.

In the last annual report three special problems were discussed; namely, 1) The lunch program, 2) The speech and fifth grade program, and 3) The physical plant.

1) It is a pleasure to report that the lunch program is much less of a problem than it was. The Board of Education approved the request to charge 30¢ per meal for children. This fact, along with a slight increase in pupil participation, resulted in a much better financial picture at the end of the year. At the suggestion of the state supervisor, children's help in the lunchroom was discontinued and a part-time assistant to the cook was hired. Recommendations for further improvement of the lunch program include the replacement of some old equipment and a possible further increase of pupil participation to approximately 150 pupils.

2) Considerable space was given in the last annual report to a description of the fifth grade and speech program and the problems connected therewith. An experiment with a part-time speech program to make a more stable fifth grade program was also outlined. This experiment was carried out this year. Although there is still room for improvement, the new program was, I believe, a step in the right direction. Several of the expected advantages were evident:

a) One fifth grade group had one homeroom teacher entirely.

b) The other fifth grade group had fewer teachers than previously and a longer block of time in the homeroom.

c) Much less time was spent in the actual moving from class to class — thus allowing more time in the homeroom.

d) The speech program was limited to intermediate children who can probably profit most from it.

e) As a result, the primary grades had more time for oral language in the homeroom, thus making a more unified language arts program.

The present plan is to continue this experiment and concentrate on improving it.

3) The major problem now seems to involve the physical plant. The old gym area continues to be a major part of the problem. However, the entire building problem is further complicated by an increasing need for space. For the past two years, every room in the building has been in use, including a small room on the third floor (used for a remedial group of 16) and another small room in the basement (used full-time for kindergarten groups of 35 and 30). The opening of the new Hawthorne school in September resulted in a drop in enrollment and one vacant classroom. However, this room was used for a third remedial room during the second semester.

Preliminary estimates for 1960-61 indicate that we will need three extra class sections. Since the neighboring parochial school no longer takes first graders, we have picked up an extra section there. This year we had only 2 sections of third grade and 2½ sections of fifth and sixth grades. It appears, however, that 3 sections of each of these grades will be necessary in 1960-61. These estimates would give us 25 class sections (exclusive of remedial rooms) with every room in the building in use, although the sections would not be crowded.

There are several possible solutions to this problem of space for next year and the foreseeable future:

1) The 3 remedial rooms could be moved to another building thus making room for the three extra sections for 1960-61.

2) The double kindergarten room can be divided into two rooms of suitable size for kindergarten classrooms making it possible to move the present kindergarten group out of the basement. This plan would free the basement room for emergency use as a classroom.

3) A possible solution for "creating" another classroom for next year is to have a combination grade. There are obvious disadvantages to this plan although it can be used in an emergency.

IV. RECOMMENDATIONS

It is with regret that we recommend the transferral of the remedial groups to another school. Two of these rooms have been at Lowell for six years and the staff members are a "part of the family." However, the possibility of transporting some children from newly annexed areas to Lowell has been mentioned. With the present plan of 3 more sections (25 homerooms), at least 50 more pupils could be housed at Lowell more easily than reserving 3 rooms for 44 remedial children.

If, however, it is not feasible to move the remedial rooms this year, two rooms could be provided by dividing the large kindergarten room, and having a combination grade. It does not seem possible to provide a room at Lowell for the third remedial group which was moved into room 205 with the understanding that it would be for the second semester only.

However, this general plan would constitute only a temporary solution since we are almost certain to be in the same situation next year—still needing space for another class section. Furthermore, in my opinion, the basement room should be used as a classroom only in case of emergency.

All of this points up the fact that a "good look" should be taken at the entire building and a remodeling plan should be made taking into consideration the future needs of the Lowell district.

I wish to again express sincere appreciation to the fine staff at Lowell for their splendid cooperation. I wish also to thank Mr. Falk and his administrative personnel for their kind assistance throughout the year. My second year at Lowell has continued to be a very challenging and most rewarding experience.

Respectfully submitted,

Eunice Warwick
Acting Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Marquette School

Presented to the Board of Education
by
Lillian Simonson, Principal
June 1960

ANNUAL REPORT

For the School Year 1959-60

Marquette School

I. STATISTICS

September 1959 - 5th Day Enrollment was		669
Total transfers-in	62	
Total new enrollees	49	111
GROSS ENROLLMENT		780
Total transfers-out	44	
Total withdrawals	68	112
Enrollment at close of school year June 17, 1960 was		668

* * * * * *

WHERE DID THESE 111 CHILDREN COME FROM?

Transfers-In

Emerson	3	Lowell	18
Franklin	3	Mendota	3
Hawthorne	4	Herbert Schenk	5
Hoyt	1	Sherman	1
Lapham	3	Spring Harbor	2
Lincoln	4	Sunnyside	3
Longfellow	5	Washington	7

New Enrollees

Wisconsin public schools outside Madison	22
Public schools outside Wisconsin	14
Schools outside the United States	1
No previous school experience (Late entering Kindergarten)	7
Late returnees to Marquette in September	4
Late enrollee from Madison Public School in September	1
Parochial schools, Madison or other	0

Of these 49 new enrollees:

7	had no previous school experience						
14	children	had attended	1	school	other	than	Marquette
21	"	"	2	schools	"	"	"
4	"	"	3	"	"	"	"
1	child	"	4	"	"	"	"
1	"	"	5	"	"	"	"
0	"	"	6	"	"	"	"
1	"	"	7	"	"	"	"

WHERE DID THESE 112 CHILDREN GO ON LEAVING MARQUETTE?

Transfers-Out

Crestwood	2	Hawthorne	1	Lowell	8
Dudgeon	1	Lapham	9	Herbert Schenk	3
Emerson	4	Lincoln	1	Sherman	3
Franklin	1	Longfellow	3	Washington	8

Withdrawals

Wisconsin public schools outside Madison - - - - - - - - 34
Public schools outside Wisconsin - - - - - - - - - - - - 27
Withdrawn because of immaturity, Special Room in fall, etc., (all Kdgn.)- - - - - - - - - - - 3
Madison parochial schools- - - - - - - - - - - - - - - - 3
Parochial schools outside Madison- - - - - - - - - - - - 0
Excluded - Court disciplined - - - - - - - - - - - - - - 1

WHAT IS THE HOME SITUATION OF THESE CHILDREN?

Of 668 pupils enrolled in Marquette as of June 17, 1960 -

471 are from homes where parents are living together
54 " " " " " " divorced
64 " " " " " " "separated"
54 " " " " there is a re-marriage & step-parent
15 " living with widowed mother
1 is living with father (widower)
2 are living with mother, marriage annuled
2 " " in foster homes
5 " " with Legal Guardian (not parent)

A total of 197 children, or 29.49% of the June 17 enrollment, are from homes which have been disrupted.

Of the 112 Transfers-Out and Withdrawals, the number of disrupted homes would bring the ratio to one out of three children who attended Marquette School are not living with their natural parents.

II. ACHIEVEMENTS

"The Pursuit of Excellence," the Rockefeller Report, states: (page 32)

"If we are really serious about equality of opportunity, we shall be serious about individual differences, because what constitutes opportunity for one man is a stone wall for the next. If we are to do justice to the individual we must seek for him the level and kind of education which will open HIS eyes, stimulate HIS mind and unlock HIS potentialities. We should seek to develop many educational patterns--each geared to the particular capacities of the student for whom it is designed."

The report emphasizes that we need quality and we need it in considerable quantity. To meet the existing needs as well as unknown needs which

continue to emerge, the schools must provide for the maximum development of individual potentialities at all levels.

The Marquette staff was asked to list a few educational experiences which had a high qualitative value. They are:

Kindergarten

Learning about the world -

"Both groups had a most interesting time with the large globe. Debra Poole and her mother were to fly to Tripoli to join Mr. Poole who is in the U.S.A.F. The children wanted to know all about Tripoli. We used the globe to talk about the journey. The oceans were identified and different countries were located because we have several children who were born abroad. Mrs. Poole brought a number of articles from Tripoli at Christmas time and she told the children many interesting things about the city, the U.S. section where they will live, Debra's school, the Arab groups in the city, the great number of people of various ethnic backgrounds in Tripoli and the kinds of little children Debra will associate with while living in Tripoli. She gave us pictures of their living section and we had 8-10 pictures taken of our group to give to Debra on the last day. The interest was wonderful and I know every child learned many, many things through the use of the large globe."
(Nancy McGill)

First Grade

Learning to observe -

"Each child planted seeds and observed their stages of development. They also observed the effect of various soil types on the plant growth. They experimented with several types of seeds, comparing their rates of development.

Application of information -

"In a discussion of the changes of weather, the children talked about the types of clothing they should wear in playing outside at different times of the year. After this discussion the children planned a bulletin board. Committees were organized to work on one of 4 figures displaying one of 4 types of clothing worn on a snowy, rainy, sunny, or a cold, windy day."
(Miriam Johnson)

Reliving history -

"The class stewed pumpkin, made pies and then 'relived' the First Thanksgiving, wearing appropriate costumes.

First-hand science observations -

"The children hatched eggs in an incubator and raised chicks. They went to the McKee farm as a follow up.

Social experiences -

"Children learned to be hosts through giving parties for parents. They also made and served a healthful breakfast." (Susan Robinson)

First Grade (continued)

Reading up to one's level -

"In order to encourage reading in the room, many books of various levels were provided and kept in our room 'Library.' Each child was invited to read as much as possible. A chart entitled 'Do You Have A Pocket Full Of Books?' was set up and envelopes were provided in which the children placed the titles of books they had read on a slip of paper. At various times a child read a page or two to the class and told about the book. At the end of the year, each day a child was allowed to read a whole book to the class, if he was sure it was an interesting book for all and if he was positive of all words. The children were very enthused and many did fill their pockets." (Doris Archie)

Second Grade

Parents-help committees -

"Children gathered information from the library and from home encyclopedias and had parents help by interpreting encyclopedic material into a vocabulary understandable to the child.

An Observation Bee-Hive teaches social living -

"A beehive in the classroom and a visit by the beekeeper was part of an insect unit. This unit stressed the idea of cooperation and living together.

Evaluation -

"A tape recorder was used to evaluate individual reading for long term improvement." (Karen Luberg)

Learning about adaptation of life -

"In our unit on Animals of the Zoo, we attempted to bring out the fact that each animal is physically able to adapt himself to the environment in which he lives:-the camel with his built-in storage spaces, the polar bear with his white fur which helps him to be almost invisible in his snowy land, and the monkeys with their nimble feet and grasping tails which help them to live safely in the trees, away from the animals on the jungle floor, etc." (Clara Steinhoff)

Reading extensively -

"In order to create more reading interest in my group, I kept a reading chart this year showing the number of books each child read. For the first semester I had them read the books aloud to someone at home and had a form filled out and signed to show that the child had read the book. The second semester I had forms for them to fill out after reading the book silently. The child wrote the name of the book and two sentences about it." (Mary Clark)

Third Grade

Creative dramatics as a teaching tool -

"We have used creative dramatics to emphasize telephone etiquette, manners at the table, and customs of various cultures. Our evaluation of the

Third Grade (continued)

dramatizations is based on criteria set up by the class. Every child has had an opportunity to participate during the year." (Judy Keefe)

Fourth Grade

Selecting main ideas -

"We have made reports on movies, sections of books, etc. in an attempt to pick out the main ideas." (Joan Witherbee)

Learning to communicate -

"I had regular 'conversations' with individual children. Before the conversations, I explained that this conversation would be carried on with particular attention to clarity of expression and grammatical correctness. The conversations were 'light' in nature and the listeners enjoyed this exchange." (Irene Schey)

Observation leads to generalizations -

"The observation of plant growth from various types of seeds, bulbs, tuber and slips gave the pupils first-hand knowledge of these scientific facts."
(Aileen Manogue)

Fifth Grade

Critical thinking -

"In Social Studies we had two panel discussions. Topics discussed were: How will the addition of Alaska (or Hawaii) as a state benefit our country. After our unit on Electricity, children made a list of questions, especially on safety, which were answered by Miss Brechler from Madison Gas and Electric Company." (Josephine Bolton)

Using individuals as resources -

"A talk by Estelle Britton from India motivated pen pal letters to children of her community.

"Professor Hole's talk on rocks, minerals and soil stimulated use of visual aids in extending concepts.

"A demonstration by a representative of the Madison Gas and Electric Company resulted in a study of good home lighting.

Expressing feeling -

"Children wrote autobiographies which were evaluated by the class in terms of free expression." (Betty Huck)

Fifth Grade (continued)

Individualized reading -

"In September, as our initial experience with individualized reading, we made a tape recording of each child as he summarized a book and read a few paragraphs from it. We then played it and discussed individually and as a group how each child could improve in his speaking and oral reading. We focused our year's program on this. Then in the first week of June, we again recorded each child's summary of another book and his reading from it. I had kept the first tape and we were able to play both of them, one right after the other. The children then wrote a self-evaluation of the progress they had made this year. The three questions asked were:

1. Have I shown any improvement in my speaking and oral reading this year?
2. In what ways have I improved?
3. What things do I have to work on?

As part of our individualized reading program, the children brought books from their personal home libraries to add to our collection which we had obtained from the school library. Soon a great deal of dissatisfaction was shown toward these books. We wondered why the covers on them were easily torn, the print smudged, and the stories trite. With the help of our librarian, the children organized a list of criteria for judging good books. Then, after carefully searching through the card file, doing research with many book advertisement lists and making lists of books they especially liked, the children compiled a small booklet which contained a number of books which they would like to have for their personal libraries. This list also had the price of each book and the publishing company. It also listed some of the stores in the city that sold the books. They took this booklet home just at the time Christmas shopping began!" (Romayne Sieb)

Sixth Grade

Sixth grade activities reflect what has been done in previous grades and show an extension in scope.

"Book Week skits were fun to do and encouraged further reading as well as some dramatic skills.
The Russia Club extended interest in people whose philosophy differs from ours.
Word ancestry study has extended interest in words.
Class meetings have given us a feeling of closeness as a group.
Our Far East Fairy Tale was an interesting culminating activity on the Far East.
A certain class pride was felt when Violet, Corine and other patrol members were awarded trips as a result of service.
In Social Studies, the music and literature of various countries improved class interest.
T.V. news sparked up current events." (Lillian Lambert)

"Writing constitution for Citizenship Club. Learning democratic processes through club meetings. Setting up criteria for a good citizen. Organizing games and making plans for the party given for all sixth grades.
Evaluation of all group work. Many experiences in writing stories, poems and plays. Planning and presenting library skits. Learning the dances of countries studied.

Sixth Grade (continued)

Constant use of the library in social studies and science put library skills to good use and developed interest among children.
Visiting the school heating plant. Experimenting with the water treatment plant. Preparing science and social studies notebooks.
Tape recording interviews with children of Europe. (Script writing)
Identifying problems in social studies and science." (Lue Sturdevant)

"Cooperative evaluation of written work by pupils and teacher.
Writing and proofreading a school newspaper.
Building a bookcase as a school project - putting to use skills in using measures, following directions, and other learnings.
Selecting their own various social studies and science problems. Making bibliographies and doing independent research to learn about the problems."
(Donald Stoddard)

TEACHER IMPROVEMENT COMMITTEES

The work of our teacher improvement committees represents a very high quality of educational effort. It resulted in a marked improvement in two specific areas.

A steering committee of five members decided that it would be well to concentrate on (1) how our science equipment helps children to develop concepts and to identify and solve problems. (2) How to develop skills in the use of maps and globes.

Mrs. Lue Sturdevant, chairman of the science committee, arranged for five workshops conducted by pairs of teachers (primary and intermediate) on heat, light, sound, electricity and matter. These are areas on which our teachers have the best background. The pairs selected the areas in which they felt the greatest need to learn. Individual teachers spent the following number of hours on preparation: 6, 7, 10, 10, 10, 12, 12, 12, 15, and 20.

The following questionnaire was used for evaluation:

From the standpoint of the participator:
I spent approximately ___ hours preparing for the presentation.

	Yes	No	Qualify
The experience was well worth the time & effort.	___	___	_____
I learned from preparing the presentation.	___	___	_____
I developed a greater general interest in science because of this.	___	___	_____
I feel more at ease in using science equipment.	___	___	_____

From the standpoint of the observer (committee members as well:)

	Yes	No	Qualify
The presentations were of high quality.	___	___	_____
They extended my knowledge of concepts and principles.	___	___	_____
I learned to use equipment more effectively.	___	___	_____
I received ideas on the problem approach.	___	___	_____
I think the meetings will improve science instruction at Marquette School.	___	___	_____

How might the work of the committee be improved?_____

Over 90% of demonstrators and participators gave positive reactions to all points.

Donald Stoddard, chairman of the maps and globes committee, reports as follows:

To evaluate progress to date on this project, it is necessary to review the objectives set up by the committee when the project was begun. They are:

1) to unite our thinking in terms of how and when certain concepts/skills should be taught.
2) Organize a series of slides which could be used at the various levels to help teach certain concepts.
   a. These slides would be designed by teachers. Therefore, complexity of the project would be controlled.
   b. Slides would be kept on file and be available to the entire staff.
3) Compile the data we collect into a handbook to accompany the slides.
   a. List skills and concepts, and identify them with the grade level at which they should be taught.
   b. Suggest activities and/or series of slides which could be used to teach the concepts.
   c. When we list concepts that would use other visual aids, list the visual aids used.

The committee as a whole has had about 4 meetings. In addition, teachers have met as grade groups to work out the sequence of concepts, and to list activities and references.

The bulk of the work done thus far has been in the grade groups, preparing the manuscript for the handbook (mentioned in objective 3.)

The drawings for the slides have been completed and are in the process of production at the present time.

The manuscript for the book has been completed. It will be re-typed and printed during the summer, ready to present to the staff in the fall.

III. PROBLEMS AS TEACHERS SEE THEM

Teachers identified the following school problems related to the instructional program, materials, and pupil behavior.

Kindergarten: There is a need to screen children who cannot continue in a regular school situation. Having probable institutional cases or candidates for special rooms in kindergarten for two years is a drain on the teacher, a problem for other children, and usually of little value to the child himself.
Kindergarten enrollments should be kept to 30 per section.
Evaluation of patrol service at the kindergarten door is needed.
New globes are needed.

Second grade: There seems to be a need for a time to discuss problems of children with Child Study workers for the purpose of reviewing possible ways of guidance.
Attendance bulletins should be collected and distributed without disturbing classes.
One 45-minute Art period may be preferable to two 30-minute periods.
Two physical education classes per week should be the minimum.

Third grade: There is a need for more "follow-through" by experts who work with emotionally disturbed children.
Teachers can profit from knowing what outside agencies are doing to help children in their classes.
The "special help" period for third grades should be restored.

Fourth grade: Emotionally disturbed children should have outside help in time to do some good.
Sixth grade children (and patrols) need to set better examples in the halls.
All teachers need to cooperate on the school policy of discipline in the halls. Individual teacher policies are difficult to maintain.
Teachers must assume responsibility for their pupils who come in early and are dismissed later.

Fifth grade: The increasing number of children who come from broken homes constitutes the greatest school problem.
We should cut down on class interruptions.
The halls seem overcrowded at 10 o'clock when there is the greatest movement to and from special classes.

Sixth grade: The T.V. should be in a permanent position.
Better classroom control is possible if one class at a time supplies the patrols.
We fail to have common standards of conduct for all intermediate grades in passing to special classes, and there is lack of teacher supervision.
Returning science equipment to the proper place and in good order will be helpful to the entire school.
Textbooks on carts (social studies, science, language) are not used effectively.
We need more up-to-date maps and globes.

PRINCIPAL'S CONSIDERATION OF PROBLEMS

The problem of routines such as passing in the halls probably results from having many new teachers who concentrate on teaching problems and developing class room control, and some are not able to cope simultaneously with seemingly extraneous problems. With only four new staff members and with teacher awareness of need for consistent supervision, this problem should be solved quite easily.

Since patrol effectiveness is dependent on home and school training over an extended period of time, this problem is more difficult to solve. Having one room at a time handle patrols may help. All teachers need to help patrols and build up their prestige. Patrols often develop an ambivalent feeling - they work for safety of their class mates but they

also annoy the teacher by not finishing a project on time or needing an assignment repeated. They sometimes encounter a teacher attitude which supports pupils on basis of their class room records, and on an unawareness of pupil behavior when on their own. Actually, patrols are given responsibilities which are hard for adults to fulfill. Their posts perhaps give more opportunities for personal growth in responsibility, judgment, and consistency than any other school activity.

The problem of getting information and advice from Child Study representatives on children with emotional problems involves time. Conference periods possibly might be set up from 12:30 p.m. to 1:00 p.m. and 3:30 p.m. to 4:00 p.m. With our increased number of broken homes and mobile families, we could use more assigned help from Child Study. This year, Mr. Thrower has given us increased service on attendance problems, and in liaison work with social agencies. This has been highly effective.

Securing more time for physical education in second grade is difficult in terms of the special teacher time formulas. Schedule adjustments might be considered.

Revision of utilization of time used for Art and Library can be considered with the Directors of those fields.

Enrollments per section are difficult to adjust after the school year has started. A new second grade class will be added for 1960-61. The pre-enrollment of 110 does not justify another kindergarten section. (However, a similar spring enrollment of 1959 climbed to 144 by February of 1960 because of moving families.)

It is interesting to observe that the teacher-defined problems are not too numerous. None of them are a threat to the instructional program. Teachers should be commended for wanting to see improvement in all phases of the school.

I feel that we have had a very good school year. I wish to express my appreciation to the entire Marquette staff, our school board, and our excellent superintendent of schools.

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, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60
MENDOTA SCHOOL

ENROLLMENT DATA:

The school population in the Mendota School area continues to grow very rapidly. It was again necessary to relieve pressure at the school by transferring the Lakeview Heights kindergarten children and the 1st, 3rd, and 5th graders from Sherman Village to Sherman School.

The new Temkin site school, plus four additional rooms at Mendota, should relieve the situation for a time. We plan to take all the children from Sherman Village until this new school is completed, while the Lakeview Heights, Berkeley Heights, and Oak Park Trailer Court pupils will remain at Sherman until that time. When Sherman Village is transferred to the new school, our transportation needs will be reduced to a small bus to pick up children from the Debs Road, Green Avenue, and Veith Park areas.

59-60 Enroll.			1960-61 With Sher. Vill.			1960-61 Without Sh. Vill.		
Gr.	No.	Sec.	Gr.	No.	Sec.	Gr.	No.	Sec.
K	130	4	K	130	4	K	110	4
1	89	3	1	130	4	1	100	4
2	87	3	2	108	4	2	91	3 or 4
3	68	2	3	88	3	3	70	2 or 3
4	58	2	4	77	3	4	69	2 or 3
5	57	2	5	70	2	5	59	2
6	58	2	6	65	2	6	56	2
	547			668			555	

COMMUNITY

The P.T.A. programs were exceptionally well attended this year. Four of the programs were put on by the children.

The explanation to the parents of the Arithmetic Program in the Madison Public Schools took place in the class rooms.

Each teacher explained how the curriculum in the Madison schools is constantly undergoing a change to keep abreast of the most recent developments in each area, and that groups of teachers from throughout the city are formed into committees for each subject area. These committees review the latest textbooks, take surveys from classroom teachers and then decide what should be taught at each grade level in each subject. A curriculum guide is then prepared to cover the scope, sequence, and expectancies for each grade level. The committee then selects a textbook that will best cover these expectancies. The classroom teacher can then use the guide and textbook, plus supplementary textbooks to cover the work as outlined for that grade.

The teachers explained that the Committee on Arithmetic completed a Curriculum Guide in Arithmetic last year. (This Committee was active even before Sputnik). Due to this, there has been a general up-grading in the whole mathematics area. The trend is for more meaningful teaching of arithmetic, rather than going through a mechanical process to arrive at a suitable answer.

We are not disregarding any of the old practices in arithmetic; rather we are adding to them other ways of teaching the same thing that may be more meaningful to more pupils. Individual differences are taken care of by arriving at a solution by a simpler means for slow learners. The bright child is able to progress at a more rapid rate. Therefore, the processes that he is exposed to are more varied and complex.

After the explanation by the classroom teacher, paper and pencils were provided and teachers gave the parents examples to work, explaining the procedure as they worked the problems together.

This was one of our best attended and well received programs of the year. We intend to pick another subject area for next year.

HOT LUNCH

Mrs. Ott and Mrs. Wendt, our cooks, prepared and served 41, 377 lunches during the 1959-60 school year. With our shrinking school area next year, it would be possible to send most of the children home for lunch (and I might add we would be happy to do this), and eliminate the hot lunch program. I'm sure this would meet with a great deal of opposition from the parents.

SAMPLE UNITS FROM THE CLASSROOMS:

Report of FOLK FESTIVAL - The fifth and sixth grade teachers met with the music teacher to decide on a program which would be basically music and would include all 5th and 6th

graders. The theme decided on was folk music of our own country. Four main areas were chosen: Songs of the Sea, Negro Spirituals, Mountain Songs, and Western Folk Songs. Appropriate songs were selected for each group. All children were put in one of the areas and each of the four classroom teachers was responsible for one group. They worked with the children on costumes, actions, and speaking parts. The music teacher concentrated on the singing practice, and dances included in the program were directed by the gym instructor and a first grade teacher who had special talent along that line.

The preparation period was one of enriched learning and gainful experiences for the children. They practiced the songs during regular music period. Since fifth grade pupils study the United States during the year in their social studies this enriched their information. Planning of costumes and actions was done cooperatively with children and teachers in the classroom. It involved some research and also practice of speaking in front of others. Dancing practice was done after school hours. The program was presented before an appreciative P.T.A. audience.

THE MONARCH BUTTERFLY - a study in Mrs. McCullough's Third Grade: During the first week of school a couple of monarch caterpillars and some milkweed leaves were brought to school by the teacher and put in the Vivarium (a glass and screen box for live animals). The children were told about them and urged to look for yellow, black, and white striped caterpillars on milkweed plants. This brought results, and one of the children brought in twelve of them! During the following weeks the children supplied fresh milkweed leaves every day. The caterpillars changed to the chrysalis stage under the close observation of the pupils. They marveled at the visible changes occurring inside the transparent shell. Two weeks later the chrysalis cracked open and Monarch butterflies began emerging head first into the Vivarium.

At this point the most unusual sight occurred. The butterflies' bodies were much larger than their wings. But within ten minutes fluids were pumped from the shrinking bodies into the expanding wings until they were full size. In a few days the butterflies were strong enough to fly. The pupils released them out the window when they became ready for flight. Library materials and colored slides prepared by the teacher and her husband were used as supplementary materials.

INTRODUCTION TO STUDY OF DINOSAURS - in Mrs. Briggs' second grade: Out of spontaneous enthusiasm the second grade boys and girls launched into a unit on Dinosaurs. The motivating force was a display of thirty scale model dinosaurs brought to the room by one of the children for a science-telling period.

Their natural curiosity led them to question: "Did these beasts really live? Were there people alive at the same time? What did the dinosaurs eat? How long ago did they live? Why did they die?" Out of such questions we arrived at our objectives -- what we hoped to learn from a study of dinosaurs.

Pupil Objectives and How They Were Met:

1) To know what kind of creatures the dinosaurs were and how present day reptiles are related to them.
The children established that dinosaurs were reptiles because of their physical similarities to lizards and snakes (skin was scaly, cold blooded). The Age of Dinosaurs is also called the Age of Reptiles. The name itself means "terrible lizard".

2) To find out how these big reptiles lived, got food, kept warm, and protected themselves.
From resource material the children were able to gather information about the habits of the dinosaurs and found that there had been two kinds - the meat eaters and the plant eaters, in a constant struggle to survive. The fierce meat eaters were always preying upon the gigantic peaceful plant eaters, some of whom were forced deep into the swamps to maintain their safety as well as balance their tremendous weight. The climate at this time in history was warm, causing abundant tropical type plants. Some plant eaters were land animals equipped with fierce armor to ward off the infringing danger from the flesh eaters.

3) To learn the meaning of the balance of nature and how upsetting this balance brought death to the dinosaurs.
In discussion the children were able to see that as the climate changed so did the vegetation. The plant eaters for various reasons were unable to obtain sufficient food due to these changes (stems became too tough to chew). This insufficient diet caused the plant eaters to die and in turn the flesh eaters did not have enough food to survive and they, too, died.

4) To realize that man today must help to keep nature in balance.
Through the realization of the importance of a balance in nature, the children became more aware of the same need in nature today. They listed reasons for game laws in preserving wild life, laws against fires in wooded areas which might cause damage to animal habitats as well as vegetation, and not killing harmless insects and reptiles, such as snakes, lizards, and birds.

5) To find out other reasons why the dinosaurs died out, and what kind of animals took their place.
The children learned that the dinosaurs could not adapt

themselves to the temperature change as the smaller, warm-blooded animals, the mammals, could. Because they were big and clumsy they were not swift enough or skillful enough to attack them. The mammals began eating the eggs of the reptiles and the new babies were never hatched.

6) To learn the names of some dinosaurs and the meaning of their names.

7) To realize that the language of science is the same in all countries because of the specific scientific name given to a particular living thing.

Teacher's Aim - To give the children experience in exploring their natural interests in worthwhile ways, seeking answers to their curiosity, and to see value in their exploration and discoveries.

Group Project - As a culminating activity the children planned a three dimensional bulletin board display. They worked in groups to create replicas of eight well-known dinosaurs. This activity gave them a chance to put into use the opaque projector which flashed an enlarged picture of a particular dinosaur on brown paper for them to outline in pencil. They had an opportunity to use various art media in this project.

The dinosaurs were painted in water colors and cut out in duplicate to be stapled on one side, stuffed with newspaper, then stapled shut. The background was drawn with chalk on the blackboard and the dinosaurs placed upon it for an effective display. This unit lasted three weeks, during which time many interesting books, pamphlets, and exhibits were brought to class and stimulated further interest. The spontaneity of this project made it a rare and rewarding experience.

REPORT OF INSTRUCTIONAL IMPROVEMENT COMMITTEE:

Soon after we began our school year an Instructional Committee was organized and began functioning. It consisted of Mr. Lee and three classroom teachers, with all members of the faculty encouraged to contribute suggestions.

Meetings were held weekly with emphasis placed on a particular problem. Study habits was one of the topics that was worked on because they are a basic need not only for today but in the years ahead. A list of the important study habits was compiled and discussed. Effective ways for pupils to achieve good habits were stressed by each teacher in the classroom.

Many current educational articles were collected, read, and discussed by the faculty.

Another topic touched on was Homework, and a general school

policy was arrived at. Homework should vary from room to room and child to child. It should be a cooperative effort on the part of the teacher, parent, and child. Busy work was banned, but unfinished work, drill, and enrichment type assignments were accepted as good reasonable types of homework. Other conclusions were that an excessive amount should not be given and that it shouldn't be assigned for disciplinary reasons.

COMMENTS: We feel that the 1959-60 school year has been a very successful one academically. I have been pleased with the performance of our new teachers and the continued high quality of work from our more permanent teachers.

The Mendota School staff appreciates the cooperation and consideration received from the Administration, Special Departments, and the School Board.

Respectfully submitted,

Richard W. Lee
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1959-60

MIDVALE SCHOOL

Presented to the Board of Education
by the Principal

Paul J. Olson

June, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60
MIDVALE SCHOOL

I. Significant Trends

Once again I report a small decline in school population at Midvale.

The area encompassed by the school district is now nearly "built up" with few remaining home sites. Hence future building will be small. It is rather startling to realize how quickly a community matures and stabilizes.

It is probable that enrollment will continue to decline. Accordingly long range plans would now call for expansion of the district boundries either to the north or south.

Fifth day enrollments over the years follow:

September	1951	513
	1952	654
	1953	782
	1954	909
	1955	828
	1956	836
	1957	785
	1958	788
	1959	744
Estimate	1960	734

It is important to note that in 1954, 55, and 56 the Midvale district was really all of the far west side. Our present boundries are much more compact.

For maximum utilization of our building we should have, in my opinion, twenty-one class groups in the first through sixth grades. Assuming an ideal overall class size of 28 (25 youngsters in grades one and two - 30 youngsters in grades three, four, five, and six) the total population of twenty-one groups would be 588.

To supply 588 first through sixth graders we would need a kindergarten

enrollment of about 160. In the past two years our enrollment has not quite equaled these figures.

Present estimates for next year show:

	Total	Sections	Class Average
Kindergarten	150	5	30
First grade	102	4	25-26
Second grade	100	4	25
Third grade	85	3	29
Fourth grade	96	3	32
Fifth grade	89	3	30
Sixth grade	102	3	34
	734	25	29 average

If these figures hold we will have one vacant room and one kindergarten room occupied on mornings only for next year.

Fourth and sixth grades are seen as nearing the maximum size. Additional unanticipated enrollees could easily force another section. We would have room for one such section.

II. Special Achievements
Instructional Program

Achievement as measured by such tests as used showed our youngsters progressing very satisfactorily.

Relating achievement to averages or even weighted averages is not, in my opinion, a tremendously profound critique, however. The whole field of evaluation of achievement appears to me to be so subjective that I am not comfortable in making a judgement. Let it be said, however, I would be even less comfortable if our scores were not as good as they are.

Staff Changes

Staff changes to my mind are one of the major problems of our schools. It is my opinion that numerous changes are costly to the instructional program.

We started 1959-60 with six teachers new to Midvale and made two additional changes throughout the year. This is about average turn over, I believe.

We are, however, pleased and somewhat surprised in looking ahead to 1960-61. At the moment it appears we will have only one person new

to Midvale on the staff - and this teacher is an experienced teacher from another Madison school.

If this situation does not change we will start 1960-61 without an inexperienced staff member and it will be the first such opening day for our school.

TV

Our second grades made use of the WHA-TV series on vowels. Technical reception for the most part was very good. The material was felt to be somewhat elementary but because of the interest (novelty) appeared to be worthwhile.

Incursions - Excursions

The flow in and out of Midvale continued as in the past. We continued to secure fine service from the bus company and hence the annoyance of arrangements did not hamper the program.

Of especial interest were two trips by the fifth grade classes to the new Madison School Forest. Experience gained on these trips is certain to prove helpful in developing "trip techniques" for the forest.

Visual Aids

New methods of cataloguing and ordering visual aids initiated by the Curriculum Department proved very helpful this year.

P.T.A.

Our P.T.A. once again cooperated in a splendid manner with our school. Of special importance was the outstanding work of the P.T.A. in spearheading the very successful school bond referendum.

Special Help

Dr. Bratrude gave psychological assistance on "call" and with a regularly scheduled Tuesday morning.

Speech correction was handled by Mrs. Joan Rollins and Mrs. Diane Nichols.

Library Report

The Midvale Library is truly a research center, not only for the children, but also for the teachers. A fifth grade teacher requested all the supplementary materials on Alaska only two weeks ago because

she 'could not teach just from the textbook'. Often teachers spend part of their noon hour or free period using encyclopedias and other library materials to enrich their presentations of lessons.

In one fifth grade each student chose his favorite country and compiled a book on it complete with Introduction and Table of Contents. They used the library for this project and many wrote to foreign embassies for materials. This was a very worthwhile and satisfying experience. Some of the books were works of art and showed that much research had gone into them. It was a proud fifth grade that shared their books with the library! These children couldn't help but have a greater appreciation and understanding of other peoples around the world. In our times this is important.

Never have the first graders had such a good time learning to read, and it is because of the many interesting "I Can Read" books. These new books tell an interesting story and the first graders love them and choose them first. When they are all gone they say, "Don't you have any more 'Chapter' books I can read?" What fun!

Circulation statistics tells such a small part of the library story. However, 43,605 books, pamphlets, and periodicals were checked out over the desk. In addition, the five sets of encyclopedias and other reference books were kept in constant use.

It is always a real challenge to serve Midvale School as librarian and I hasten to add, a real pleasure. As one little first grader was leaving the library for the last time she said, "How I wish I could take a book out today! The very book I've been wanting for so long is sitting on the shelf and I can't take it." The librarian suggested that she come to the Summer Library Program and she could take her book. Thus the interest in reading at Midvale never lags - may it continue!

Opal Steffen
Librarian

III. Special Problems

No special building problems appear imminent.

Budgetary provisions by the Board of Education have always been adequate and the fine cooperation of our custodial staff has contributed to low cost maintenance.

IV. Recommendations

Organization plans for 1960-61 have already been filed.

V. Acknowledgements

This annual report must make a very special acknowledgement of my gratitude to the entire Midvale staff, the Superintendent, the Board of Education, and the Supervisors for the splendid cooperation especially during my long illness.

I wish especially to acknowledge and thank our secretary, Mrs. Lester Antonius, who together with Mr. Leonard Rush, made the necessary day-to-day decisions by which a school lives. Thus during my eight weeks absence I was always certain that good judgement, tact, and intelligence would guide the office policy.

Midvale had a very fine year - thanks to all of you.

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, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60
Nakoma School

PUPILS

Enrollment Statistics:

Grade	1958-59	1959-60	Increase	Decrease
K	69	75	6	-0-
1	56	72	16	-0-
2	88	60	-0-	28
3	68	68	-0-	-0-
4	59	64	5	-0-
5	57	62	5	-0-
6	72	61	-0-	11
Totals	469	462	32	39

The total enrollment for the current year is about equal to that of last year, with only a slight loss. Through the splendid cooperation of parents, it was possible to transfer approximately 25 pupils in third grade to Sudgeon School, thereby enabling Nakoma to reduce the number of third grade sections to two and provide Sudgeon School with a sufficient number of pupils for two regular sections. We carried through the year with fairly large sections in kindergarten, first, and third grades.

There were approximately 60 pupils from across the Beltline requiring transportation by bus. This enabled us to use only one bus, and the children were scheduled to arrive shortly before school started. At the suggestion of one of the bus parents, the bus route was changed so that it crossed under the Beltline at Nakoma Road, thereby eliminating the dangerous crossing on Whenona Drive.

The new report card in kindergarten proved to be very well-liked by parents and the teacher. Interpretation of the new report card to parents was made at two meetings, which helped considerably.

Another innovation was to include the fourth grade pupils in selecting the winner of the school spelling bee. It proved surprising to everyone concerned when the final elimination was held and a fourth grade boy was able to outspell those in fifth and sixth grade. However, his experience in the city spelling bee indicated a more mature speller may have had better success.

PARENTS

The Nakoma PTA enjoys the well-deserved reputation for doing worthwhile things which contribute to the purposes of PTA. Primarily, I think this stems from the quality of leadership which has willingly served in key positions in the organization. A well-balanced representation of parents and teachers has made it possible to conduct the activities in an orderly manner and with the minimum amount of unnecessary effort by all concerned. Part of the success undoubtedly is due to having as many meetings as possible in connection with suppers. The routine business of the association is handled very effectively at separate meetings of the PTA Board, which then reports its actions to the general meeting through the president. The PTA Board has taken a critical look at the demands made on parents for attendance at school functions and has tried to eliminate those which do not seem to attract a good-sized group. It must also be recognized that the PTA is only one of the major groups which are demanding the time and energies of many of our parents.

The basic program involves an open house in October to which about 75% of the parents respond. This gives the teachers a splendid opportunity to meet many of the parents and to discuss with them in a group the work of the school. This is followed by two general meetings, in connection with a potluck supper, where outstanding speakers on a topic related directly to elementary education is presented. For example, Professor Harold McCarty spoke on the "Impact of Radio and Television on Children" and the future of television as an educational tool. Professor Walter Wittich discussed the progress which has been made in the field of audio-visual education. We have found that these three meetings are the maximum which will provide the desired amount of general information which our parents seem to want.

The remaining activities of the PTA are quite varied. Outstanding this year was the support given to the bond referendum, and we were happy that Nakoma did its share in bringing out a very favorable vote on this important issue. One cafeteria lunch each semester provides the children with the pleasure of having lunch at school and also attracts a large number of parents and pre-school children. Another activity in which a great number of parents are involved and which continues to serve a real need is that of the clothing resale. This idea is now popular with many other schools. It has now become the single fund-raising activity of the PTA and is sufficiently large to take care of the financial needs of the PTA.

The most enjoyable projects sponsored by the PTA are the grade banquets. These involve two grades at a time and enable the pupils, parents, and teachers in those grades to sit down together for a potluck supper and brief program. The real purpose served is to bring together these people more intimately and at a very pleasant occasion when they can get better acquainted. The grade banquets attract the highest percentage of attendance since the pressure is extreme by the pupils to have their parents attend. Also by starting at six o'clock, everyone is finished by 7:30 and the rest of the evening is free.

STAFF

Considering the relatively small size of the staff, there continues to be considerable turnover each year. In first grade we had two new teachers, Mrs. Donna Norton and Miss Gertrude Thiel; in third grade, Miss Nancy Zillmer; and in sixth grade, Mr. David Barber. New teachers were also assigned in art, Mr. James Furstenberg, and in music, Mrs. Elizabeth Odell. These people have fitted in very nicely with the rest of the staff and have added considerably to our teaching strength. In addition, we have had the assistance of several student teachers who have benefited from their experience here at Nakoma School. Mrs. Hazel Ruskauff replaced Mrs. Carolyn Poulsen, who had been the school secretary for the past eleven years.

Teachers have continued to involve themselves in various curriculum committees with benefit to themselves and the rest of the staff. This was particularly true in the field of the arithmetic survey and the science committee. An increase in the number of adults brought into the school to share their special knowledge with classes has contributed very much to the enrichment of the program. During the year the question of whether or not home work should be assigned on a regular basis, particularly in the upper grades, was discussed by the teachers, and a clarification was made of the general school policy in regard thereto. It was felt that, although a great many pupils have always done some home work whenever parents or the teachers felt that additional home work was desirable, that every effort be made to come to an agreement as to the type and the amount that would be most beneficial to the pupil. It was suggested by one of the parents that the possibility of introducing the study of a foreign language be investigated. A survey of interests was made at the close of school in grades 3, 4, and 5, and when this information is tabulated during the summer it will be presented to the superintendent for whatever action he and the board deem advisable.

PLANT

The continuation of the program for improving the building and grounds has made several changes in the appearance of both. The elimination of many dead trees and the resodding of a large portion of the lawn behind the school have added to the attractiveness of the school grounds. Unfortunately, the erosion from the creek behind the school now presents a very real problem and will need to be solved as soon as possible. The retopping of some of the asphalt playground has greatly improved the use of that area and also eliminated some of the skinned knees. Perhaps the most obvious improvement was the replacement of doors to the school, which add considerably to the looks of the building, but more importantly are much more secure and also much easier to open from the inside in case of emergency.

MISCELLANEOUS

The U. S. Savings Stamp program apparently continues to justify the extra work involved. Again this year the pupils through this regular method of saving have purchased more than $4,000 of U. S. Bonds, much of which undoubtedly would never have been saved except for this program. It continues to have the full support of pupils, parents, and teachers and should be tried in many additional schools.

The lengthening of the school day in the second semester was made with very little adjustment. Teachers generally found that the additional time was very helpful in several areas. There was the feeling that it actually eliminated part of the problem caused by children arriving at school so early in the morning and again at noon.

Because the gym doubles as auditorium the frequency of assembly programs is curtailed. However, regularly scheduled assembly programs of an educational nature were again secured through the University Extension Division and the Madison Audubon Society. All of these were greatly enjoyed and teachers felt that they had a high educational value. A change was made in the type of program at the end of the year when the assembly was renamed "School Birthday Program" instead of the traditional Promotion Day program. Here the emphasis was on having all the children of the school realize that they had matured another year in their school life and consequently could celebrate a school birthday as well as their own. The use of a birthday cake and candles helped to put across this idea to the younger children and proved so successful that we plan to continue it.

Respectfully submitted,

Walter W. Engelke
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ODANA SCHOOL

Presented to the Board of Education

By the Acting Principal

JOHN M. SCHULTE
June 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1959-60

ODANA SCHOOL

I. SIGNIFICANT DATA

A. Building Data

1. The building site was purchased by the Board of Education in February, 1958.
2. Construction of the original nine classrooms began in May, 1959.
3. School opened in September, 1959 with 265 children with nine full time teachers, a half-time kindergarten teacher, seven itinerant teachers, one secretary and one custodian.
4. The cornerstone was laid on December 11, 1959.
5. The cost of the land, equipment and initial building was $400,363.
6. In April, construction on an addition of eight classrooms was begun. This addition should be completed before the opening of school in September, 1960. Three of these new rooms will definitely be used as classrooms in September, 1960. Other rooms will be assigned to art, music and library and three rooms will be available for future growth.

B. Enrollment - The initial enrollment and the predicted enrollment for September 1960 is as follows:

Grade	No. of Children		No. of Sections	
	Sept. 1959	Sept. 1960 (predicted	Sept. 1959	Sept. 1960 (predicted)
Kgn.	55	65	2	2
1	35	65	2	2
2	50	44	2	2
3	32	56	1	2
4	39	37	1	1½
5	22	41	1	1½
6	22	29	1	1
TOTALS	265	337	10	12

Pupil movements in 1959-60 are as follows:

Transfers in	15
New enrollees	23
Transfers out	9
Withdrawals	8
Net change	+21

At the time of this writing, there are sixty houses or apartments either vacant or under construction in the Odana School District and ground is being broken rapidly for other new houses. Considerable enrollment growth is anticipated in the next few years.

C. Significant Test Data

1. Intelligent Quotient Data 1959-60 (California Mental Maturity)

Grade 3	
National median	100
Madison median	110
Odana median	120

Grade 6	
National median	100
Madison median	110
Odana median	124

2. Achievement Test Data

Grade 6	Total Reading	Total Arithmetic	Total Language
National median grade level	6.4	6.4	6.4
Madison median grade level	8.0	7.3	7.5
Odana median grade level	8.7	7.7	8.0

3. Reading Test Data

Grade	Test Used	Odana Median Grade Level	Madison Median Grade Level	National Norm
2	Gates Primary	2.9	2.7	2.0
3	Gates Adv. Primary	4.8	4.1	3.0
4	Durrell-Sullivan	5.3	4.7	4.0
5	Iowa Silent	6.0	5.6	5.0
6	Iowa Silent	7.6	7.3	6.0

II. INSTRUCTIONAL PROGRAM

A. Organization - The self-contained classroom plan has been adopted at Odana School. As in other Madison elementary schools, specialists are assigned for art, music and physical education. However, the assignment of these specialists has not relieved the classroom teacher of responsibility in these special areas. Planning the music, art and physical education activities has been done jointly by the classroom and specialist teacher, and many activities begun in art or music class have been continued by the classroom teacher.

In this manner a strong effort has been made to make the school day a series of related meaningful experiences rather than blocks of isolated units of work.

II INSTRUCTIONAL PROGRAM (cont'd)

B. Library - The Odana School library began operation with 447 books and a librarian two full days a week. When teachers made the initial selections of books for their classes, the entire stock of the library was virtually wiped out. At present, the total book count is 971 which is a far more realistic number, yet far fewer than the needs of the school dictate.

The total circulation for the year was 8,339 which averages out to be thirty-nine books per child (excluding kindergarten). The breakdown is as follows:

1.	Fiction	4,206
2.	Science	727
3.	Biography	408
4.	Travel	380
5.	History & Social Sciences	480
6.	Useful Arts	288
7.	Fine Arts	120
8.	Magazines & Pamphlets	1,009
9.	Fairy tales, myths, folk lore	436
10.	Poetry & Short Stories	308
11.	Language	20

C. Speech - Twenty-six children received speech therapy regularly. Ten children were considered corrected and dismissed.

D. General - The Odana teachers and staff have shown exceptional creativity and versatility. Some of the achievements beyond the fine teaching performances in the classroom will indicate their initiative:

1. A third grade newspaper which kept the entire student body aware of local events and published writings of other grade levels.

2. A kindergarten trip to a pumpkin farm at Halloween to find out how pumpkins are grown and marketed.

3. A first grade map of the school district on which children placed replicas of their own houses made from milk cartons.

4. A Christmas play for parents performed on a stage improvised from school tables.

5. A transportation lecture in the second grade by three sixth grade "consultants."

6. A third grade luncheon planned and served by the children. Bread and butter for the luncheon were made in school.

7. A trip to the State Capitol to see the legislature in action by fifth graders.

II. INSTRUCTIONAL PROGRAM (cont'd)

D. General

8. A second grade demonstration of folk dancing prepared by the cooperative efforts of the music and second grade teachers.

9. A list of concepts and skills in map and globe study for each grade level developed by the entire staff.

III. PARENT-TEACHERS ASSOCIATION

The Odana P. T. A. was organized early in the school year. At the October meeting, the by-laws were adopted and officers elected. Other programs were devoted to a Christmas program, a lecture and showing of slides on Russia, a discussion of the effects of television on children, a discussion of the bond issue by Superintendent Falk, a discussion of Social Studies by the entire teaching staff, and a music and dancing program presented by children of grades three through six.

Membership began slowly in the fall but increased steadily. By the last meeting, there were 179 members and 61% of the families were represented.

IV. HEALTH AND SAFETY

All twenty-five members of the sixth grade served on the Safety Patrol. No accidents occurred at school crossings.

The intersection of Segoe Road and Tokay Blvd. will become increasingly hazardous as the Westgate Shopping Center traffic increases and Segoe Road joins the Beltline. The city has agreed to hire a crossing guard for that intersection in the fall.

V. PROBLEMS

Most of the problems of Odana School are typically new school problems and temporary in nature. The following are problems which should clear up as the school is established more firmly.

1. Low library inventory. New books are being added regularly and the library should be adequate within another year or two.

2. School grounds. The mud around the school, eroded roads, and lack of playgrounds, should be no problem in the 1960-61 school year. Tokay Blvd. has been black topped to the school, two play areas have been black topped, sod has been laid at the school entrance and other grass areas are being seeded this summer.

3. Westgate Shopping Center. During the 1959-60 school year, there was no easy route between the school and the shopping center which adjoins school property. Thus no serious problems arose. However, as sidewalks are laid and grass areas seeded, this area must be kept under observation.

V. PROBLEMS (cont'd)

4. One problem deserved the special consideration of the entire Odana staff. Test results indicate that the children we serve are of very high potential. We must continually strive to offer a program that will help children match the potential with achievement.

Taking part in the opening of a new school and watching it grow, is a wonderful experience. I wish to express my sincere thanks to all who have shared the experience with me.

Respectfully submitted,

John M. Schulte
Acting Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

The Annual Report for the School Year 1959-60

ORCHARD RIDGE SCHOOL

Presented to the Board of Education

by the Principal

Norman R. Clayton

June 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1959-60

ORCHARD RIDGE SCHOOL

COMMUNITY

The Orchard Ridge School District continues, for the most part, to attract an upper middle socio-economic class of residents. New sections of housing continue to be developed.

The Midland Realty Corporation, located in this area, reports that eighty one building permits have been issued to them this past year for single dwelling units. They also constructed thirteen apartment buildings which will house forty two families. North and West of the school is the Greentree Estates Development. Most of this development is within the Orchard Ridge School District. Approximately forty units have been constructed there within the past year.

It is within the Greentree Estates area that the Madison School Board has purchased an eight acre site for future school use.

Within the past year the members of the Orchard Ridge Congregational Church dedicated their new edifice.

The St. Maria Goretti parish has recently posted a sign indicating its intention to construct a chapel on the southeast corner of Flad Street and Gilbert Road.

ENROLLMENT STUDY

	June 1959 Act.	Sept. 1959 Act.	June 1960 Act.	Sept. 1960 Est.
Kgn.	77	94	106	112
First	63	92	95	116
Second	46	71	78	112
Third	49	60	65	82
Fourth	35	52	55	70
Fifth	34	39	42	60
Sixth	48	42	48	48
Total	352	450	489	600

There were a total of 31 pupil withdrawals from September, 1959, to June, 1960.

We have enrolled nine tuition pupils this school year.

In May of this year we enrolled two children of the first Negro family to settle in our school district. The father is stationed at Truax Field.

CLASSROOM SECTIONS

	1958-59	1959-60	1960-61 (est.)
Kgn.	3	4	4
First	2	3	4
Second	1½	3	4
Third	1½	2	3
Fourth	1	2	2 (?)
Fifth	1	1½	2
Sixth	2	1½	2
Total	12	17	21

PHYSICAL FACILITIES

On the seventeen and one-half acre site now stands the entire one story front unit to the Orchard Ridge School. The west half of this front unit was completed in August, 1959, in time for occupancy in September. With this addition of ten classrooms and lavatories we were able to house adequately all pupils. Secondly, we were able to restore the library, the art room, and the teachers' lounge to their originally intended use. Thirdly, we could provide special space for music classes, speech classes, and for showing films and filmstrips.

There was no formal dedication of the school building. However, a 1958 cornerstone has been installed to the left of the main entrance. The building received a final inspection and was approved by the Board and Administration.

Provisions are being made to enlarge the blacktop area east of the school. This will aid greatly during inclement weather.

Sodding of the lawn area in front (south) of the new addition is being completed.

The service driveway to the rear of the school is being graded and oiled.

The playground area which borders the service driveway and Gilbert Road has been filled and graded. It will be seeded.

A jungle gym is on hand, ready for installation as our first piece of outdoor play equipment.

The Board deliberated whether or not to dispose of part of the wooded area north of the school. Complaints had been made regarding the "duck pond" which presents a hazard for inquisitive children. It has been decided to keep the property, clean up the pond, and install a fence from Whitney Way east to Gilbert Road.

LOOKING AHEAD

To meet the needs of our mounting enrollment, we find it necessary again to use the art room and the teachers' lounge as classrooms. We may be pressed to divide the library to provide for a small class again. The construction of a third unit of classrooms appears to be imperative.

It would be advisable to plan now for off-street parking. Staff members usurp all the curb space opposite the school on Russett Road. Visitors are grossly inconvenienced during inclement weather. Movement of traffic between lanes of parked cars at times when pupils are arriving at or leaving the school grounds heightens the safety hazards in front of the school. Could consideration be given to parking north of the service road?

FACULTY

A staff of fifteen full time teachers was assigned to the Orchard Ridge School in September, 1959. This included the acting principal who taught a combination fifth and sixth grade throughout the year.

Mr. Clayton was appointed the latter part of August to succeed Mr. Wayne Kuckkahn who had served as acting principal during the school's initial year of operation. Mr. Kuckkahn resigned to accept a position at the University of Wisconsin.

Six of the regular 1959-60 staff members, aside from the new acting principal, were new to the Madison School System. Three of these were entering their first year of teaching. In January, 1960, it was necessary to appoint a seventh new teacher to replace one who moved out of the city. So, out of fifteen homeroom teachers, one half were new to the Orchard Ridge School this year.

Of these fifteen faculty members, five are leaving this spring. One is transferring to the Team-Teaching Program at Madison's Washington School. The others are moving out of town.

In the course of the school year we have supervised three student teachers from the University of Wisconsin and from Edgewood College. These young girls were training in the fields of art and of kindergarten.

PARENT ACTIVITIES

1959-60 marked the first year of active service for the Orchard Ridge School Parent Teacher Association. I, personally, feel that the organization realized a fairly good start.

A monthly news bulletin called the Orchard Ridge Raider was edited by members of the P. T. A. Through this medium parents were acquainted with most of the school functions and activities. The mimeographing of the bulletins was done by the secretarial staff at Cherokee Heights School.

An afternoon meeting of parents of fifth and sixth grade pupils was held in February to discuss the junior high school program at Cherokee Heights. Mr. Sherman Krauth lead the discussion.

In May the P. T. A. arranged a baseball party for all the sixth grade members of the Safety Patrol. Several parents served as chaperones. The Braves beat the Cubs. The chaperones confessed that they, too, were "beat".

Also in May twenty five mothers of fifth and sixth grade boys and girls discussed the advisability of showing approved films on human reproduction. Mr. Kermit Frater was our guest discussion leader. As a result of this meeting a showing of two selected films was arranged in June. No children under sixth grade were invited and they were accompanied by their parents. A total of eighty five persons attended.

A Class Night was instituted on June 10 at which time the forty eight sixth grade boys and girls presented a short program for their parents. Fifth grade parents and Girl Scouts served dessert.

The P. T. A. again provided the school with a flowering crabapple tree which was planted with ceremony by the sixth grade class pupils. It is hoped that eventually we may establish a crabapple lane along the service drive north of the school building.

Being a new school we have the privilege and the responsibility of establishing precedent and tradition. An effort has been made to keep our activities simple, meaningful, and appropriate.

PROGRAM

Being new to the Madison School System myself, I felt it advisable to concentrate on becoming familiar with the on-going instructional program. A full schedule of teaching did not permit much time for classroom visitations or conferences. Nevertheless, judging from what I did observe, the teachers in this school have carried on a good, effective program of instruction at all grade levels. I can attest to observing some truly high quality teaching that was carried out this past year.

Throughout the school year we held all-school assemblies in our all-purpose room. At these occasions individuals, small groups, or entire class sections performed. During the second semester we held such assemblies every Friday afternoon from 3:00 to 3:30 P. M. Many values were realized.

A Student Council was established at Orchard Ridge this year. Representatives from grades three through six concerned themselves with topics pertaining to the whole school. They chose a school mascot by means of a general all-school election. They selected school colors. (One of the mothers in our school provided us with our first official school banner.) The group handled our lost and found articles. They thoughtfully discussed matters of safety. The Council sponsored a patriotic assembly for the entire school.

The Safety Patrol was made up of sixth grade pupils. It functioned effectively under the advisorship of the sixth grade teacher. One patrol captain was sent to Washington, D. C., as our representative to the national conclave in May.

Scout groups (Brownies, Girl Scouts, Cub Scouts, Boy Scouts) held regularly scheduled meetings throughout the year at school.

An after school sports program for fifth and sixth grade boys and girls was sponsored and operated by the Recreation Department. Boys met one afternoon per week. The girls did likewise.

From November through March the Recreation Department conducted a Saturday morning activities program at Orchard Ridge School. We had an average weekly attendance of fifth to sixth children, six to twelve years of age.

One third grade group "institooted" a flutophone band. This group met once a week after the regular school hours with their home room teacher who provided the instruction. The band gave two or three delightful performances at our assemblies.

A first grade group published its own yearbooks this June. The children actually developed their own snapshot negatives using blueprint paper. Each child wrote his or her own story. All was duplicated and bound into a booklet. The end result was truly outstanding.

A fourth grade teacher exchanged classrooms one afternoon with a teacher in another Madison public school so that the latter could show slides and tell of her personal experiences in South America. This class also invited, on another occasion, a Peruvian gentleman (student at the University of Wisconsin) to visit their class. Their study of South American people was greatly enriched by these incursions.

One fifth grade class enjoyed a winter night Star Gazing Party which was arranged through the Madison Junior Astronomical Society. This

hobby club of high school students provided several telescopes through which the youngsters could observe constellations.

One group of pupils wrote letters to a young ten year old polio victim who is hospitalized at Wisconsin General Hospital.

A fifth-sixth grade class exchanged tape recordings with a fifth grade class in Freeport, Texas. These pupils also corresponded with their Texan friends by writing personal letters.

The librarian strongly encouraged the reading of quality "gold star" books among one particular section of intermediate grade pupils. The homeroom teacher kept a detailed record of all the books read by these twenty six pupils throughout the year. The totals in June revealed a per pupil average of better than forty four books. One girl labored through twelve books while two reported on one hundred or more. Among the titles were many which represented the quality of classics.

An after school club was formed by the art teacher for those sixth grade boys and girls who had a special interest in this field. They met twice a week. They accomplished interesting work.

Twenty-five children received speech therapy during the year. The majority of this number were those defects of articulation. One was a stutterer, four had delayed speech, and two children received lip reading. All of these children received therapy twice a week and those of delayed speech and lip reading received both group and individual therapy. Ten will be dismissed in June as corrected.

IN CONCLUSION

I wish to express my personal gratitude for being elected to the acting principalship at Orchard Ridge School. I covet the satisfaction of again having worked directly with children in the classroom. For this experience I will be better attuned to the in's and out's of the teacher on duty; I should be a more understanding principal. Teaching a full schedule does not permit a principal adequate time to function effectively as an instructional leader. Fortunately, the young teaching staff assigned to Orchard Ridge School was of high quality. They met their professional responsibilities in commendable fashion and kept administrative problems at a minimum. Staff members from the central office were of inestimable help.

If I may be permitted one suggestion, it would be this: that the bi-weekly administrative meetings be supplemented by a series of monthly elementary school area meetings. These might be held in the various elementary school buildings. We might well discuss topics beyond those aired regularly at the Board office. It is my conviction that we will be better administrators and community leaders for having shared important ideas with one another more frequently than we do now.

Respectfully submitted,

Norman R. Clayton, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
By the Principal
H. RALPH ALLEN
June 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1959-60
RANDALL SCHOOL

I. ENROLLMENT DATA

A. Overview (five-year period)

	Annual Gross Enrollment					Net	Anticipated
Grade	1955 1956	1956 1957	1957 1958	1958 1959	1959 1960	June 1960	September 1960
Kgn.	128	111	103	115	122	115	106
1	107	83	80	71	79	70	79
2	98	83	78	84	74	74	76
3	111	79	83	75	83	74	75
4	106	90	87	80	75	74	73
5	106	86	85	86	85	77	78
6	95	91	87	87	92	85	79
TOTALS	751	623	603	598	610	569	566

Three non-resident pupils were enrolled this year.

B. ENROLLMENT CHANGES (Five-year period)

Year	New Enrollees	Transfers In	With-drawals	Transfers Out	Net Enroll-ment
1955-56	733	19	28	16	708
1956-57	612	11	32	9	582
1957-58	594	11	27	11	567
1958-59	583	15	25	8	565
1959-60	596	14	34	7	569

C. Class Sizes

At no time during the year did any class group exceed 30 pupils. The lowest enrollment for any one class group at any time during the year was 21 pupils. The average number of pupils for the twenty-two class sections at the close of the school year was 25.9.

Anticipated Enrollment for September, 1960

D. Anticipated Enrollment for September, 1960

Grade	Enrollment	Class Sections	Average Size of Class Sections
Kgn.	106	4	26.5
1	79	3	26.3
2	76	3	25.3
3.	75	3	25.0
4	73	3	24.3
5	78	3	26.0
6	79	3	26.3
	566	22	25.7

E. Enrollment From Optional Area

Since September of 1958, families living in the area bounded by University Avenue, Highland Avenue, Regent Street, and Farley Avenue have had the option of sending their elementary school-age children either to Hoyt School or to Randall School. For most of these families, Hoyt School is closer than Randall School.

The numbers of pupils from this area enrolled at Randall School are shown here:

Grade	Gross Numbers Enrolled 1958-59	1959-60
Kgn.	1	2
1	4	1
2	3	4
3	2	3
4	5	2
5	5	6
6	3	4
Total	23	22

II. ACHIEVEMENTS

Instruction

The instructional improvement committee, consisting of seven members, represented each grade and the special subject areas. The functional objectives of this committee related entirely to the improvement of instruction. This year, the area of primary attention was that of studying and promoting the use of more of the problem solving procedures and techniques in the teaching and learning experiences, especially in the science and social studies areas of the curriculum.

II. ACHIEVEMENTS (cont.)
Instruction (cont.)

Members of the committee presented very useful procedural suggestions, answered questions and quite effectively emphasized valuable outcomes at a series of staff meetings.

From these interests and efforts, there developed a co-operative, and somewhat dramatic, demonstration by our three new fourth grade teachers in the area of science at midyear.

These teachers planned initial motivating experiences which could result in centering the interests of the three class groups. The three class groups met together on several occasions to:

- participate in the initial experiences leading to the identification and definition of a problem and its concomitants. The problem was finally formulated as, "How do machines make man's work easier?"
- organize working plans
- share progress reports, present demonstrations, and observe experiments
- viewing films and filmstrips
- eventually organize statements of valid conclusions

On most days, during the four weeks the problem was pursued, the individual class groups worked in their own rooms, often in committee groups, doing research (experimenting, gathering data from books, and constructing working models).

Throughout the course of this cooperative venture (four weeks), the teachers met daily (at noon or after school) to discuss further plans, next steps, and to evaluate. The entire experience was carefully evaluated and there was much evidence that it provided positive results for the pupils, the three fourth grade teachers, and quite obviously contributed to improved instruction in other rooms.

Academic achievement at all grade levels was maintained at levels which were gratifying.

Library

A variety of library activities were carried out on all levels - reference work, book reports, instruction in the use of the library, and story hours. In the upper intermediate grades, the emphasis was on reference work, with all types of available reference books being used.

Library (cont.)

The fourth grade classes were provided with much instruction in library skills.

In February, a display of new science books, including books on the teaching of science was set up. Approximately 250 books covering all facets of science and designed for all grade levels were shown on display for three weeks. The exhibit consisted of books from our own library, books purchased for the display and the school collection, and books borrowed from other libraries and subsequently ordered.

The book stock has increased to a total of over 8000 books. The present shelving will not allow for further increase and there is no room at the present time for additional shelving. About 340 books were withdrawn for obsolescence or for wear and more books will be withdrawn in order to relieve congestion and to retain only the best available material.

A total of 23,846 books were checked out during the 1959-60 school year of which 10,995 were non-fiction and 12851 were fiction. An analysis of some of the types of materials used is shown here.

General	31
Science	2588
History and Government	1602
Biography	1308
Travel	961
Useful and Fine Arts	1632
Pamphlets	154
Periodicals	332

Audio-Visual Aids

Seventeen class groups made some use of certain of the planned programs from radio station W.H.A. Approximately 770 showings of educational films and filmstrips were arranged by teachers. Although a film showing may serve several purposes, these films were used in connection with the following subject areas:

Social Studies	376
Science and Health	277
Arithmetic	55
Language Arts	61
Art	2

The tape recorder, the four record players, and the delineascope, were used to good advantage.

Health

All grades, except kindergarten, were included in the vision screening testing. Thirty-three were referred for further evaluation. Of this number, 27 have arranged for corrections.

Health (cont.)

Audio-metric examinations were administered to all first, third, and sixth grade pupils as well as to others due for re-examination and to others recommended by teachers. Of the total of 229 pupils examined, eight were found to need further attention. Six of the eight pupils received further evaluation and care.

In the dental survey, which included first, third, and sixth grade pupils (except those who were examined by their own dentists), 45 of the 146 examined were found to have defects. Forty-one have received subsequent dental care.

First grade pupils were given tuberculin skin tests. One positive reaction was detected. The pupil has since had further examinations.

A survey to detect ringworm of the scalp included all kindergarten pupils and pupils new to Randall School. No cases of ringworm were found.

Attendance was greatly affected in the primary grades during the second semester because of the high incidence of red measles, german measles, mumps, chicken pox and a few cases of strep throat.

Speech Correction

At the beginning of the school year, the speech survey indicated that 52 pupils were in need of speech therapy. During the year ten were dismissed as having reached a satisfactory level of correction. Five pupils who were enrolled during the year received speech therapy. Fifty-five of the cases were those of articulation, one was a cleft palate case, and one case was due to delayed speech.

Pupils receiving speech therapy were as follows:

	Grades						
	Kg.	1	2	3	4	5	6
Number of pupils	3	26	14	11	1	1	1

Excursions and Incursions

Planned learning experiences which extended beyond the classroom and which related to academic interest centers were provided in fifty instances by observation walks in the school area, and excursions to a turkey farm, fire station, chicken hatchery, zoo, pet shop, Post office, bakery, dairy farm, State Historical museum, University dairy barn, University sheep barn, WHA radio station, telephone office, Madison Newspapers, Truax weather station, and Babcock Hall.

Excursions and Incursions (cont.)

Many parents shared information related to academic interest areas. Arrangements were made with about twenty persons to come to the class rooms to show slides, present exhibits, demonstrate techniques and give talks in line with such topics as: explaining stereo-photography and relating its likeness to the human eyes; telephone usage, manners, maintenance; travelogues on Hawaii, Pakistan, Israel, Indonesia, Italy and the Mediterranean area, Russia, Japan, India and a safari in Africa; exhibiting an authentic medieval period manuscript; slide lecture on geology of Wisconsin; exhibit of early types of lamps; talks on life in England, work on a ranch, and the services given by policemen.

Instrumental Music

Twenty-four fifth grade pupils and fifteen sixth grade pupils received weekly instruction at school. These pupils (35 violin; 4 cello) were arranged in five sections of which three sections were for beginning pupils and two sections were for advanced pupils.

The sixth grade string orchestra participated in the Christmas program. In May, all thirty-nine pupils participated in a recital for their parents and for the fourth grade classes in the auditorium.

Student Council

Each third, fourth, fifth, and sixth grade class section is represented in the student council. Officers report to kindergarten classes and to the first and second grade classes to explain matters which have been discussed at council meetings. The council usually meets twice each month and renders very worthwhile services which help to promote school unity and good school citizenship.

Parent Teacher Association

The P.T.A. again gave valuable service to the school through its very healthy cooperative attitudes and its various undertakings.

The seven programs followed last year's pattern and were as follows:

October 14 - Potluck supper meeting. "Get Acquainted Night".
November 11 - "Go To School Night". Classroom visitation. School work exhibits. Social hour in gymnasium.
December 16 - Christmas program presented by pupils.

Parent-Teacher Association (cont.)

January 13 - Potluck supper meeting. "Observation of the Services Needed For Children" - Miss Lillian Nitcher.

February 10 - Potluck supper meeting. "The Role of The Parent In Delinquency Prevention" presented by a panel composed of the Reverand Robert Towner, Mr. John Thrower, Mr. William Cox, and Mr. Kermit Bliss.

March 2 - An evening of sociability. Bridge, square dancing, Games, Refreshments.

May 11 - Spring music program presented by pupils

Preschool-Kindergarten Parents Group

This group of parents of preschool and kindergarten children is, in fact, a branch or an arm of the all-school P.T.A. The programs of this group are planned by the group and are designed to meet the needs of parents of children of this age.

The four programs held this year were as follows:

October 22 - "Getting Acquainted With The School" presented by the kindergarten teachers and the principal.

January 21 - "How School Affects the Behavior of the Five-Year-Old" presented by Dr. Albert S. Lipp.

March 17 - "Forming A Permanent Library of Good Books" presented by Miss Virginia Kahl.

May 5 - "Summer Round-Up Meeting".

French

Instruction in conversational French for pupils at Randall School was started during the 1952-53 school year. At that time two classes were organized - one at the third grade level and one at the fifth grade level. Each year since the 1952-53 school year, conversational French instruction has been offered to those fifth and sixth grade pupils who elected to receive it. The classes have been conducted either before or after the regular school hours. Each class group has met twice each week.

This year fifty-five pupils from fifth and sixth grades elected to receive the instruction. These pupils were divided into three class groups. Two groups (34 pupils) comprised the beginning French classes and one group (21 pupils) included those who had received French instruction last year.
The teachers this year were Mrs. Helene-Monod Cassidy and Mr. James Williston.

III. PROBLEMS AND RECOMMENDATIONS

Grateful acknowledgement is made for the attention given to keeping the building in good repair. Constant attention is necessary because of the age of the building. Matters which need to be considered at this time are: replacement of two classroom floors, roof repairs, replacement of window sashes and frames, and careful inspection of some cracks which have developed in walls.

The remodeling project which has been recommended before should be given serious consideration. This would include kitchen facilities on the lower floor and also dressing rooms and shower facilities.

We appreciate the cooperation and leadership given to us by Superintendent Falk and the support of the Board of Education in our sincere endeavors to fulfill our obligations to the youth of our community.

Respectfully submitted,

H. RALPH ALLEN

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

HERBERT SCHENK SCHOOL

Presented to the Board of Education
by the Principal

Ansgar Svanoe

June 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1959-60

HERBERT SCHENK SCHOOL

ENROLLMENT DATA

The phenomenal growth continues! and continues to occupy more than a fair share of attention. However, for the first time, it is a bit more difficult to predict September registrations. Quite a few of next year's first and second graders will enroll at the newly-erected parochial school, reducing noticeably our primary grade enrollment. The kindergarten group continues to be large, necessitating eight sections, and of course the junior high school becomes a full-fledged three-year unit, with the establishment of the ninth grade.

Another complicating factor is the building up east of the East-Beltline areas, Wedgewood, Kingston, and the annexation of the Woodville (which children have been attending the Estes School) and the probable annexation of Acewood and Rolling Meadows.

In view of our very heavy elementary enrollment, it is sincerely hoped that the elementary pupils from these latter annexations will be bussed to school locations where they can more adequately be accommodated.

The junior high enrollments from these areas can be housed, unless something unforeseen happens.

Following is the record of total net enrollments and the anticipated September 1960 registration:

	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61
Sept.	399	512	694	922	1068	1309	1548	1720
June	404	558	760	932	1074	1308	1527	

A total of 1649 children have attended during the year, the current daily enrollment being 1532 pupils. There have been 29 transfers in, 69 new enrollees, 28 transfers out, and 89 withdrawals.

End-of-Year Enrollment Data

	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60
Kdg	81	129	186	211	223	224	246
1st	106	98	129	169	201	203	194
2nd	59	120	114	144	172	195	195
3rd	41	63	136	110	144	171	181
4th	38	50	83	146	111	151	176
5th	46	45	58	89	142	116	135
6th	33	53	54	63	81	134	116
7th						114	177
8th							110
	404	558	760	932	1074	1308	1530

Organization plans for the school year 1960-61 are as follows:

Grade		Sections	Classrooms	Approximate Enrollment
Kdg		8	4	230
1st		6	6	180
2nd		5	5	150
3rd		7	7	200
4th		7	7	190
5th		6	6	180
6th		4	4	140
	Subtotals	43	39	1270
7th		6	3½ (1)	160
8th		6	4½ (1)	175
9th		4	4 (1)	115
	Subtotals	16	12	450
	TOTALS	59	51	1720

(1) not including special-purpose rooms

To accommodate the above organization and enrollments, the entire second floor of the junior high building will be used for one ninth grade and all fifth and sixth grade sections. The entire first floor will house the junior high section, and it will be embarrassingly crowded.

It will be necessary to use practically all the special purpose rooms and even the library as homeroom and activity period stations. During a couple of the periods of the day there are more academic classes scheduled than there are academic classrooms available, so it will be a challenging and interesting program.

According to the "Weekly Report Card" of a local daily newspaper, the local parish school will definitely open in September 1960 to 200 first and second graders, most of which have been enrolled in kindergarten and first grade in the Herbert Schenk School. But for that building, we should definitely be three to five rooms short. In spite of this deflection, there will be an almost 200-pupil increase in our enrollment, and conceivably it could be much more.

SPECIAL ACHIEVEMENT

Instructional Program

Several items deserve mention. The first is the teaching of foreign language (Spanish, French, and German) at various grade levels, with gratifying results and much parent interest.

Teachers continue to enrich the instructional program with excursions to local and area points of interest, such as the Bowman Farm Dairy, Vilas Park Zoo, Sunnyside Chicken Hatchery, main Post Office, Municipal Airport, Fire Station #3, Gardner Bakery, Truax Air Base, Wisconsin Historical Museum, Manchester Department Store, Kroger Company Warehouse, Olbrich Botanical Gardens, Madison Gas and Electric power plant, University Observatory, U.S. Weather Bureau, and the Wisconsin Telephone Company.

Out-of-the-city field trips were taken to New Glarus to see the Pet Milk Company, the Swiss Lace factory, the Swiss Village museum, and the Swiss Chalet of the Golden Fleece. Other trips were to Little Norway, to the Old Surgeon's Quarters and Indian Agency House at Portage. This latter area serves so well the unit on Wisconsin.

The greatest of all the excursions was that of the entire eighth grade under the direction of Mr. Jack Moore, science instructor, visiting significant places of interest in Chicago, such as the Adler Planetarium, the Chicago Museum of Natural History, the Shedd Aquarium, and the Museum of Science and Industry. This undertaking took place on Saturday, June 4.

To de-emphasize smoking among our junior high students we have had a visit from Dr. Robert Samp, and have also used the filmstrip and recording prepared by the Dane County Chapter of the American Cancer Society.

Our teachers are very alert to the use of films and filmstrips. The local post office department informs us that we are by far the heaviest user of films of any school in the city.

This spring we have given the STEP test to every incoming seventh grader in order to better schedule for the accelerated mathematics program. In addition, students in other junior high areas and all levels (7-8-9) have been placed in sections providing the greatest challenge to the largest number.

Kindergarten Teachers Report:

Sociodrama--activity integrated into unit on Manners where children played roles of one family visiting another family. Props were set up using blocks and playhouse equipment. It was given for other kindergartens and parents during American Education Week. Nutcracker Suite--activity motivated through discussion on ballet dancing. Children created the dance and costumes to each part of the "Suite" and later gave a program to other elementary grades.

Christmas Tea--social hour planned and put on by children for their parents. Round-Up--presentation of cowboy and folk songs sung in costume for the other kindergarten rooms.

Visual readiness unit--during the development of the concept of "big and little," the children drew pictures, and used color sheets. They brought like objects in large and small sizes and we set up a display and invited the other kindergarten children to see it.

During spring pet unit we had a pair of dancing mice to take care of.

First Grade Teachers Report:

Our Mother's Day Party gave the children a chance to show a few of the activities they learned this year such as songs, dances, and dramatizations. Each child read a part of a story which is their biggest accomplishment of the year.--- One unit in our First Grade Social Studies was learning about "Living at School." We learned many things about our school and the work of many people and how they work together to make the Herbert Schenk School a good place to be. We drew pictures and wrote stories about the people who work for our school. We listened to a good talk by Mr. Herbert Schenk for whom our school was named. We learned about the importance of being good citizens, and how our school helps us to be better citizens.

Toy Store--each child brought a toy and decided how much he would sell it for. Each child made toy money (1¢, 5¢, 10¢, 25¢, 50¢). One child brought a toy cash register. Each child had a turn being the clerk as well as a buyer. They seemed to enjoy this activity very much. We did not work with making change.---Spanish was taught to the entire class. They mastered a speaking vocabulary of over 80 words. They could also spell and write over 20 of them.--- Home and Family--made books showing different steps of building a house. Made a house of cardboard boxes and painted it, and made furniture and appliances for each room.

(cont.)

First Grade Teachers Report: (cont.)

The outstanding unit this year was one in the language arts, culminating in a party for mothers shortly after Mothers Day. We dramatized two stories and the children created their own simple costumes and scenery. Every child had some part, either a solo speaking role or a group one, and the parts were memorized. In addition, the children wrote and read for their mothers some original stories. In the course of rehearsing and performing they developed an appreciation of expression in reading. There was also ample opportunity to make use of the rules of courtesy we had discussed. Twenty of the twenty-four mothers, one grandmother, and one father attended.

Our biggest unit of study this year was concerned with how a chicken hatches from an egg. The unit was an outcome of a discussion in which one child mentioned seeing an incubator in a magazine. Few children knew what this was, and several wondered just how the chick gets out of the egg. From this discussion the unit on chickens was developed. After considerable study of chickens and a field trip to a local hatchery an incubator containing twelve eggs was kept in the room for a week. The children were able to observe the chicks as they hatched. Many of their parents visited the room to observe the hatching and several remarked that they never had seen this before. Other rooms were invited to visit and a brief program was given in which the children passed along the information they had gained from the unit. All subject areas were correlated with the unit study. This was a most rewarding unit and the group was extremely enthusiastic and interested.

Interesting sidelights--Jim Z. was heard to remark to his mother upon seeing the first chick hatch, "Gee, Mom, he'd hardly make a drumstick!"-- On the day of the hatching the group was very quiet, talking in whispers and walking on tiptoe. Danny G. explained their behavior thus, "Know why we're so quiet today, Mrs. Himes? Them shickens is hatchin'!" -- On the last day the incubator was in the room one interested teacher came rushing in and asked, "did they hatch?" I assured her they had and she quickly explained that she had dreamed the incubator got too hot and hard-boiled all the eggs!

Second Grade Teachers Report:

German Unit--we studied very basic conversational vocabulary, geography, history, government and present events. We viewed slides of German cities, villages, and country scenes. This is a continuous unit, for the children are constantly learning new vocabulary. --- Taught Spanish--Build a post office, had post office workers, regular post office hours, etc.--studied jet propulsion. ---As a culminating activity to our study of the post office, we set up a "real" post office in our own room. The rows of desks became streets with imaginary names such as "Candy Lane." Each child had his own box with just his address on it. These were put in order on a shelf just like in a real post office. This activity took place just before Valentine Day, so each child had to address his valentines to the other children in the room, complete with his return address. The children took turns being mailmen, stampers, checkers, and sorters. We also spent some time learning French. The children enjoyed this a great deal and can count and answer many questions in French.

Second Grade Teachers Report: (cont.)

We placed major emphasis on an insect unit. One of the children brought a cocoon and we watched a Cecropia moth come out. Our student teacher brought some ants in a terrarium, and we studied and observed them at length. We concluded the unit with a study of bees and had a little party with comb honey and crackers. --- Great interest in Science units, birds, sea shells, rainbows, space. Worked with choral reading. Learned simple conversations in German. Children studied this quite willingly, seemed very interested.

Third Grade Teachers Report:

At Christmas the group was chosen to participate in the Herbert Schenk Christmas Program. We were French children, and learned "Antra La Buf!" We created French costumes and learned about Christmas in France--In February our student teacher began teaching the group how to speak French every Tuesday and Thursday afternoon (colors, numbers, familiar commands, etc.), and we learned more French songs. Then the interest began to mount and we saw several films about France. We had a French social studies unit, and divided into committees to learn more about our 'adopted' country. Each committee had a French family name and studied about the city or country area they supposedly lived in. The unit was culminated with committee reports and a lovely mural.--Because we had so enjoyed our student teacher, we planned and prepared a farewell luncheon for her. If nothing else, they now feel partly French! --- Reading--after studying tall tales each child in the group wrote one of his own. I typed and dittoed them, and we made them into booklets to give to parents and other third grade rooms. -- Made a floor to ceiling (almost) display of the solar system, trying to be very exact as to size, distance and physical characteristics. --- We set up several experiments and had displays that parents helped with; made a special exhibit, wrote stories about electricity, listed its "dozens" of uses and had some problem-solving activities. The children enjoyed a lecture by Miss Brechler of the Madison Gas and Electric Company, who stressed safety in working with electricity. --- Exhibit of puppets prepared for Open House. Two room programs including an Easter program.

Fourth Grade Teachers Report:

As a culminating activity to a unit on George Washington, the children wrote and presented a play. They gave this original play to other fourth grades as well as to the fifth grades and to their parents. They also wrote poems to connect the various acts of the play. They were responsible for their own costumes and also made scenery. --- The class enjoyed a study of insects during the early fall. They made a bulletin board display which they called "The World of Insects." Some of the class brought specimens to school for close study and wrote reports about their findings. --- To add interest to the reading program the low group gave a play from their reading book and the top group gave an original play about Vikings.

(cont.)

Fourth Grade Teachers Report: (cont.)

Practiced choral reading and gave a short program of selected poems to some of the third and fourth grades. Organized, directed, and put on several plays for the rest of the room and other rooms. Each child kept records of foods he ate for a week, made notebooks, charts, graphs, boards, reports etc. --- Children of the Alps (social studies)--Children learned simple German phrases and words, and six songs in German and English. They listened to records of children's choirs singing in German and studied the famous German composers, Bach, Beethoven, etc. Saw filmstrips on their lives and listened to recordings of their music. We heard reports on the Grimm brothers and children read some of their fairy tales. We heard reports on Wilhelm Tell, and viewed this story on our View-Master Projector. We had real costumes worn by the children of Germany and Switzerland in our room. In the Christmas program our whole class dressed in the costumes of Alpine children and sang and danced German Christmas songs.

Fifth Grade Teachers Report:

Revolutionary War Period--as a culmination activity each child made a picture of an important event of this period. The pictures were arranged in order, along with labels, on the bulletin board to tell the story of the war. --- Special emphasis on Wisconsin (we made our own ice cream as a culmination activity). Special, though brief, study of Mexico (as a result of my trip). --- Marionette show for pupils and parents, Stamp Club, and a tea for mothers. ---Christmas Edition of elementary paper, special unit on business letters, a colored slide journey across the United States, and slides of Hawaii. --- Wisconsin--very special exhibit, personal correspondence with Robert Zimmerman, Secretary of State. Power plant--unit on power, speaker from Wisconsin Power and Light on the history and progress of power. Russia--discussion, study, and showing of 150 slides taken in Russia.

Sixth Grade Teachers Report:

In Science, when studying a unit on body functions, specimens (heart, lungs, eyes) were obtained from the Oscar Mayer Company. Children showed high interest. ---Living things (science)--the children made an aquarium and terrarium, grew bacteria cultures (after a demonstration was given by three eighth grade boys), started bean, potato and onion plants, made a mural showing many different varieties of plants and animals and wrote individual reports. They conducted experiments with plants and measured daily growth etc. --- Italian luncheon (pizza, Italian bread and spaghetti)--demonstration of how a sari is worn, Indian dance, displays. Health, Manners--Mother's Day party (tea) featuring good manners and a talent show. --- A favorite experience of the children came as a culminating experience for our study of simple machines. They each were to build or construct one simple machine during classroom activity period. Wood, nails, rope, bricks, etc. were used to make these machines. If a child did not build a machine, he used actual examples (scissors, etc.) labeled, and explained them. One class period was all the time needed--very successful.

Eighth Grade Teachers Report:

Colonization--the students wrote and presented a play which was given as an assembly program for Thanksgiving. ---In my English-History group we published newspapers of the time period that we had covered. One of the papers presented the Southern point of view on the historical events of the pre-Civil War period. (The Rebel Rouser) The other paper, The Yankee Doodle Times, attempted to present the Northern point of view of the same events. The purpose of such a project was to stimulate an interest in history, also to give the youngsters additional work in writing.

Science Fair -- Jack Moore

The Science Fair was a project devised to create interest in science throughout the whole school as well as to facilitate the learning of science in the eighth grade general science class.

I suggested at the beginning of the year that each student select a topic for a science project. The project selected could be one that the student wished to know more about, one about which he knew a great deal but wanted to further investigate, or one perhaps that could become a lifetime hobby. As the year progressed many students selected projects and from time to time gave reports to the class about the progress of their work. The projects for the Fair were such things as: a study of solar energy, atomic energy, flight, stone cutting and polishing, the solar system, soil conservation, nutrition, etc.

The culmination of each project was a display in a fair booth in the auditorium, at which time the students discussed and explained their projects. The Fair was presented to the elementary students during the day and to 300 to 400 parents and guests in the evening.

Junior High Art Program -- Mr. Robert Haukedahl

Several seventh and eighth grade students received awards for their work and projects which were a part of the Madison Salon of School Art, sponsored by the Madison Art Association. The Irene Buck Summer Scholarship Art Award ($30.00) for the outstanding eighth grade art student went to Sharon Gambino. The Schenk School emblem award was won by Robert South. Kathi Munson and Ellen Brigham both tied for second place. Emphasis this year was placed on constructional and three-dimensional projects. A materials approach was applied on the many projects with the students experimenting with various new materials.

Special Projects

Music Department -- Mrs. Shirley Robinson, Mrs. Jean Erickson, Mr. Donald Green

A new departure in the music department this year was the Sunday afternoon concert in March, to which both parents and children were welcome. In addition, there was the customary Christmas program in which one section of each grade, one to six, participated, and the elementary glee club assisted.

(cont.)

Music Department (cont.)

Two one-hour concerts in late May and early June were very well received. in all, 250-300 children in grades 5-8 participated in these events.

Junior High Activities

Perhaps the most significant event, and affecting the most pupils was the establishing of almost a dozen interest and service clubs in the junior high school. This was done via an interest questionnaire. Then the community was also solicited for leadership, sponsorship, and counseling to various of these interest groups. We are indeed indebted to the parents who assisted us. I am sure they, too, gained much satisfaction from their closer participation in school activities. The following areas were served:

Chef Club (featured on entire front page society section of Sunday newspaper)

Drama Club (several plays to student and adult audiences)

Conservation Club (State Conservation Department research assistant was co-advisor; participated in tree planting project)

Newspaper Club (four issues, parent participation)

Industrial Arts Club (girls and boys as members)

Science Club (learning the techniques of experimentation)

Sports Club (viewed films of important sports events)

Camera Club (learned fundamentals, made pinhole cameras)

Knitting Club (parent sponsorship)

Conversational French Club (parent sponsorship)

Another project influencing our collective school life was the creation of the student council with Mrs. Dora Schenk, the guidance counselor, as advisor. This group had much to do with the creation of the interest clubs, and conducted several activities and contests during the year, the selecting of the school colors and emblem, the athletic team name of "Rebels," the school talent programs, and operating the school supply store.

Student council members also conducted the "Save the Children Foundation" clothing collection, in which about forty bags of clothing were assembled.

The major project at year's end for this group was the formation of the school's handbook in preparation for the fall of 1960.

Lunch and Milk Program

Over 100 children brought a bag lunch and purchased school milk at 2¢ per half-pint. A large percentage of the elementary pupils enjoyed mid-morning milk. A total of 177,058 half-pints were sold during the entire year. It is expected that about 160-180 children will bring a bag lunch next year, and the auditorium will be used as a lunch room. Students from Lowell, Hawthorne, and East Beltline areas and some from the original Herbert Schenk School district have lunchroom privileges.

It is anticipated that the kitchen will be made ready during the summer of 1960 so that hot-lunch program can be started in the not too distant future. It is also hoped that a nucleus of 250-300 steady customers will be the starting group.

School Safety Patrol -- Mr. Jack Moore

The Safety Patrol this year was comprised of sixty-nine sixth grade patrol members and substitutes. This number was supplemented by thirty-one eighth grade patrols making an entire force of 100 members.

The sixth grade students met at the beginning of the year and selected a captain and two lieutenants. They also volunteered for posts which they wanted to patrol. This procedure was repeated at six-week intervals, at which times new captains, lieutenants and posts were selected.

During the coldest months of the year the P.T.A. mothers served hot chocolate milk to warm the fingers and toes of early morning patrols. And to further melt the thoughts of icy winter days was the warm afterglow of the pleasant trip to the Wisconsin Dells in May.

All in all the safety patrols had a successful year with no one injured or hurt while crossing where they patrolled. This is a good record considering that 1200 students cross at these corners four times a day. This adds up to 4800 pupil crossings per day and 906,800 pupil crossings per year.

Library Report -- Mrs. Maryellen Casler and Mrs. Margaret Powell

The end of the school year is a time to stop and take stock of progress. The librarians at Herbert Schenk feel that this year has been a learning experience for them as well as the students in their charge. By trying out many different kinds of routines and activities we have found those which seem to work best with our particular groups. We feel that we have made progress as far as knowing where the emphasis needs to be placed in work with both students and teachers.

It was particularly gratifying to us to see the rapid progress made by many first grade students toward becoming independent readers. We feel that a vital factor in that progress was the frequent trips to the library

(cont.)

Library Report (cont.)

for new materials to read. The greater variety of challenging and more interesting books on a first grade level stimulate a greater desire to practice reading skills.

One of the high points of third grade library projects this year was the preparation of an exhibit for National Library Week. Using books as reference and research tools, a group of girls constructed the individual planets of the solar system in paper collage and 3-D. These were then mounted on cardboard to make a map of the solar system. This map and the books they used were the basis of the exhibit.

Four different methods of recording books read were tried with different classes of the intermediate grades with very good success in many cases. Some of the youngsters are planning to continue their records during the summer.

Emphasis, particularly in the fifth grade, was placed on learning to evaluate books. This culminated in a project of writing reviews of our favorite books. Students are now able to use this file of book reviews to give them reading suggestions.

One of the big events of the year for the junior high was the Science Fair this spring. The library made its contribution by aiding students in finding information needed to plan and construct their projects. The library materials used were then displayed along with the exhibits. Some of the projects were also displayed at the National Library Week open house.

Library Statistics:	Total holdings, May 1959	6,686 volumes
	Withdrawals, 1960	41 volumes
	Additions, 1960	1,209 volumes
	Total holdings, May 1960	7,854 volumes

Remedial Reading -- Ruth Saeman

Students were chosen on the following bases: their achievement on the Durrell-Sullivan reading test administered in autumn, previous participation in a remedial reading program at school or during the summer, and teacher recommendation.

The students from a specific classroom were seen together. This procedure made it easier to avoid conflicts between reading time and academic or special class time. The groups were worked with for twenty to thirty minutes per week.

The number of children worked with fluctuated due to children joining the program, or making sufficient progress to function adequately in their

(cont.)

Remedial Reading (cont.)

classrooms without additional help. The average number was 25.

Although the time was limited, the children as a whole made good progress. It would be better if they could be seen twice a week so that reinforcement of newly acquired skills would come faster and oftener.

Speech Therapy -- Mrs. Mary Jane Sprague

The speech therapist was at Schenk School four mornings a week this year. The addition of an extra one-half day of speech time (as recommended in our annual report last year), has enabled us to enroll all children needing help. A total of eighty-nine children attended corrective speech classes during the year. Of this number, fifty-two children were improved, but will be retained to receive further help next year, thirty-six children who have mastered their speech difficulties have been dismissed as corrected, and one child showed no improvement.

Arrangements have been made for a sixth grade child with a repaired cleft lip and palate to start extensive orthodontia this summer at University Hospitals. A pre-school child with a severe articulatory problem was taken to the new University Speech and Hearing Rehabilitation Center for a detailed speech and hearing examination. He will begin receiving speech therapy at the Herbert Schenk School when he enters kindergarten in the fall.

COMMUNITY SERVICES

P.T.A. and Mothers Club

To make it possible for more of our people to become acquainted with each other, the teachers, and the school's program, the orientation sessions in the fall were split between Mothers Club and P.T.A. during their October meetings. Even so it was necessary to move to the large gymnasium for one of the meetings.

Both groups cooperated in the Family Fun Festival in November, making this seventh annual affair the most successful ever. Other programs, at Christmas, Founders Day, and the music events were well attended. Open House for both Mothers Club and P.T.A. were held in March and April respectively, and the visitation days in November always draw very sizeable numbers of parents each day of American Education Week.

Financial support for various projects is always very generously extended by both groups, the Mothers Club having supported a large expenditure for visual aid, number, reading, reading readiness, and music materials. The P.T.A. made a purchase of a dozen radios, a tape recorder, in addition to financing the Safety Patrol trip to Wisconsin Dells.

The P.T.A. also sponsored a tea in the fall, welcoming teachers, and getting teachers and P.T.A. officers and committee chairmen to become better acquainted.

High School Services Committee

The formation of the junior high code for social conduct was a city-wide project, in which our students and parents participated last year. The brochure was issued this year, and naturally we were very elated to learn that the title suggested by one of our eighth grade students, Shirley Wertz, had been selected. It was, "You and I In Junior High." Dr. Waller moderated a panel discussion on the content of the code.

Cub Scouts, Brownies, and Girl Scouts

The Cub Scouts have been organized into two separate packs, #11 and #311, with a total of nearly 170 boys registered, 20-25 den mothers and assistants under the leadership of Mr. Sherill Walker and Mr. Roy Smail, cubmasters.

Mrs. Ellis Wertz, troop consultant for Brownies and Girls Scouts, reports that 179 girls were enrolled in 18 active units. The springtime recognition banquet for these groups was divided into two events this year, and thus returned to the school auditorium which facility they had, as one group, earlier outgrown. It is also hoped that a senior troop can be started during the summer. This will be the first troop in the East Side for senior scouts, grades 9-12.

Youth Centers

The elementary recreation program was operated for the seventh season. This was the third year with primary grade children attending in the morning, and intermediates in the afternoon. A feature inaugurated by Mr. Al Schroeder, the director, was the Junior Olympics, which greatly increased interest and attendance. Mr. Randall, Industrial Arts teacher, collaborated in the making of plaques and other awards.

The junior high recreational program continued to be very successful. Each homeroom group, as well as the student council members were given the opportunity to sponsor one or two events. The season closed with an evening of dancing for seventh grade students and their parents, and a late afternoon affair for the eighth grade students. The East High Combo band furnished the music for these two events. Boys in both grades had the opportunity to engage in Saturday afternoon basketball games.

Adult Center

As in former years, the Vocational School sponsored two daytime classes and five evening groups. The Recreation Department conducted four activities. It appears likely that the daytime classes will not meet in 1960-61.

ADMINISTRATION

The Staff

It is gratifying to note the number of staff members who better themselves by travel and study. The report to the superintendent indicated that ten

(cont.)

The Staff (cont.)

had been enrolled in regular university classes, twelve in extension classes, and twenty-eight were planning to attend summer school during 1960. In addition, many of the staff traveled extensively in this country or to Europe and Mexico last summer, and several were planning to do so this year as well.

Mrs. Louise Schadauer, who was elected assistant principal in the summer of 1958, served in that capacity this past year on a half-time basis, resuming her teaching duties in the afternoon of each day. Her assistance has been of inestimable value to all concerned. We bespeak for her much good fortune in the Schadauer's concern for starting a family, for which reason she has resigned. With Mrs. Myrtle Billings transferring to a west side school, only three persons remain of the "charter members" who started at the Herbert Schenk School in September of 1953.

Also, many of the faculty have participated in the teacher-training program of the University. The junior teacher candidates taking their training at the Herbert Schenk School this year were uniformly very good. Several were recommended to experience their "block" semester in the Madison schools during 1960-61.

Of the 59 members on the payroll, ten had perfect attendance. Eleven were absent one day or less, eighteen missed from 1½ to 5 days, and fifteen from 5½ to 10 days. Five had absences of 11, 17½, 20, 32½, and 37½ days. The average for the entire staff was 5.2 days absent, 1.6 over the previous year.

A number of replacements have occurred during the year, as follows: a home economics teacher in November, and a music and second-grade teacher in February. For next September we will have an additional teacher in each of the third, fourth and fifth grades, making 20 sections in those grades alone. And of course we are adding staff to accommodate the incoming ninth grade, therefore it appears there will be at least fifteen new faculty.

The activity period which has been the fourth period of the day will, for the 1960-61 school year, be held during the fifth or first-afternoon period. It is hoped that this will reduce the number of tardinesses. Other advantages are also foreseen.

Special Problems

Plans for the organization for the school year 1960-61 have already been submitted to the Superintendent. In those plans are included:

1. Addition of a third, fourth, and a fifth grade section.

2. Establishment of ninth grade, and attendant personnel.

(cont.)

Special Problems (cont.)

3. Need for black-top surfacing at north junior high and band room exits.

4. Continuation of bag-lunch program until kitchen is properly equipped.

5. Need for repair of concrete platform at junior high main entrance where ice and water gathers.

6. Need for weatherproofing the junior high building. There is much water leakage.

7. Need for portable bleachers for junior high gymnasium.

8. Need for dark-room facilities to be installed.

9. Need for second floor of junior high to be evacuated by intermediate grade children (for September 1961).

Everyone connected with the Herbert Schenk School--parents, pupils, teachers, and other members of the staff join me in expressing sincere thanks to the Board of Education, the Superintendent, assistants and department directors for their cooperation in and understanding of our school problems.

Respectfully submitted,

Ansgar Svanoe, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

SHERMAN SCHOOL

Presented to the Board of Education
by the Principal
Anthony A. Farina

June 1960

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

ANNUAL REPORT

For the School Year 1959-60

SHERMAN SCHOOL

THE COMMUNITY

Sherman Park itself has been far from static as far as new construction is concerned. Sachtjen Street, the most recently platted street in our area, is now almost completely built up; Brentwood Village continues to spread slowly. The biggest growth has been in a group of 4-unit apartment houses just beyond Brentwood Village. There are now twelve apartment buildings, many of them luxury-type buildings.

The apartments send few children to Sherman School. A year ago there was only one child at school from the apartments. Now there are three. Sachtjen Street, had 17 Sherman School youngsters a year ago. Now there are 31.

Another surprisingly active street as far as building is concerned is Sherman Avenue beyond Manley Street. What was farmland only two years ago is now a long row of ranch style homes. They extend nearly to the edge of Warner Park.

Two shopping centers in the immediate school area are either in the planning or construction stage. The Northgate Shopping Center, just south of the school began construction on May 1. The Bruns Shopping Center in the 2400 block of Sherman Avenue is in the blueprint stage, and is expected to be in the building stage shortly.

The immediate future holds a promise of a rather stationary period of home building. The Bruns plat remains doubtful as a desirable residential area because of the shopping center and the new connecting road from Highway 30 to Northport Drive. Other residential areas are completely built up.

ENROLLMENT

As anticipated, Sherman School's enrollment was more than 400 pupils in September 1959, than in September, 1958. Part of the increase was due to starting the second year of our junior high; and part to the fact that all Lakeview Heights pupils were transferred from Mendota to Sherman.

Elementary children were transported to us from four sections in the Mendota School district, as follows:

Grade	Sherman Village	Lakeview Heights	Berkely Heights	Oak Park	Total
Kindergarten		30	31	15	76
First	16	22	28	5	71
Second		18	19	8	45
Third	8	12	21	3	44
Fourth		9	17	8	34
Fifth	15	9	18	5	47
Sixth	1	5	15	7	28
Total	40	105	149	51	345

At the end of the year, the net enrollment in our elementary school was 950 pupils, as compared to 909 when school opened last fall. Part of the increase since September was due to the transfer in of 30 kindergarten pupils from Mendota School two weeks after school started. An increase of only eleven additional pupils during the year is a remarkably small number.

However, there was a great deal of moving in and out during the year, proportionately much more than we had ever experienced. A total of 102 pupils were transfers in or new pupils, while 139 were transfers out or withdrawals.

As last year, enrollment in the junior high was fairly steady, with eleven new pupils coming into, and eighteen pupils leaving the school.

Enrollment figures for the year follow:

Grade	June, 1958	June, 1959	June, 1960
Kindergarten	118	121	189
First	81	129	164
Second	66	98	141
Third	79	98	116
Fourth	89	96	103
Fifth	84	89	125
Sixth	84	98	112
Seventh		102	169
Eighth			113
Total	601	831	1232

I anticipate another sharp increase in enrollment next fall, due to the probable delay in opening of the Temkin Site school. We will start school with pupils in each grade as follows:

Grade	No. of Pupils	No. of Sections
Kindergarten	218	8
First	163	6
Second	153	5
Third	123	4
Fourth	106	4
Fifth	106	4
Sixth	111	4
Total	980	35

When the Temkin Site school opens, Sherman will have the following enrollment in the elementary grades (approximately):

Grade	Pupils	No. of Sections
Kindergarten	113	4
First	97	4
Second	92	3
Third	78	3
Fourth	70	3
Fifth	67	2
Sixth	79	3
Total	596	22

Our junior high school, will add the ninth grade next year, and total enrollment there will jump to 480. Anticipated enrollment is as follows:

Grade	Pupils	No. of Sections
Seventh	190	7
Eighth	176	6
Ninth	114	4
Total	480	17

Total number of pupils in our school will be approximately 1460, including Temkin Site pupils. When the Temkin Site school does open, our enrollment will drop to a comparatively comfortable number of 1076.

STAFF

Forty-six full time and four itinerent teachers made up the staff of Sherman School during the 1959-60 school year. Thirty-four teachers were elementary teachers, ten were junior high, and the others taught in both the elementary and junior high areas.

Of these staff members, twenty-four were new to the Madison system, while six others were new to Sherman School. Fortunately, all but six of our new teachers came with some degree of experience.

Mrs. Sally Pennekamp obtained maternity leave in February. She was replaced by a teacher with previous Madison experience, Mrs. Grace Sievwright.

Only four elementary and two junior high teachers resigned, in sharp contrast to other years. Because of the growth of our junior high, however, total full time staff will increase by eleven teachers.

THE JUNIOR HIGH

Our junior high school took a giant step towards "growing up" this past year. The 100 seventh graders of a year ago became "old hands" in the eighth grade, and added fourteen additional pupils. They provided steady leadership to the 173 new pupils in the seventh grade, who came into the junior high from Sherman, Mendota, and Emerson Schools.

Our staff increased from two multiple period teachers and part time teachers in art, band, home economics and shop; to five multiple period teachers in grades seven and eight, and full time people in shop, home economics, general science and art. Next fall we will start out the year with staff as follows:

Seventh grade - multiple period	4
Eighth grade - multiple period	3
Ninth grade - multiple period	2
Science and Biology	2
Home Economics	1½
Shop	1½
French	½
Mathematics (7-8-9)	2
Art	1
Band	1
Guidance and Mathematics	1

Our staff spent many hours during the year to establish a common point of view for staff members. As can be imagined, there were many view-points, but we made a good start toward establishing a common philosophy among teachers.

One of the important accomplishments was the establishment of a Junior High Student Council, under the guidance of Mr. Alfred Chatman, eighth grade teacher.

I look forward to next year, when, with the addition of the ninth grade, our junior high will take its next step toward its "coming of age".

SPECIAL PROBLEMS

There were two problems that were objects of concern during the year: school lunch, and school buses.

1) The Junior High lunch program began in the middle of January. Originally planned to begin in September, 1959, it was delayed due to the failure of contractors to complete work in the school kitchen.

   We began the program with 150 pupils and 32 teachers participating in the program. By the end of the year our lunch count had gone down to 80 pupils and 32 teachers.

   Next fall we expect to start the lunch program at the beginning of the school year. With 480 pupils in the junior high, we expect to average about 200 pupil lunches a day. We will charge 25¢ per lunch instead of 30¢, and will attempt to speed up the serving lines to average eleven pupils per minute in each of our two serving lines.

2) The other serious problem was that of school buses. About 450 pupils in elementary and junior high were transported daily. The elementary pupils were taken home for lunch, while junior high pupils stayed at school.

   The problems were the usual ones: children missing the bus, occasional late buses, and misbehavior.

   The best thing that can happen for these children is to have a school within walking distance of home. This will be accomplished when the Tomkin Site and White Site schools are eventually completed. Then all pupils in Sherman Village, Lakeview Heights, Berkely Heights, and Oak Park will be able to walk to school and walk home for lunch.

   Serious consideration should also be given to eliminating the junior high bus. These pupils should be required to provide their own transportation if they live less than 1½ miles from school; or to use the Madison Bus Company buses where they are available. Sidewalks and a bicycle path along Sherman Avenue to Berkely Heights and Lakeview Heights would be a great help.

If school buses are provided for junior high pupils in the fall of 1960, I plan to establish four main pickup points, to save time in making the bus circuit.

PHYSICAL PLANT

Our building is generally in excellent condition. All rooms are adequately lighted and acoustically treated, and furniture and equipment are in good condition.

In the south wing (the original school structure) one glaring deficiency shows up: lack of book storage space. I plan to try to overcome this handicap by ordering two-door, formica topped cabinets gradually, so that each of the seven classrooms in this wing will eventually have two cabinets for book storage.

The grounds are generally only in fair condition. Our main playground needs seeding badly, and will take quite a beating this fall from junior high football practice and games. Constant care will be required to maintain this playground adequately. Our kindergarten playground will also require additional seeding. New drainage construction this year will help this play area a great deal.

Respectfully submitted,

Anthony Farina, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

SPRING HARBOR SCHOOL

Presented to the Board of Education
by the Principal

A. Kermit Frater

June, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the School Year 1959-1960

SPRING HARBOR SCHOOL

I SIGNIFICANT DATA

Enrollment:

Grade	Sept. 1958	June 1959	Sections	Sept. 1959	June 1960	Sections	Sept. 1960 Estimate	Sections
Kg.	81	74	3	96	82	3	70	3
1	60	55	2	69	61	3	82	3
2	76	72	3	53	54	2	61	3
3	49	47	2	69	62	3	54	2
4	44	40	2	49	48	2	62	3
5	60	60	2	48	49	2	48	2
6	45	41	2	58	55	2	49	2
Total	415	389	16	442	411	17	426	18

A large part of the housing in this area consists of rental units that attract many short time residents. The result is a lot of moving in and out -- in the spring it seems to be mostly out. With the University closing before the public schools, an unusually large number left this year. In the last five weeks of school we lost twenty-seven children. It is expected that the housing units will be occupied by fall, and that the usual quota of children will be in them.

From June to September of 1959 the school population increased over 8 percent. If this happens again, the plan of organization above should be about right. If the children do not return, or if the age pattern changes, it may be necessary to change the plans. There might even be a teacher more than is needed at second or fourth grades.

Building Construction

The four room addition was practically completed by the middle of November. We had, however, started using some of the rooms prior to that time in order to get children housed -- (one group had been in the all-purpose room). We greatly appreciated having art and music rooms for the first time at Spring Harbor. Present indications are that they will be available for at least one more year before the demand for class room space crowds them out.

II SPECIAL ACHIEVEMENTS

Class Load -- We have been most fortunate in class size, the average being about 26. This has greatly reduced problems, made it possible to more effectively individualize instruction and has contributed to staff morale.

Individualized Reading has been a topic of considerable study this year, and was tried out on a limited basis in one section each of fifth, third, and second. In each case, it was started only after children had finished the basic program of the year. To further insure that the skills would not be neglected, the slower groups were kept in a planned developmental program at least two days a week. Teachers also developed check lists for recording skill needs at the individual conferences to enable them to better plan their work.

All other teachers employed various and ingenious devices for stimulating wide reading in addition to the basic and supplementary program. The individualized technique seems to have "built in" motivation via the principle of self selection. In this respect it appears to be good. It does, however, require a much larger selection of books than traditional methods, and more alertness, skill and downright hard work on the part of the teacher to insure continued growth of reading skills.

Library -- Considerable progress has been made in building up our book stock, but it is still far short of the needs of our wide reading boys and girls. A recent check showed that over half -- 54% -- of the books were out, and many of the remainder were of a reference or research type that is seldom borrowed. This is a considerable improvement, however, over the 100% that were drawn out when the library first opened in September of 1958.

Excursions and Incursions contributed to the interest and value of school experiences, especially in the area of the social studies. Various class groups visited Vilas Park, a bakery, potato chip factory, the Gas and Electric plant, a dairy, farm, the Arboretum, Sequoia Library and the Historical Museum.

Additional "walking" trips were made to points of interest in the neighborhood -- Merrill Springs, the lake front, Harbor and Park.

Madison is rich in resources of many kinds, and the University is an important contributor, bringing people from many lands. Students from twelve different foreign countries visited our school and talked to various class groups. A considerable number of local people, including our own dads and mothers, also made an important contribution to our program.

Professional -- The "Teacher Improvement Committee" was active and contributed to professional advancement in several ways:

--Suggested areas the staff might work on.

--Suggested ways to improve staff meetings through use of resource people, visual aids, demonstrations, etc.

--Assisted in forming a policy on homework.

--Kept the staff informed on University and Extension courses available for teachers.

Arbor Day was observed in a unique way that probably is destined to be an annual event. After an assembly program, the entire school went on a tour of the grounds and area, visiting eleven different "Listening Posts." Each "post" was manned by a committee of sixth graders who were prepared to tell about the location:

--Bird trail -- an abandoned road through the woods.

--History of the area, as seen from the top of the highest hill.

--The Bear -- effigy Indian mound.

--Erosion -- where the new sod washed out.

--Willow trees.

--By picnic tables -- "Let's keep our Park clean."

--Insects in and near Spring Harbor Creek.

--Park trees.

--Park plants.

--Park birds.

--Landscaping -- tree planting demonstration.

The Spring Harbor area (school grounds, Park and water front) is so rich in natural resources that children should learn to appreciate them. Arbor Day seems to be an ideal time to emphasize this aspect of our heritage.

Speech

The speech therapist is concerned with locating and correcting speech patterns which deviate from normal. The child with defective speech is most easily differentiated from one with normal speech by noting if his way of speaking draws attention from what he is saying. The types of deviations include problems with specific sounds (substitutions, omissions, or distortions), rate or fluency of speaking, voice quality, pitch, or inflection pattern and language.

The speech therapist works closely with the classroom teacher. The therapist and teachers co-operate in locating the children with defective speech and in helping the children continue the corrected speech patterns learned in speech class into the regular class situation.

The speech therapist attended Spring Harbor School two afternoons a week this year. Children were seen in groups or individually for 20 minute periods. Thirty-five children received help. Types of speech problems were:

--Delayed speech -- 2 children.

--Cleft palate and delayed speech - 1 child.

--Hard of hearing -- 2 children.

--Articulation -- 30 children (substitution or distortion of sounds).

Of the 35 children seen, 19 were dismissed as corrected; 4 may possibly be dismissed in the fall if carry-over of sounds is good; 11 have improved, but still have defective sounds or speech habits to correct; and one child moved before therapy could be completed.

The speech therapist also takes part in the testing program by assisting the kindergarten teachers, if needed, with the reading readiness testing.

Virginia Mann -- Speech Therapist

III PROBLEMS AND RECOMMENDATIONS

In general, the new building has proved to be good, functional, and beautiful. Heating has been particularly satisfactory.

On the other hand, several items have been less than ideal:

Visual Aids -- The only spot in the building that can be darkened is the all-purpose room, and it is available only part of the time. Classrooms, with glass to corridor and light-weight translucent shades on outside windows, are far from satisfactory. On a bright day it is largely a waste of time to attempt picture projection in the classrooms.

Ventilation -- Heating and ventilation in classrooms is adequate except in hot weather. We experienced very little difficulty this year, but the hot weather in June of 1959 was far more uncomfortable than any other building I have ever worked in. I believe the situation could be improved with installation of a large auxiliary exhaust fan or fans in the corridor and by providing an area that can be opened to the corridor from the upper classroom wall to tap the hot air that collects near the ceiling.

Showers -- Automatic temperature controls have been so undependable that we could not use them for over half of the year. If this continues, they probably should be changed to a manual control.

Icicles -- During most of the winter months icicles are a hazard over traffic areas -- particularly over the kindergarten entrance where they get unusually large, and hang almost directly over the door. Custodians make the rounds almost daily, but cannot be expected to completely eliminate the hazard.

Drainage -- The lower playground has been useable only about the last five weeks of the year due to water. It has been an unusually wet spring, but a condition developed that probably will be a yearly occurrence. Water seeping from the high terraces seemed to be localized at the foot of a stairway to the lower playground -- almost an artesian well -- that continued to flow weeks after the rest of the grounds were fairly well settled. The problem should be studied further, but probably will require some form of drainage followed by blacktop over the area of most traffic.

The office and library space problem was mentioned in the 1959 report. When and if another addition is contemplated for the building, plans should be included for a library which would also provide the office with needed space.

It has been a pleasure to again have the privilege of working in a fine school system, in a new school with a good staff and good equipment.

Respectfully submitted,

A. Kermit Frater, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

SUNNYSIDE SCHOOL

Presented to the Board of Education
by the Principal
Daniel J. Kirley
June 1960

The overcrowded conditions which existed at Sunnyside during the 1958-59 school year have been relieved by the opening of the new Hawthorne School. Because approximately 243 pupils transferred from Sunnyside to Hawthorne, more facilities were made available for classes in library, music and speech correction and additional rooms were available for testing purposes and visual-aids.

ENROLLMENT DATA

Grade	1956-57	1957-58	1958-59	1959-60
K	57	60	86	23
1	50	69	59	27
2	42	42	57	26
3	41	42	43	32
4	38	50	42	21
5	26	32	45	19
6	24	29	33	26
	278	324	365	174

There was a steady increase in enrollment from 1956-57 to 1958-59. The decrease in enrollment for the 1959-60 school year was due to the opening of Hawthorne School.

The estimated enrollment trend for the 1960-61 year can be broken down according to the following statistical survey:

Grade	Sunnyside	Burke Heights	Estimated Enrollment	Number of Sections
K	45	5	50	2
1	18	4	22	1
2	23	4	27	1
3	26	1	27	1
4	25	6	31	1
5	19	2	21	1
6	21	0	21	1
	177	22	199	

HOMEBOUND

There were no children who required homebound instruction this year.

TRANSPORTATION

The estimated number of children who were transported to school daily by Checker Cab bus service was 119. An average of 53 were transported from the Burke Heights area and 66 from the Norman Acres-MacArthur Road area.

FEDERAL AID

There were thirty-four children enrolled at Sunnyside during the past school year who qualified for Federal Aid.

ENROLLEES, TRANSFERS AND WITHDRAWALS

Below is a chart showing by grades the number of new enrollees, withdrawals and transfers in and out of other Madison schools.

Grade	New Enrollees	Transfers In	Transfers Out	Withdrawals
K	1	1	3	2
1	2	2	3	5
2	1	2	3	2
3	0	1	1	1
4	0	0	2	1
5	0	1	2	1
6	1	3	2	0
	5	10	16	12

STAFF

We have a sincere and cooperative teaching staff at Sunnyside School. For the last two years we have not had to replace a teacher. This is very gratifying. When the Hawthorne School relieved our enrollment, we were able to transfer Miss Larson to Hawthorne, Miss Esser to Odana and Mrs. Pennekamp to Sherman.

COOPERATIVE-TEACHER PROGRAM

For the first time since annexation to the City of Madison we have had three teachers who have participated with the University of Wisconsin in the cooperative-teacher program. This program began the second semester for grades one, three and five. The teachers have expressed their interest and have found the program challenging as well as giving practical experience to future educators.

The lack of bus transportation, which goes only as far as the Truax Field entrance, is a handicap for participation in such a program.

CHILD STUDY

Services of the school psychologist to Sunnyside School this year covered the usual range of problem situations including relatively minor and temporary flare-ups between pupil and teacher and deeply involved situations. Most of the former situations were handled by means of consultation with the teacher and principal. Several situations required extensive evaluation of the child and consultation with the parents. In two cases referrals were made to outside agencies.

-- Myron Seeman

PHYSICAL EDUCATION

In the past year at Sunnyside we have covered many physical activities to increase neuromuscular coordination, kinesethic awareness, physical development, social relation improvement, healthful habits, individual initiative and group leadership. Such activities included throwing, catching, running, dodging, striking and bouncing skills as well as the seasonal games.

Since the fifth and sixth grade girls were combined in one class, a longer class period was available. The size of the class was relatively small; consequently, the girls improved since individual opportunities to perform were more frequent. The difference in ability between the two grades was not sufficient enough to be detrimental to the improvement of the individual or to the whole class. I think this arrangement should be continued in the future.

-- Nancy Davis

In boy's physical education we have several objectives we try to achieve. They are: better physical conditioning, neuromuscular development and citizenship building. The main part of the program is centered around the fourth, fifth and sixth grade boys. We teach skills and lead-up games in soccer, basketball, volleyball, softball, track and combatives. Group and individual conditioning are also an important part of the program. All in all, it was a very enjoyable year.

-- Dick Steckelberg

LIBRARY

With the decrease in enrollment this year, the library was back in its own room. The children were again able to have experiences which can be offered so much better when there is an actual library in the building. The upper grade children now had the opportunity and learned to find books on the shelves with ease and speed.

These pupils enjoyed finding material which related to units they were studying. They became adept at using not only the card catalog but other tools such as the pamphlet file and the Subject Index To Childrens' Magazines. "Advertising" their favorite books proved useful as well as interesting. This was done at the various grade levels both orally and with original book jackets on the bulletin boards. In the lower grades stories and creative dramatics were used.

With the addition of 217 new books minus withdrawals, the book collection is now 4,078. The circulation this year was 8,151.

-- Carol Hosig

SPEECH

A total of thirty-three children were seen in speech classes at Sunnyside this year. Of this number, eighteen were dismissed, four were measurably improved, and one was unimproved.

Of these thirty-three children, three were seen only once a week.

The speech problems seen were as follows:

	Girls	Boys
Articulation	17	13
Voice	0	1
Stuttering	0	0
Delayed Speech	1	1
	18	15

Case histories for three children have been placed in the files. In all, the parents of sixteen children were contacted by home visit, phone, or a visit to the school.

The division by grades was as follows:

Grade	Number
1	15
2	8
3	4
4	2
5	3
6	1
	33

Several kindergarten children were checked and a conference was held with the kindergarten teacher.

— Glenna Odom

ART

Creativity as a means of fostering and sustaining intellectual and emotional growth is the main objective of art at Sunnyside School. This intellectual and emotional growth is strengthened when a child can seek identity by relating his experiences to his own existence, through expression in art.

A wide range of media and materials are used to give each child an opportunity to best express himself. A further expansion of this idea is the creation of both two and three dimensional projects — as some students express themselves better in one or the other.

Projects such as copper enameling, wood work, and clay helped in teaching the use and care of hand tools and an electric jig saw.

The cultural aspects of other nations and peoples were brought out in units on sculpture, painting, pottery, copper enameling and masks. The exchange of cultural ideas was pointed out as a progressive element in the creation of our society.

-- William Godding

MUSIC - Vocal

The first grade spent much time on tone-matching to increase their sureness of pitch. They also had rhythmic and creative activities and did many dramatizations.

The second grade, in addition to increasing their repetoire, began the reading-readiness program. They also had the rhythmic and creative activities that the first grade had.

The third grade progressed quite rapidly in music reading. They also worked with music appreciation and rhythms.

The fourth, fifth and sixth grades worked on two part music, folk dancing and music reading as well as learning many new songs. All the grades had a music appreciation program that lasted throughout the year. We correlated music with the study of various countries in fifth and sixth grades.

Our school chorus was a selective group of fifth and sixth grade students who met once a week for half an hour. They sang four selections for the April P.T.A. meeting and also took part in the Christmas program. The entire school took part in the Christmas program, each class singing Christmas songs for the other classes.

-- Anne Nafzger

MUSIC - Instrumental

There were nine fifth and sixth grade students studying violin at Sunnyside School. Lessons took place on Wednesdays from 1 until 2 P.M.

The school furnished seven violins for rental. Some youngsters owned their own instruments. The school also furnished five music stands for lessons. The texts used were "Tune A Day", Books I and II.

Some of the students also participated on a volunteer basis in a once-a-month Saturday morning orchestra or summer orchestra classes at East High as well as presenting individual performances for their classes.

-- Paul Haack

P.T.A.

A number of obstacles seemed to stand in our path at the offset of the past year. One major problem which we faced was the splitting of our membership with the new Hawthorne School. However, even though it did ease the strain on the teachers, we were faced with a decline in P.T.A. membership and consequently feared a hard road ahead for our objectives. Nothing could have been farther from that fear at the close of the year. We had a tremendous year! We achieved our goal which was the purchasing of a portable television set for the school!

A very enthusiastic executive board, along with the various committees and the able assistance and counseling of the principal, Mr. Kirley, did an outstanding job and without the magnificant cooperation of our membership we would not have been successful.

The itinerary for the year was based on the theme of "Our Foreign Friends" and the first program depicted the welcoming of the new state of Hawaii. Later in the year we had the privilege of hearing "The Panel of Americans", a panel discussion group from the University of Wisconsin.

In the fund raising department we started the year with a clothing resale which was very successful financially. The annual card party was nothing short of a howling success and one of the most successful card parties Sunnyside has ever conducted. Our spring resale climaxed the end of our fund drives.

On June 2 a banquet was held honoring our out-going sixth graders. Mr. Kirley gave an inspirational farewell address.

The annual picnic was held June 8 at Reindahl Park with the weatherman smiling his good graces upon us. Ice-cream and pop were furnished by the P.T.A. to a capacity gathering.

The officers for the 1959-60 school year were:

Mr. & Mrs. Bob McDermott - President and Co-president
Mrs. Reuben Schantz - Vice-president
Mrs. Phyllis Haugen - Secretary
Mrs. Lorraine Loomans - Treasurer

The officers for the 1960-61 school year are:

Mr. & Mrs. Bob McDermott - President and Co-president
Mr. LeRoy Holmes - Vice-president
Mrs. Phyllis Haugen - Secretary
Mrs. Merle Baker - Treasurer

HOT LUNCH PROGRAM

It was recommended on last year's report to discontinue the lunch program at Sunnyside. Following is a tabulation showing the financial status of the hot lunch program for the 1959-60 school year.

Receipts for 1959-60		
From Board of Education		$ 300.00
From children		$5,073.66
		$5,373.66
Disbursements for 1959-60		$5,363.55
		$ 10.11
Reimbursement for hot lunches for June		$ 41.10
		$ 51.21
Balance June 30, 1959	=	$ 104.34
Balance June 30, 1960	=	$ 53.13

As indicated in the above tabulation, it was necessary to borrow $300.00 from the Board of Education to begin the hot lunch program this year. If the program is continued next year, it may be necessary to borrow an additional $300.00 to begin the program.

Approximately $30.00 was spent on additional kitchen equipment and approximately $85.00 was spent on the increased salary for the cook.

The number of hot lunches served to children by Mrs. Clara Lehr, head cook, was 16,113. Approximately 66% of the school children participated in the hot lunch program during the year.

New tile flooring was laid in the kitchen and a new stainless steel sink was installed. If the hot lunch program is continued, there will be a need for replacing the serving area, enlarging the kitchen and additional kitchen equipment. A new refrigeration unit will be installed before September, 1960.

SPECIAL PROBLEMS AND RECOMMENDATIONS

Recommendations for improving the school grounds and facilities have been presented to the Superintendent and the Department of Buildings and Grounds. These recommended needs are as follows:

1. Need for cyclone fencing along the highway and north property line, approximately 950 feet.

2. Need for adequate ceilings to complete rooms 102 and 104.

3. Need for adequate lighting to complete rooms 106, 201, 203 and 205.

4. Need for a blacktop play area, approximately 600 square yards.

5. Need for landscaping and leveling of playground area.

6. Need for utilization of kindergarten room for additional half-day session and utilization of rooms 106, 201, 203 and 205.

7. Need for more attention to improving the hazard break-up of entrance to the parking area.

8. Need to improve surface of parking area.

9. Need for removing IBM master clock from basement because of dampness which affects the technical mechanism.

10. Need to replace floor in visual-aid room number 205.

11. Need to replace inside doors of older building.

In September of 1959 a crossing guard was placed at the location of Mendota Street and East Washington Avenue. This eliminated bus service at that time. Because there were no sidewalks on Mendota Street east of Highway 151 a group of parents felt the danger of their children walking down the road and thus demanded bus service. This was granted and bus service resumed.

In the event that the city should build sidewalks along Mendota Street, a crossing guard could again be stationed at this location. This would make it possible for a great number of children to go home for lunch.

The entire community, the teachers and other members of the staff join me in expressing sincere thanks to the Board of Education, the Superintendent, assistants and department heads for their cooperation in making our school an integrated part of the Madison system.

Respectfully submitted,

Daniel J. Kirley

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

VAN HISE SCHOOL

Presented to the Board of Education
by the Principal

Walter H. Argraves

June 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60

ENROLLMENT FIGURES

Elementary

Grade	East of Owen	East of Midvale	North of Regent	South of Regent	Enrollment May 1960	Est. Sept. 1960
K	5	15	7	8	129	140
1	5	20	10	10	106	119
2	5	27	14	13	113	110
3	8	24	12	12	104	116
4	5	19	11	8	91	110
5	8	19	12	7	86	92
6	3	28	13	15	86	88
Totals	34	152	79	73	715	775

Junior High

Grade	Enrollment 1959-60	No. of sections	Enrollment 1960-61 (Est.)	No. of sections
7	250	9	252	9
8	166	5	260	9
9	-	-	172	6
Totals	416	14	684	24

GENERAL ACHIEVEMENTS

1. Early in the year the junior high staff set itself up as a committee of the whole for the improvement of instruction. At least one meeting and discussion was held on each of the following:

   a. library facilities and use as related to social studies and English instruction.

   b. promotion standards - home work - Mr. Waller led one of these discussions.

   c. discipline - supervision of halls, gym, library, lunch room, lavatories, and detention procedures.

   d. social and emotional problems - Mr. Seeman led this discussion.

   e. Mr. Mennes discussed the junior high curriculum and the operation of the core program at one of our first meetings. This was the first of three meetings on this topic.

2. The elementary school day was lengthened in all grades by fifteen to forty-five minutes. Based on an average increase of thirty minutes, this was the same as extending the school year almost three weeks (counting six hours of instruction per school day). While third-grade teachers felt the loss of the 11:00 to 11:30 special-help period, teachers of all grades expressed in various ways their appreciation of having additional time to "get more done".

3. The addition of French to the seventh and eighth grade curriculum was approved by the Board of Education during the summer of 1959. At Van Hise we had thirty-six seventh-grade and thirty eighth-grade students enrolled. The classes met three times per week. The work on French was taken instead of choral music.

   In addition to the adopted first-year French text, supplementary text materials, strip film, and tape recorders, a preliminary edition of a text for these grade levels by Harris and Cassidy was used. This material stressed the aural-oral approach as did all of the work this year.

   According to a standardized test administered this spring, the eighth grade median was at the 48 %ile for end-of-the-year first year high school French students. This compared favorably with the other Madison schools. However, the curricular validity of the test might need some study.

4. A class of twenty-four seventh graders enrolled in an accelerated math. course viewed twice weekly a WHA-TV telecast during the second semester. This program was taught by a Mr. Lichtenberg and directed by Prof. Von Engen of the University of Illinois. The Wisconsin Improvement Program sponsored this series.

   Student interest remained high during the series. Informal tests showed the students progressing as well as a similar class that did not view the program. A standardized test was administered at the start of the telecasts and again at the close of school. The results are being tabulated by the Curriculum Office and should be of real interest.

5. School Milk Program

   This year, with the addition of the seventh and eighth grades, milk was served at each of the two junior high lunch periods. From September through June, 68,749 bottles were served. The elementary children drank 78,465 bottles at their mid-morning recess.

6. W.I.A.A. Accident Benefit Program

   Last September a premium of $817.50 was paid for general pupil coverage on all children, kindergarten through eighth grade. Thirty-three claims were filed. All except four of these claims were settled, for a total of $265.60.

7. Health Examinations in School

   During the early weeks of school, the Snellen eye chart was used in screening examinations given to children in all grades. Of those checked, 110 cases were referred to parents with the recommendation that a qualified physician give the child a more complete examination.

   Children in grades one, three, and six were also given a hearing test. Rechecks were made on those found deficient. Again, referrals were made to the parents for further study by the family physician in six cases.

   P.T.A. members assisted with these examinations, thereby being of service to both the Public Health Nurse in charge, and the teachers.

8. University Students

During the year we had a number of university students doing field work in various class situations. There were seven juniors in elementary education working two half-days a week with five teachers. One senior in art education worked with our elementary art teacher. A senior in music education worked with the band instructor and two worked with the choral music teacher. Finally, a senior in physical education worked with the boy's coach during the second semester.

All of these students made a contribution to their respective classes. A special string group was made possible; a more involved project in ceramics for sixth graders materialized; a series of worthwhile pupil demonstrations in fifth grade electricity culminated a science unit; a program for second grade parents explaining learnings in social studies and how spelling, writing and reading each had a part, was presented by still another student.

9. P.T.A. Activities

The Van Hise P.T.A. enjoyed a very active and successful year. The programs were well attended, with the "Go To School Night" in November drawing about eight hundred parents. The programs were as follows:

October - Pot Luck Supper - Wally Wikoff of the University spoke briefly on "It's the Shading That Counts".

November- Go To School Night

December- Christmas Program

January - Sex Education in the Home - Mrs. Cockefair

February - Guidance in the Home - a panel

March - Television in the Home - a panel

April - Moral and Spiritual Values in the Home - Rabbi Swarsensky

May - Curriculum and the Home - Mr. Mennes

9. (continued)

As both money making and community service projects, P.T.A. again put on a fall and a spring resale. With this money, the following projects were sponsored or financed. Cub Scouts, Boy Scouts, Brownies, Girl Scouts, four programs for the children put on by artists and lecturers from the University Bureau of Concerts and Lectures, and a set of encyclopedias were purchased for the library.

10. Speech Correction

A total of eighty-seven children received speech therapy this last year. A majority had difficulty in articulation (73), while foreign accent (6), and delayed speech (5) ranked next in frequency. Of this number, thirty-four were dismissed as corrected, twenty-two will be dismissed in the fall if carry-over is good, thirty have improved but still need additional help, and one child has not improved.

APPRECIATION

Appreciation is expressed for the shades in the elementary section of the building. This has not only cut glare, but facilitated the use of visual aids in the elementary section and in the junior high as well, where shades were installed as original equipment.

The establishment of common standards and goals in the several subject areas of the junior high has been and will continue to be of major concern as we add a ninth grade next year. Special help from Mr. Waller and Mr. Mennes in this connection was most valuable.

Last, but most basic, appreciation is expressed to the Board of Education and Superintendent Falk for their willing assistance and support as our school expanded this year.

Respectfully submitted,

Walter H. Argraves
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal

Philip Lambert

June, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-1960

WASHINGTON SCHOOL

GENERAL

The year 1959-60 was a significant one for the Washington School. While the special work of our Orthopedic Department was continued, a new Remedial Department was established, and several important pilot programs designed for the study and evaluation of new educational methods were set up.

STATISTICS

	1955 1956	1956 1957	1957 1958	1958 1959	1959 1960
Elementary Department Gross Enrollment	562	540	481	484	424
Orthopedic Department Gross Enrollment	65	63	46	46	41
Remedial Department Gross Enrollment	-	-	-	-	32
TOTAL GROSS ENROLLMENT	627	603	527	530	497
Out-Patients (Pupils who come for treatment only)	37	27	21	26	19
Withdrawals (Minus Orthopedic and Remedial)	53	47	33	46	30
Transfers to other Madison Public Schools (Minus Orthopedic and Remedial)	29	43	29	40	29
Transfers to Washington and other New Pupils (Minus Orthopedic and Remedial)	81	72	52	65	68

Washington School continues to have fewer normal children each year. Enrollment in our Orthopedic Department was also smaller than in previous years.

COMMUNITY

A large proportion of our pupils do not remain in the community long enough to have their complete school experience with us. This past year, only 52% of the students finishing the sixth grade had been in Washington School since kindergarten. Approximately 12% of the children were unable to complete even this current year at Washington.

NUTRITION ROOM

	1958 1959	1959 1960
Total Pupil Enrollment (Nutrition, Orthopedic, Longfellow, and Remedial)	132	120
Average Daily Pupil Attendance for Lunch	111	104
Total Enrollment of Nutrition Pupils	25	11
Average Daily Attendance of Nutrition Pupils for Lunch	19	9
Total Enrollment of Special Education Pupils for Lunch (Longfellow)	54	52
Average Daily Attendance of Special Education Pupils for Lunch (Longfellow)	48	44
Total Enrollment of Orthopedic Pupils for Lunch	39	31
Average Daily Attendance for Lunch (Orthopedic)	33	28
Average Daily Attendance of Adults on Duty*	20	18
Average Daily Attendance of Adults who Pay for Lunches	8	7
Total Average Daily Lunches for Adults	28	25
Total Average Daily Lunches for both Pupils and Adults	146	129

*Adults on duty: 2 Cooks, 1 Nutrition Matron, 3 Orthopedic Matrons, 1 part-time Custodian, 1 Teacher (Orthopedic), 1 Teacher (Elementary) to supervise pupils who bring their lunches, 5 Longfellow Adults, 2 Remedial Adults, 5 University students (these students help in the Orthopedic Department).

HOMEBOUND

We had two children registered for Homebound teaching this year. Both of these children were from our Orthopedic Department.

ACHIEVEMENTS

Instructional Teams

During 1959-60 the Washington School faculty tested two instructional teams: one at the sixth grade level and one at the primary level. The sixth grade team was handicapped by the ill health of its chairman, but

the other members of the team carried on in heroic style. The primary team which was responsible for first, second, and third grade youngsters, began to function during the second semester. This team explored large and small group teaching with particular emphasis on the role of individualized reading in a team teaching pattern.

The experience that we have gained from these two instructional teams this year will help us to set up a project for 1960-61 which will allow us to compare team teaching with the standard self-contained classroom. Next year the entire normal pupil population of Washington School will be divided into two parts. Half of the children will receive instruction from teachers working within the regular Madison School teaching pattern, while the other half will receive instruction from one of two teams. Each team will be made up of two teachers, two interns, and a half-time instructional secretary. Comparisons of achievement, pupil attitude, relations to authority, anxiety, problem-solving ability, etc., will be made.

In addition to our team teaching project for normal classes, we are also going to try an experiment with team teaching in our Remedial Department.

Teaching Machines

Several teaching machines have been loaned to the Washington School staff by the Rheem Califone Company. Two studies using these machines are now in progress. The first, which involves 150 children, will explore the inhibiting effect of "chaining responses" on teaching machines. The second, involving 300 children, will study the psychological effects of learning from teaching machines.

These two projects will continue into the 1960-61 school year. In addition, the teaching of spelling in the upper grades with a write-in teaching machine will be tested. The results will be compared with those of a control group of children learning from a teacher.

Individualized Reading

During the past year the Washington School staff has explored the whole field of individualized reading, and laid the basis for an experimental study which will include an analysis of (1) the test-book method, (2) the developmental method, and (3) the individualized reading method of teaching this skill. The effects of each method on the learning of bright, average, and slow children will be assessed. Marquette, Longfellow, and Lowell Schools will provide control groups for the Washington School experimental sections.

Other New Projects

Recently we have been granted funds from the State Department and the University of Wisconsin which will make it possible for us to install a complete electronic learning center in one of the rooms at Washington School. This learning center will be essentially a research installation which will allow us to explore the whole field of electronic classroom teaching. Through carefully controlled studies, we hope to discover in what areas and in what ways electronic aids can best be used by the Madison Elementary Schools.

Another grant has been awarded to us by the University which will allow us to define the "successful child" in our society as he is perceived by three groups of people: parents, teachers, and peers. After a careful definition of "successful children" in public elementary school, and the isolation of a group of such children, we will take a closer look at these children in terms of their achievement, creative and problem-solving ability, etc.

VISITORS

The Washington School staff has enjoyed its many visitors during 1959-60. We have welcomed not only principals, teachers, and educators from the public school systems of Wisconsin and other states, but many distinguished people in the world of education. Among our out-of-state visitors have been Colonel S. D. Pande and other Indian representatives, Dr. Francis Keppel and Dr. Judson T. Shaplin of Harvard University, Mr. Allen Lee, Oregon State Department of Education, and Mr. Ronald E. Jones who is a member of the Oregon State Board of Education. Our staff members have been greatly stimulated by the exchange of ideas with these people.

SPECIAL REPORTS

I had asked the various special teachers to hand in individual reports on their departments, with the idea of editing and condensing this material. However, the reports were so interesting and useful in giving a broader picture of developments at the Washington School that I decided to include most of them in toto.

Art Department

The art program this year has been directed toward building children's imagination, feeling, and skill as well as their understanding of art. This we hope will help in developing their creativity.

In order to stimulate the pupils along these lines, and provide experiences in problem-solving, a wide range of materials were provided. A project in sculpture in various materials was a new and very satisfactory addition to our program.

The results of the year's work were gratifying to the children, and the

favorable comments by the numerous visitors on the exhibits in Dr. Lambert's office and the showcases confirmed their pride in their creations.

Alice MacDonald

Library

This has been an exceedingly busy but profitable year. Because the library has been participating in a new experimental program at Washington School, the schedule and procedures have been changed somewhat. One and one-half hours of library time four days a week have been reserved for the independent primary reading group of first, second and third grades. As this group has been divided into four reading readiness sections, any section or all sections may be using the library during the scheduled time. During his stay in the library each pupil generally reads in a trade or supplementary book of his own choice, at his reading and interest level, and at his own rate. However, some guidance is given in the choice of books. That the able pupil progresses rapidly under this system is shown by one of our second grade pupils who has just finished reading and reporting with good comprehension on "Grimm's Fairy Tales" selected by Eleanore Abbott. It is hoped that these individualized reading procedures will yield more successful outcomes for all pupils, though progress is varied.

The two sixth grades have been combined in one group and meet in the library for an hour twice a week. They too have individualized reading as one phase of their work. They have also conducted various group studies on subjects of special interest such as space, health, reproduction, etc. Some of the reference work has been correlated with their art work, as in the study of marine life. They seem to have liked reading many books, diligently using the reference books, reading silently and doing something with what they read.

Two new classes have been added to our library schedule with the admission of the remedial pupils to our school. Progress has been made in reading abilities and attitudes of these pupils. Careful guidance must be given these children in book selection in order not to discourage but instead to stimulate their reading interest.

The Orthopedic groups have done exceptionally good work this year, especially in reference and historical reading.

Mildred Gunderson

Music Department

Music programs at Washington this year were the Christmas Pageant, featuring the fifth and sixth grade Glee Club and the sixth grade violinists, and the Spring PTA, featuring the Glee Club. Outstanding violinists and singers also performed at the Honors Program in the spring.

Joyce Zoske

Physical Education Department

Boys

The Physical Education Guide has been followed as closely as possible at Washington School this year. However, the addition of a group of remedial boys to the fifth and sixth grade classes necessitated many changes in our program. This definitely slowed down the normal children, though the repetition of skills helped the remedial group. My suggestion would be that all remedial children should be placed in one class.

Harry Thompson

Girls

The fourth, fifth, and sixth grade classes have been somewhat smaller and, consequently, better this year. Many of our children require more than the average amount of individual attention to satisfy their emotional needs as well as for training in manners, dress, and behavior. Many of them have more cuts, bruises, aches and ills than do children in the other schools where I teach. Often their home situations are not good. Smaller classes make possible better discipline and more time for individual problems.

I feel that our lower grades ought to have more time for physical education than the present twenty minutes a week. As a group, at present, they are noisy, inattentive, and hard to control. They have a characteristic primitive vigor in their physical education activities, however.

The adjustment of the remedial children in the regular fifth and sixth grades has not been good. At best, they slow the classes down a lot. One or two who have good physical skills have fitted into the class beautifully, but others cause a great deal of trouble. Several, although they are not behavior problems, are so slow that they are lost when it comes to learning rules, dance steps, etc. The regular class members grumbled about these girls at first, but soon accepted them and developed excellent attitudes of helpfulness and encouragement.

Mary R. Pratt

Speech Correction Department

Thirty-six children received speech therapy during the year. Two children from Holy Redeemer School were also seen as out-patients. All of the children received group therapy twice a week.

The results of the speech survey in the first grade indicated that 22 children were in need of speech help. All new pupils in the other grades were checked. Due to the shortage of time it was necessary to take children in the first, second, and third grades only. Children in the other grades were placed on a waiting list. At the end of the first semester

seven children were dismissed from speech class as corrected. A total of twelve pupils were dismissed in June as corrected.

There were ten children who had a serious speech problem. They received both individual and group therapy. These children's parents were seen during the year through conferences and home visits.

The classroom teachers at Washington School cooperated with the speech correction department, helping to carry out the program recommended by the therapist. This gives the children a chance to strengthen their newly learned sound patterns by practice in different situations.

Helen Bruce

SPECIAL SERVICES

Health Department

A dental screening program was conducted by the Health Department in Grades One, Three, Six, and in the Orthopedic and Remedial Classes. One hundred and one students were advised to have dental care. Forty-five cases were referred to Longfellow Dental Clinic for dental follow-up.

A vision screening program was conducted on children in all grades. Thirty-nine students were referred to a physician for visual follow-up.

Five students were found to have hearing defects as a result of the hearing screening program given to all students in Grades One, Three, and Six.

The third, fourth, fifth, and sixth grades participated in the third and last year of the strep study. This study is supported by a federal grant.

All first graders, with permission of their parents, were tuberculin tested. There were two positive reactors.

Teacher-nurse conferences were held throughout the year on an individual and classroom basis. Physical and emotional problems were detected and followed up.

There were fifty reported cases of measles and twenty-two reported cases of mumps. Home visits were made to these families to explain isolation practices, identify symptoms, and help interpret the physicians' orders.

Home visits were also made to the families of school children to encourage follow-up of survey findings, to emphasize the importance of immunizations, to interpret the health facilities of Madison, and to give health teaching in the home.

Ruth H. Hanson, R.N.

Child Study

Services to Washington School by the school psychologist covered a wide range of problems, including attendance difficulties, learning problems, and behavior disorders.

In the case of attendance problems, the children were evaluated individually and their parents were contacted. This procedure was followed in some of the other situations, but the bulk of the problems were handled by conferences with the principal and teacher in which efforts were made to outline a plan to help the teacher deal with the particular youngster involved.

A conference was held with the Dane County Child Guidance Clinic concerning one youngster who was presenting behavioral difficulties. The teacher, the principal, the school psychologist, and members of the clinic staff were present at this meeting.

Children in the two fourth grades also participated in a pilot study aimed at refining procedures for evaluating concept formation in children. This is part of a larger study in which the affect of anxiety on concept formation is being examined.

Myron Seeman

PARENT-TEACHERS ASSOCIATION

The Washington School PTA had a very successful year. The potlucks again proved to be very well attended as in previous years.

"Carnival Night" which we had in place of "Fun Night" had the largest attendance. It was a very entertaining evening as well as netting $166.00 for our treasury.

Bringing our PTA meetings to a close for the year was the Sixth Grade Banquet which was very enjoyable.

Loretta Johnson
Co-President

The Washington School is fortunate in having an unusual faculty. Their willingness to consider new ideas in education and to try new methods is a tribute to our whole profession. Indeed, I have rarely met with more enthusiasm and cooperation than I have found among the principals and teachers of Madison in general.

Respectfully submitted,

Philip Lambert
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Art Department

Presented to the Board of Education
by the Director
RUTH ALLCOTT
June 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60

An art staff of 33 teachers--four of them on a part-time basis serves Madison's elementary and secondary schools. Seven years ago when the present Art Director took over the position we had a staff of 23 art teachers with three serving on a part-time basis.

Under a formula established four years ago, primary teachers are responsible for the teaching of approximately two-thirds of their own art. The art teacher teaches 30 minutes per week and acts as a consultant. In schools where there are art rooms, projects of a significant nature are presented which would be difficult or impossible in a regular classroom. This gives pupils worth-while and valuable creative experiences in the atmosphere of an art studio-workshop.

The Madison school system is dedicated to the development of all children to the best of their abilities. Some artistic experience is essential for the fullest development of all people and is a definite part in the education of every Madison child. It is in the early life of a child that a specialist can be of immeasurable help. He guides the development of creative expression in the arts, and helps foster an interest or talent which can be of great benefit to the child in his school adjustment and his social development. We are indeed grateful to our Board of Education and to our Superintendent of Schools for providing Madison's children with specially trained teachers for this critical formative period.

Emphasis in art education is placed on the development of the child's creative imagination and provides for emotional growth through a program of creative activities. Children are given an opportunity to experiment, explore, and express ideas in a wide variety of ways using a wide variety of materials. This program we feel will develop originality and inventiveness and provide a satisfactory emotional outlet for the child.

Because of wide individual differences children often prefer one medium to another in the expression of their ideas. A function of the art teacher is to help each child experience many ways of working creatively. Teachers encourage children to explore the possibilities of working with paint, clay, wood, wire, etc. and to find the mediums that will best stimulate their desire to create.

In the hiring of new personnel for the art staff we have gone along with the recommendations of nationally recognized art educators who urge the recruiting of teachers who are not only proficient in the teaching of the arts but who are also competent themselves in the practicing arts and crafts. Our first consideration is still obtaining strong teachers. Often a well recognized painter or craftsman is not a successful teacher. However, our new teachers this year have demonstrated skill in teaching combined with a high degree of personal performance in the arts. Our new man at Lowell School is not only a fine sculptor but also an excellent painter.

At this years' Madison Artists' Exhibition Rollin Jansky won a prize for one of his two paintings which were selected for exhibition. He also won a $100.00 award for a painting at the Wisconsin State Fair, and he has a blockprint in the National Printmakers Show.

Roy Liddicoat of Emerson School was sponsored by the Madison Art Association in a one-man show of his oil and watercolor paintings.

Joseph Nyiri of Hawthorne School had jewelry and sculpture chosen for exhibition at this years' Wisconsin Painters and Sculpture's Show in Milwaukee, where he received a top award. He also received a prize of $125 for a painting shown at the Wisconsin State Fair.

Ellen Milan exhibited at the Madison Art Association's Sidewalk Art Show and won a second place award. She also was presented in a show of her work in the new Tokalon Galleries.

Victor Ebert, at Sherman Elementary School is a talented jeweler as well as painter and had several pieces of his work selected for the Craftsmen's Show at the University Memorial Union.

SPECIAL EMPHASIS this year has been on teacher improvement. Specialists in various areas of art were brought in to help improve teaching techniques at both elementary and secondary levels.

In September Mr. Justin Brady, formerly of Indiana University, presented a lecture-demonstration to all the art teachers on New Techniques with Clay Modeling and Ceramic Decoration. This two-hour demonstration proved highly beneficial and was followed by a lengthy question and answer session.

A Liquid Plastic workshop-demonstration of two two-hour meetings was presented in October to help teachers better acquaint themselves with the teaching of this new art media. Demonstrations on the ways of using Castoglas and Fiberglas were given by a specialist in these fields. The art teachers also engaged in the working process. Later a trip through Gisholt plastic division was arranged to acquaint them with the commercial use of these new plastic materials.

A workshop on Paper Sculpture was offered in November with a specialist demonstrating new techniques with this old familiar material-- paper. The demonstrator has experimented a great deal with various kinds of papers and has found Paper Sculpture to be her special form of creative expression. The experience of seeing paper used in new ways proved to be highly stimulating to the teachers. They later used the technique to greater advantage in their classes.

Rineglas, a new type of transparent plastic, which comes in many colors, was introduced to the art group. Madison was one of only a few cities throughout the United States selected for the introduction of this new art media.

March found us learning of a new type of simplified lithography-printing adaptable for elementary or secondary schools. The demonstrator urged teachers to work with the material too and many were highly pleased with the new process. The graphic art of lithography is a very old process but until this simple method of reproducing prints was discovered it was a form of art restricted mostly to college students and professional artists. Our junior and senior high teachers especially, feel it has opened up a rich field of art expression for many students who want to reproduce prints of their work.

ORIENTATION OF NEW TEACHERS

Several evening meetings were held at the home of the Art Director to orient the beginning teachers who were urged to bring questions and problems they had experienced in their teaching. "Experienced" teachers were on hand to help answer the questions and assist in the solving of the teaching problems. (Note: When we invited them to bring their problems to the group we limited them to school problems. We are not setting up a Dorothy Dix or Ann Landers department.)

The experienced teachers brought illustrations of projects which had met with success in their classes. This proved stimulating to the new teachers. Older teachers reported that they too gained from these conferences because of the self-evaluation of their own teaching techniques in responding to the questions asked at the meetings.

These larger meetings were followed-up with smaller group meetings with the new teachers and their helper-teachers. These were sometimes over lunch hours, after school over a cup of coffee, or in the evening.

Special Achievements

The art work of 13 selected eighth graders who participated in the Irene Buck Summer Scholarship program, sponsored by the Madison Art Association, was shown in an exhibit in October in the galleries of the Madison Public Library. Approximately 60 water colors done over a five week period in the summer, were in the exhibit. (Pupils who show an unusual interest in art are selected to receive $25.00 scholarships for special art study in the summer.) Scholarships are contributed by the Madison Art Guild, Altrusa Club, Madison Art Association, and the Irene Buck Memorial Fund.

The summer workshop was originated by Miss Buck, who was for many years Art Director in the city schools.

Paintings were done on sketching trips around the Madison area, Devils Lake, Wisconsin Dells, and Truax Field.

The summer program was under the direction of two of Madison's junior high art teachers -- Mrs. Roberta Larsen of Cherokee School, and Parnell Bach of West.

The annual Salon of School Art was again held near the close of the school year with the work of over 750 pupils on exhibition. This was the most extensive show we have held. Work was exhibited in Scanlan Hall of the Vocational School, the Galleries of the Madison Public Library, and in the Childrens' Gallery of Grace Church. New this year was an opening day "Patio Show" in the parking area between Central High School and the Vocational School. Here children not only exhibited their finished art work but demonstrated various kinds of painting and crafts. An unusually large number of parents and friends turned out for the opening, and visited the show during the two and a half weeks of exhibition. We felt this was an indication of the fine interest people have in the creative arts of the children in Madison.

We think we had a very good year.

Respectfully submitted,

Ruth Allcott
Director of Art

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1959-60
Department of Child Study and Service

At a recent national guidance meeting Eli Ginsberg, Director of the Conservation of Human Resources Project, Columbia University, presented a challenging statement to counselors when he said in essence "Be careful, you guidance workers, that you recognize your limitations." These are days when guidance has received much, maybe too much promotion and ballyhoo. Committees, commissions, and experts from the national level down have recommended that schools provide one counselor to every 200-300 pupils. Funds have been provided to give free education to those who desire to guide youth. Fancy objectives and sweeping recommendations have been set up relative to what the counselor can do in the school setting.

I am concerned that the guidance bandwagon may lose its wheels if we do not look most realistically at just what the guidance workers are trying to do, what people think they should do, and how they are trying to do it. Like every service, guidance has limitations. To state that it is a panacea for all problems is ridiculous. It is in order to look realistically at what the counselors' functions should be, and to make only modest claims about the place of guidance in the total educational process.

There are certain assumptions which need careful scrutiny.

1. Guidance workers must deal with the whole person and should not be restricted to vocational and educational problems. Yet we are told that to bring about significant changes in the individual's basic personality usually requires two or three years of psychoanalytic treatment at a cost of several thousand dollars.

   While one can be sympathetic with the desire of the guidance counselor to deal with the "whole child" it is not imperative to do so; and parents, teachers, and physicians have long been able to contribute to the development of young people without delving into the deeper levels of personality. Most counselors do not possess the competencies to venture into the complexities of the emotions and if they don't have such competencies they should refrain from doing so.

2. Guidance workers have the responsibility for helping pupils to understand themselves. This is a reasonable assumption until one begins to probe it specifically. If it means the counselor is going to attempt "unlimited understanding" it is silly.

   Cannot it be assumed that reasonably capable young people ought to know what their interests and capacities are? Tests and report cards help to give them such understanding. Shouldn't counselors' help to pupils rather be in the area of translating their interests and capacities into realistic educational and occupational choices and helping them evaluate interests or plans? Sometimes interests

need to be restricted in terms of future reality. Some pupils as they reach the upper levels of high school need help to decide on the type of college, how to get in to college, and how to finance themselves. Larger numbers need help in seeing the relationship of schooling to jobs they will try to get before or after finishing high school. These are legitimate functions of counselors.

3. Guidance is a specific field, and the counselor is an expert. Let's recognize that guidance begins at birth, or before, that no single factor has more influence on the person than his genetic potential and the socio-economic position of his parents. Then the home environment exercises a major influence on development as does the school, and surely there are many other formative influences such as the church, the Armed Forces for boys, and the culture at large, all of which help to transform the child into an adult. Conditions of employment--salaries and prestige of jobs--are among the strongest formative influences on the vocational choices of young people.

No matter how skillful the counselor may be all these factors should serve as a warning that there are many important forces at work and that the counselor exerts only one small influence in the total process that molds the pupil's life. Modesty is in order!

Several important implications stem from the inspection of some of these assumptions of present-day guidance. Most people guide themselves--poorly or well--in terms of their experiences in the home, the country, and the culture. It would be presumptious for guidance counselors to assume responsibility for the guidance functions that from time immemorial have been carried on by parents, teachers, and others in the community. The special province of guidance workers is rather to seek to reduce the waste incident to the way in which guidance takes place. They can do this best by identifying the major limitations in the conventional process and seeking to give effective remedial help.

Three major shortcomings that young people conventionally experience which seem to take a heavy toll are:

1. Failure to aim high enough.
2. Failure to develop flexibility in terms of future needs.
3. Failure to take advantage of opportunities.

Many children, particularly from homes lacking stimulation, seem to be unmotivated to aspire to work which requires diligent study and advanced training. Too many girls, too, seem to feel marriage is the only future goal. Now we are told that in the immediate years ahead the role of the woman in employment will be much accelerated, that the average woman will spend twenty-five years out of the home in addition to the years spent raising her children. This fact has not yet been reflected in the educational preparation and counselling of young women.

In times like the present young people must develop a flexible strategy which will enable them to keep open important options as long as possible. It is imperative in some way to help the youth who take pride in spending as little

time as possible on their studies to get a cold-blooded understanding of the consequences of their actions. It is my feeling that one of the more optimistic approaches is to inform youth in many and diverse ways of the opportunities which exist and how their present actions relate to future situations. This is an on-going responsibility of the counselor starting in junior high school or earlier, and going on through college. To the extent that guidance counselors help youth with problems such as these, they are making an outstanding contribution to individual pupils and to society.

But the problems which guidance workers face far exceed their own resources. Their only chance of success is in recognizing how little they can do on their own and how much they may be able to do if they succeed in getting help from those in a position to assist--parents, teachers, principals, businessmen, and community resources. The contribution they may make as leaders in getting cooperation and assistance for youth is far more important than striving to become psychotherapists.

Guidance Services at the Secondary Level

During the school year 1958-59 a committee composed of counselors, teachers, and administrators met regularly to consider desirable types of guidance services to be provided at the high school level--particularly junior high level. Following the recommendations of this committee (reported in June 1959 Annual Report) counselors worked with the director of the department to implement the recommendations.

To date, a master list of functions has been approved by administrators and counselors, and a number of specific guidance resource units have been prepared and put into use on a trial basis in the junior high schools. Comments from teachers on grade levels seven, eight, and nine generally indicate that these units are well accepted by pupils. It seems, however, that in grades seven and eight it would be well to specify, as has been done in grade nine, a specific amount of time to be used in multiple periods for group guidance. This matter will be considered with principals early next year.

With the addition of counselor time more individual pupil counselling has been possible. The importance of careful planning, as more counselors serve each school, is recognized. Meetings with guidance staffs in each school will be scheduled next year to consider general and specific responsibilities and how to effectively coordinate the work.

As the high schools practice grouping on the basis of individual pupil programming, counselors are spending more time assisting teachers to get and use information about specific pupils. The counselors are also working closely with principals on pupil programs. This is good as curriculum and guidance cannot be separated.

Transfers to vocational school have been cared for with little difficulty. The problem of securing the kind of program for the pupil of limited scholastic ability at either the upper high school level or at vocational schools, however, still persists. It is felt that the high schools will do well to try to secure staff who have "training and desire" to work with these

pupils since vocational schools do not seem to provide experiences which interest the boy or girl ages sixteen to eighteen of the dull normal mental ability range. These youth find it very difficult to learn the skilled trades.

Psychological Services at the High School Level: A total of 196 pupils from Central, East, and West High Schools was referred to the department this year. The pupils referred continue to be those who are having considerable difficulty educationally or those who are significantly socially and emotionally disturbed. Much time and many contacts with other community agencies is involved in trying to give assistance to these pupils and their parents. The problem of securing long term psychological or psychiatric help for a small number of these pupils still exists. Because of the lack of adequate staffs in community agencies members of Child Study have worked with some of these pupils over an extended period, particularly in instances where the prognosis for their improved adjustment has appeared good and where it seemed imperative that they get help soon in order to remain in school.

Dr. Albert Arenowitz employed one-half day per week since September 1957 resigned as of April 1, 1960 to spend more time in the Dane County Guidance Center. With increased staff in that center, the schools may receive assistance in dealing with severely disturbed children more quickly. It has not been possible to replace Dr. Arenowitz.

High School Credit for Returning Veterans: This is the fifteenth year the department has been designated by the USAFI and the American Council on Education as a qualified agency for the administration of the General Educational Development tests. Because fewer veterans are being separated from the Armed Forces the number of tests given has decreased significantly. From a high of 765 tests given during the school year 1946-47, the number dropped to 60 this school year. Recruitment offices and some specialized schools are using the tests for entrance qualifications purposes.

Work Experience Program: This year's work experience group of 217 is the largest since 1955-56 when there were 221 taking part in the program. There was an increase of 106 over the 1958-59 participation of 111. The last sizeable increase was in 1953-54 when there were 47 more than the 1952-53 total of 220. This year's increase of 106 is the largest recorded since the program was started in 1945-46.

With the Madison-Wisconsin State Employment office reporting no great increase in employment in the area it is difficult to account for the increase in work experience participation. It is possible that more of the youth who have been working are taking advantage of the opportunity to earn the credit offered as well as exploring various occupational fields.

Record of Work-Experience Program for Five Years

School Year Semesters	Applications for Credit	Accepted Into Program	Number of Places of Employment	New Employers	Cumulative Places of Employment
1955-56					
1st Semester	119	116	86	22	690
2nd Semester	110	105	86	19	709
1956-57					
1st Semester	129	72	57	21	730
2nd Semester	89	81	68	14	744
1957-58					
1st Semester	88	85	59	17	761
2nd Semester	87	75	24	12	773
1958-59					
1st Semester	53	45	38	15	788
2nd Semester	87	66	57	16	804
1959-60					
1st Semester	122	100	72	21	825
2nd Semester	147	117	91	18	843

Guidance and Psychological Services at the Elementary Level
(Written by Donald J. Bratrude)

All special services voice the perennial lament of insufficient staff. Each special service is able to justify its claims with reference to statistics. In this regard the psychological service of the Child Study Department is no exception. However, it should be noted that the amount of staff required is always related to the types and kinds of services offered. In speaking of psychological services such a relationship is particularly relevant. This report will deal with an explanation of why the psychological services spend their time as they do.

In many school systems psychological services are largely psychometric in nature. In such systems a child is child is referred for testing which usually includes an intellectual evaluation as well as an assessment of the child's achievement in the academic subjects. The child may or may not receive a personality test, and the parents may or may not be interviewed. In most cases a formal report is sent to the school containing the psychologist's impressions and recommendations. This closes the case as far as the psychologist is concerned unless and until the child is re-referred.

Such procedures result in very satisfactory statistics as reported in "case loads" but usually fail to satisfy the teacher's concern. In recent meetings at the University of Wisconsin summer sessions on The Relationships of School Personnel With School Psychologists, teachers voiced complaints regarding

this "one shot approach". Teachers from other systems wondered, "What good does it do to refer if all you get is a report?" and "The only time I saw the psychologist was when he came to test the child." Many of these complaints revolve about the psychologist's failure to contact the teacher for additional information concerning the child's behavior in the classroom. The teachers seemed to feel that the psychologists were not usually interested in and involved with the day-to-day functioning of the child in the group. They amplified this latter point by acknowledging that while the psychologist's report was informative about the individual child and his problems, it did not deal with the child as the teacher saw him in the classroom situation.

The Child Study Department has long recognized this problem and has attempted to meet it by assigning psychologists to schools on regular bases. This encouraged a maximum of teacher-psychologist contacts with mutually beneficial results. The psychologist profited particularly since he had an opportunity to evaluate the child's ability to function in the group. This allowed him to reassess the strengths and weaknesses of the child, and he then attempted to translate this new information into practical suggestions for classroom management. In all cases the psychologists act on the conviction that it is the classroom teacher who is in the best position to materially aid the child's welfare. This being so, no recommendations specific to handling an individual child in the classroom are offered which have not been arrived at mutually and with the principal's understanding and endorsement. Due to the complexities of human relationships, such concurrence may require repeated conferences.

Like other special services, the psychological services could have profitably used an additional worker this past year. Since budgetary realities precluded this, some modifications in service had to be made. The first of these dealt with the frequency of assigned time in the schools. Only those schools making the most referrals received psychological services on a regular basis. The other schools were served on a request basis. Even in the schools placed on a regular schedule it was not always possible to accept all the referrals which were made during the year. This inability is reflected by the increased number of referrals to be seen during the summer of 1960.

In order to continue accepting as many referrals as possible during the school year, it was necessary to limit some of the teacher-psychologist contacts. This was done reluctantly, and the effects were noticeable. In many cases we were not able to offer the intensive follow-up contacts which teachers had appreciated in the past. In previous years we have met as many as twelve or fifteen times during the year with individual teachers who had particularly difficult management problems. Such intensive contacts were not possible this year. We are contemplating the addition of another worker and anticipate that the services will benefit accordingly.

Once again some 400 children were discussed with the two school psychologists. Approximately one-fourth of these were consultative and did not result in specific referrals. In such situations the teacher and the psychologist felt that they did not require a thorough diagnostic evaluation in order to develop effective plans for the child. There were 292 children specifically referred to the psychologists during this past school year. A specific referral means that the child was evaluated through an interview and in many cases, psychodiagnostic testing. Approximately two-thirds of these referrals were new

cases, while the remaining one-third, or 96 cases, were children who had been previously seen.

As is our policy in all cases of elementary and junior high schildren, the parents were offered an opportunity to discuss their child with the school psychologist. In 200 of these cases the parents were seen in from one to four interviews. During these interviews the psychologist presented his conclusions regarding the child and offered suggestions. In some 70 cases these recommendations involved referral to the Dane County Guidance Center, the University Child Guidance Clinic, other public agencies, or private practitioners. In 55 cases the psychologists helped the teachers fill out information blanks from these treating installations indicating that the parents had made contact with the agency.

Though admittedly redundant, it seems desirable to speak again of the flexibility achieved by our service. It is always gratifying to attend meetings composed of teachers and workers in the guidance and psychological areas where the conversation invariably turns to, "How do you handle this problem in Madison?" Such groups are invariably impressed at the range and scope of the environmental manipulations undertaken to facilitate the classroom management of the emotionally disturbed youngster. The flexibility of our approach has allowed us to manage successfully the diagnosed psychotic child and materially aid in his remediation. It is our considered opinion that the disturbed youngster profits from the association with so-called normal youngsters. It is because of this conviction that we make every effort to maintain our diagnosed emotionally disturbed children in the regular classroom. The writer is quick to point out that these successes and indeed the flexibility mentioned are only possible in a system blessed with capable teachers and competent administration. This report closes by gratefully acknowledging that such successes as we do enjoy in dealing with emotionally disturbed children in the classroom are directly attributable to the quality of Madison's school personnel.

Testing Service

Psychometric Services: In 1958-59 a half time psychometrist was employed. This year, due to increased need for such evaluations, Mr. Benson, who possesses a school psychometrist's certificate, devoted approximately two-fifths of his time to such work. Despite this increased time it was not possible to satisfy all the requests received from the schools for this type of evaluation.

It has been our policy to evaluate all those children who are new to our system or whose previous test results seem ambiguous. Because this is essentially a screening procedure, group tests are employed for this screening. This past year approximately 1,100 children were evaluated through use of these group intelligence tests. In addition there were 440 individual intelligence tests administered. Such individual psychometric evaluations are employed where in the principal's and teacher's judgments group measures seem to be substantially in error. In addition, because of reading difficulties, many children are penalized on the group tests which use printed directions and word problems. The individual testing situation minimizes these factors through the use of verbal instructions and problems. Because of this, test requests for individual psychometric evaluations increase as

the school year progresses. This is particularly evident near the close of the school year when questions of promotion versus retention require more accurate psychometric information. This past year we were unable to meet some of these requests, and they were carried over into the summer.

Pre-School Testing: For the past twelve years children seeking early entrance to kindergarten have been evaluated just preceding the opening of school. Parents are interviewed and final decisions on admission, based on the recommendations of the department, are made by the principals of the school the child plans to attend. This plan has been satisfactory.

Of 73 children tested this past summer 15 were recommended for early admission, and 14 actually enrolled. It is gratifying that such a large percentage of parents accept amiably the recommendations on their children's readiness for school.

Aids to Pupil Placement: During the past school year approximately 1,100 new pupils enrolled after school began in September. In many instances, particularly at the elementary level, members of the department assisted in determining the grade placement of these children and testing was necessary. It is important to assist newcomers to get programs in keeping with their educational status.

Statistics on Tests Administered:

Intelligence Tests:		7,134
Supervision of group Metropolitan Reading Readiness tests to all kindergartners	2,533	
Supervision of group California Mental Maturity tests to 3rd graders	1,638	
Supervision of group California Mental Maturity tests to 6th graders	1,415	
Group Pintner-Cunningham tests to kindergartners, 1st, 2nd, 3rd graders for placement purposes and other reasons	224	
Group California Mental Maturity tests to 1st, 2nd, 3rd graders for placement purposes and other reasons	365	
Group California Mental Maturity tests to 4th, 5th, 6th graders for placement purposes and other reasons	465	
Group Henmon-Nelson tests to 4th, 5th, 6th graders for placement purposes and other reasons	9	
Group California Mental Maturity tests to 7th and 8th graders for placement purposes and other reasons	38	
Individual Otis intelligence tests	7	
Individual Wechsler-Bellevue tests	6	
Individual Wechsler Intelligence Scale for Children	182	
Individual Binet tests	252	
Rorschach Association tests (individual)		126
Educational achievement tests		131
Specialized aptitude tests		116
USAFI General Educational Development tests to 14 individuals		60

Other Services

Nutrition and Rest Program: This is the sixth year that all children from the city have been served at one center--Washington School. The types of disabilities represented were as follows:

Polio residuals	4	Rheumatic fever	2
Asthmatic bronchitis	3	Diabetic	1
Cardiac	2	Rheumatoid arthritis	1
Malnutrition	2		

Considerable progress has been made, with the excellent cooperation of the Public Health Department, in alerting local physicians to the purposes of rest and nutrition services. It is felt that the children served this past year have been those for whom such a program is designed.

The full time matron supervises and plans for the school lunch programs at large in addition to her responsibilities at the center.

Remedial Reading: The following schools were serviced this year: Longfellow, Monday and Wednesday mornings; Franklin, Monday and Wednesday afternoons; East, Tuesday; Lapham, Thursday; and Herbert Schenk, Friday mornings.

The pupils were chosen on the following bases: achievement on the Durrell-Sullivan reading test administered in autumn, previous attendance at the summer reading program, participation in remedial reading during the prior school year, intelligence as measured by group or individual tests, and teacher recommendation. The selection of pupils was governed by a consideration of the potential achievement they could be expected to make.

The pupils from a specific classroom were seen together. This procedure made it easier to avoid conflicts between reading time and academic or special class time. The groups were worked with for thirty minutes per week or twenty to thirty minutes twice weekly. Time was also allotted for discussion with the children's teachers. Group work was done where common problems existed and individual work was planned to meet specific needs.

The number of children worked with fluctuated due to children joining the program during the year when their need for it became apparent, making sufficient progress to do classroom work without additional help, and moving from the school district. The average load was 130 to 140 students. The number of children worked with in each of the five schools served was as follows:

East	20	Longfellow	25
Franklin	27	Herbert Schenk	28
Lapham	34		

The word recognition work typically included a phonic review of letter sounds and long and short vowel sounds, work on inflectional endings, and work on structural analysis. The comprehension work included reading for the main idea, reading for specific information, answering direct questions by the teacher, that is comprehension work, and answering questions about shades of

meaning or deeper meanings, that is interpretation work. Study skill work was done with science and social studies material in cases where children had not bridged the gap from fictional to informational reading.

Children were encouraged to select library books which they would enjoy and which would not be too difficult for them. With the help of the librarians the reading teacher sought books for them combining a low reading level with a high interest level. Discussion of the ideas and significant concepts necessary to understand material was prompted by the limited experiential background due to a lack of opportunity in the environment of some of the children worked with.

It is desirable for the teacher to see the students twice a week so that newly acquired skills can be reinforced sooner and oftener. The discussion of pupil's work with their teachers made possible a follow-up in the classroom and contributed to a better understanding of the child.

The program was kept flexible to promote interest, accomplishment, and the feeling of satisfaction so necessary to remedial readers, especially to those with emotional and environmental problems. A large majority of pupils made good progress during the year.

In addition to the regular schedule, the reading teacher saw pupils at schools not served when a serious problem needed diagnosis to help the classroom teacher to work more effectively with the particular child. It would be desirable for more work of this type to be done in the system as a whole on the basis of teacher referrals. This would give the classroom teacher an idea of the child's specific problem which may not be obvious from group tests which do not have a diagnostic emphasis. It would help the teacher to be informed of methods and materials appropriate to the child's problem. In the school year 1960-61 one and one-half days per week will be provided for the remedial reading teacher to consult with teachers in schools requesting services of this kind.

The remedial reading program owes much to the cooperation of the principals, teachers, and librarians. Their interest, positive attitudes, and help were vital to the success of the work.

Transportation: The Board of Education is providing transportation to children as provided under Chapters 40.53 and 40.55 of the 1957 Laws of Wisconsin relating to public schools.

Chapter 40.53, Section 1, says in part: "* * * the school board of any such district may authorize the transportation of all or any part of the pupils of such school district, but if such transportation is furnished to less than all the pupils there shall be reasonable uniformity in the minimum distance that pupils will be transported."

Section 8 under Chapter 40.53 says in part: "Routes shall be established in such manner that transportation will be provided all students residing two miles or more from the nearest public school they are eligible to attend."

Chapter 40.55, city option, says in full: "Chapters 40.53, 40.54, and 40.56 do not apply to pupils who reside in cities; except that where a city determines to furnish transportation for such pupils."

Transporting pupils to schools within the city at the present time are four buses on the west side, three of them making double runs; twelve buses on the east side, six of which make double runs and one made a double run for the first semester only; and on the south side there are two buses (one of which makes a double run), a station wagon, and four cabs. In addition, a bus owned by the Board of Education transports pupils in the Crestwood (formerly Highlands-Mendota Beach) School area to that school.

For handicapped children the Checker Cab Company operates four buses, seven cabs, and four limousines as follows:

One bus from Emerson, Lowell, East High, and Lapham areas
One bus from Longfellow, Central High, and Washington areas
One bus from Longfellow, Lapham, Washington, and Lowell areas
One bus from various points throughout the city
Seven cabs and four limousines from various points in the city

Summary: Due to circumstances beyond control, the figures presented may vary slightly from day to day, but in general a total of twenty-two buses, eleven cabs, one station wagon, and four limousines handled transportation of approximately 2,286 pupils, 247 of which were handicapped children. Some are transported four times a day while others are transported twice daily.

Rules governing "The Behavior of Children Who Ride Buses and Cabs," have been revised and approved by the Board of Education. These are mimeographed and distributed to parents of all children who are transported.

East Side - Checker Cab Company

Bus No.	School	Area Served	Number Riding
1	Lapham-Lincoln-East Jr.	Truax	East 23; Lapham 40
2	Lapham	Truax	66
3	Lapham-Lincoln	Truax	Lapham 24; Lincoln 28
4	East Jr.-East Sr.	Burke Heights-McArthur Road	East Jr. 30; East Sr. 15
4	Sunnyside	Burke Heights	59
5	East Jr.-East Sr.	Degenharts-Norman Acres	East Jr. 30; East Sr. 27
5	Sunnyside	Degenharts-Norman Acres	66
6	Mendota	Vieth Park	59
7	Mendota	Sherman Village	65
7	Sherman	Sherman Village	62
8	Sherman	Lakeview elementary	66
8	Sherman	Lakeview elementary	66
9	Sherman	Berkley Heights elementary	60
9	Sherman	Berkley Heights elementary	60
10	Sherman	Oak Park Trailers	66
11	Sherman	Berkley-Lakeview-Mendota Jr. High	66
11	Sherman	Berkley-Lakeview-Mendota Jr. High	66
12	East Jr.	Mendota Jr. High (1st sem. only)	35
12	Lapham-Lincoln	Superior St.-Sherman apartments	Lapham 3; Lincoln 51

West Side - Badger Bus Company

Bus No.	School	Area Served	Number Riding
1	Nakoma	Marlborough-Rosedale	58
1	Nakoma	Marlborough-Rosedale	58
2	Dudgeon	Marlborough-Rosedale	58
2	Dudgeon	Marlborough-Rosedale	59
3	Van Hise	Spring Harbor Jr. High	52
4	Van Hise	Crestwood 7th	65
4	Van Hise	Crestwood 8th	47

South Side - Elmer Beale Bus

Bus No.	School	Area Served	Number Riding
1	Franklin-West Jr. & Sr.	Waunona Way	Franklin 41; West Jr. 10; West Sr. 16
2	Franklin	Waunona Way	66
2	Franklin	Waunona Way	66
(4 cabs)	Franklin	West Badger Road	24

West Side - Board of Education Bus - Crestwood

Bus No.	School	Area Served	Number Riding
1	Crestwood	Crestwood	60
2	Crestwood	Crestwood	60
3	Crestwood	Crestwood	60
4	Crestwood	Crestwood	60

Homebound Instruction: As provided for permissively by legislation in 1947, Madison continues to offer homebound instruction on a physician's recommendation for those pupils (mostly elementary) who are temporarily physically handicapped to the extent that they are unable to attend school for apperiod of at least thirty days. Extension courses for three high school age pupils were purchased this year by the Board of Education.

During the past year sixteen children from eleven schools were enrolled for homebound teaching for periods ranging from 30 to 134 days. Consideration is being given to experimenting with School-to-Home telephone instruction as a means of more adequately and economically caring for homebound children.

Emergency Fund: The schools are most grateful to a number of local service clubs--Rotary, Kiwanis, Lions--for the money which they provide for children whose parents find it difficult at times to provide for their children's needs--shoes, clothing, glasses, certain school fees, etc. A careful investigation of each case given help is made. The Public Health Department and welfare agencies have assisted in determining needs.

Parent-Teacher Meetings and Committees: Members of the department have appeared before many Parent-Teacher and other civic groups on topics related to child development and guidance. Department workers have served on various boards and committees such as Neighborhood Houses, Roundy's Fun Fund, Kiddie Camp, Community Welfare Councils for Retardation and Deaf, state and local Mental Health committees, Dane County Guidance. These responsibilities

consume much time. It is estimated that the director of the department spends as much as twenty-five percent of his time on school and community committees and boards--an increasing amount each year. Much of this time is given over and beyond the regular work day.

Records and Accounting: Old records formerly housed in the various schools have been placed in the office of the Child Study Department. Each year a number of former pupils make use of these records in establishing proof of birthdates for old age benefits, social security, educational status, obtaining passports, establishing citizenship status, etc.

Services for Exceptional Children
(Written by Mrs. Helen Holcombe)

As the number of classes of a special nature increases, some administrative problems become more pronounced.

Long bus rides for children who tend to be unstable anyway are unfortunate. Some children have arrived at school shortly after 7:30, before any playground supervision begins, and are too tired by the end of the school day.

As schools become crowded, the classes for the retarded are the most likely to have to move, necessitating regrouping, new transportation plans, packing of much equipment, and trying to find music, art, and gym time in a school which hadn't expected these children when their special schedules were made out. It also takes some time for a school staff to acquire understanding and acceptance of the retarded.

Because of problems of this type some workers in the field are now of the belief that putting all handicapped children in one building is the answer. To this I would say that administratively it would be easier but for the children it would be a big step backwards.

Again this year, the teachers of the handicapped children have vigorously protested those unbroken days when they must be with the children from early morning until departure time with no relief. They all feel that it is unfortunate and discouraging, and some are more vocal about it than others.

Meetings have been held with special class supervisors in an attempt to equalize the music, art, and gym time the handicapped children get as compared to that given normal children. It seems that next year there will be some relief in the problem. It is very difficult, however, for proper time allotments to be made when the future location of some of the remedial classes is not known by the close of the school year.

General Speech Correction: The case loads of the speech therapists have grown from about 100 a few years ago to over 200 in some cases at present. More staff has been added and the therapists have been relieved of intelligence testing which they used to do, but the school population is increasing so fast that case loads of unusual size cannot be prevented. We have tried to take the more serious problems first and form waiting lists for the others.

A disadvantage of a fast growing school population is that the speech therapist (who is usually in a building only twice a week) is the first to

lose her workin space when conditions become crowded. In some of the newer schools, the room especially designated as the speech room, and so equipped, has already been taken over for other purposes.

1,195 pupils were given therapy this year. 494 are considered ready for dismissal, 650 have improved but need more work, and 51 showed no improvement.

Parents were invited to visit speech classes during National Education Week and a large number came when their own children were having therapy, to observe the nature of the work and ways in which they might cooperate at home.

It has been noted by our more mature and observant therapists that there seems to be a growing trend among practice teachers to be very permissive with the children and as a result they have difficulty in controlling them when in charge. This attitude is probably a reflection of the type of psychological training now offered at the University of Wisconsin.

Some therapists have commented that they felt the need for more orientation to the speech program for new teachers so that not so much time must be spent individually with them to give the necessary understanding.

A rather large group of practice teachers was accepted this year. Some proved to be very good, some poor. When these students are scheduled by the University for mid-morning or mid-afternoon hours there is no time during which the therapist can discuss the program, her objectives, or the children's individual problems before the student must leave again for the campus. Block programs have been tried and found lacking in a field where a program of therapy covers a course of progress over an entire year. A student observing for full days for two or three weeks gets a very distorted view of an entire program. The University realizes this but has not yet solved the problem.

Cerebral Palsied Speech: Due to the recommendation from the previous year the time allocated to the Orthopedic School was reduced. Ten cerebral palsied children received speech therapy three times per week. The speech problems in this group, in most instances, were quite severe--one child having unintelligible speech, another just beginning to produce words in isolation, the remaining having intelligible speech but in need of intensified therapy.

This year the team approach was used. Classroom teachers, the physical therapists, and the health matrons were informed as to what our speech therapies were being used for. With the cooperation of all it has made each child aware of what has been expected of him in the area of speech.

It has been most gratifying and rewarding to see each child make slow but steady progress. These children should continue to receive speech therapy three half days a week.

School for the Deaf: The employment of a fourth teacher in the deaf department has made for greater efficiency and satisfaction for all concerned. Class loads were again small enough that teachers were able to offer the individual and small group instruction for which such classes were designed.

All of the older group attended East High all of the afternoon and left their Lapham teacher free to give special instruction to hard-of-hearing children enrolled outside the deaf department, namely, one from the class for the visually handicapped, two from second grade, and one from Edgewood High School. Work with them centered around speech improvement, language development, and auditory training.

Near the end of the school year the Board of Education approved a plan to move the older deaf pupils to a room at East High School for next year. Their teacher, Mrs. Mudgett, will go with them. Some of the pupils will remain with her all day while others will attend some classes with hearing pupils. The administration at East High School has been most cooperative in working out part-time programs for these children for the past three years and it is much appreciated.

At least two of the pupils in this group want very much to qualify eventually for entrance into Gallaudet College, Washington, D. C., the only college for the deaf in the United States, and its standards are high.

Thirty children were enrolled in the classes, eight from Madison and twenty-two from surrounding areas. We had the continued help from a group of devoted volunteers who gave their time free to help in the classroom of the youngest children. Without them the work could not be nearly so effective.

Partially Sighted: There were only twelve children in the sight conservation class this year and the smaller number allowed a tutoring situation in reading. Instruction was individualized and it was possible to give the necessary time to widely differing needs.

Integration of these visually limited children in regular grades for some subjects continued with the excellent cooperation of classroom teachers. Seven of the group were Madison children and five from other areas. Academically, they were placed as follows:

Primary group	- 3
Ungraded	- 1
Grade 4	- 3
Grade 5	- 4
Grade 6	- 1

It has been noted that sometimes a child is not transferred to a class for the visually handicapped until he meets failure in regular classes, even though the eye condition has been well recognized for several years. This makes remedial work necessary from the time the child enters the class, and delays the quite normal progress he probably could have made had he entered earlier. I am not sure if this situation arises because physicians are reluctant to refer the child or parents resist the idea when it is suggested.

Class for the Blind: This is the fifth year for the Braille room at Lapham School. The eight children enrolled ranged in age from six to twelve years.

Besides the teaching of Braille, large print material is also used because the amount of vision remaining to some of the children varies and any residual sight should be encouraged through use. Each child integrates for at least part of the day with sighted children and all have shown progress.

One girl who entered seventh grade at Cherokee Heights School this year returned for one hour daily for instruction in Braille, as her family and the ophthalmologist felt she should learn it for future needs.

Roundy's Fun Fund, the Lions' Club, and Delta Gamma sorority make it possible for the children to go to summer camp, purchase extra materials, and to have party treats.

There will be an attempt made during the coming year to get legislation providing "readers" (paid fellow-students who read assignments to the visually handicapped) at the fourteen year ago level. At present, the age limit is set at sixteen years. This means that a pupil leaving the specially equipped classroom at Lapham, often finishing the sixth grade, must struggle the best he can through the junior high years until he is eligible for this service which he really needs earlier.

Mentally Handicapped Classes: This year an unusual number of requests to consider underachieving children for classes for the retarded was received. Since the introduction of the Metropolitan test of Reading Readiness in kindergarten as a replacement for a test obtaining an I.Q., some teachers feel that their best measure of a child's general learning ability is his success in learning to read. They have made the interpretation that slowness in reading reflects poor intellect. Although this may be true in many cases, it is not necessarily the reason for the child's difficulty and often an individual intelligence test shows no mental deficiency is present. The teacher may feel, nevertheless, that the child's problem is "special" and that he belongs in a "special class."

A new remedial class had to be added in February due to the arrival of a number of new Madison children (several from annexed areas) who could not be placed in existing classes. The class was placed for the semester at Lowell School.

A new class of beginners, ages seven to nine, was started at Longfellow School in the fall. Two of the children in this class were particularly challenging because of their behavior problems. By the end of the year, one began to show signs of readiness to learn and willingness to concentrate on simple activities for short periods. The other child continued to be a serious problem.

It is always difficult to ask for the exclusion of a retarded child on the basis of disruptive and uncontrolled behavior. Teachers expect difficult cases in these classes. Some feel guilt when their own personal warmth and the best in special teaching methods still cannot prevent the frequent outbursts which destroy the effectiveness of classroom work. The fact that between outbursts the child can be reached in a positive way makes the teacher want to give "one more chance." The accepting of disturbed children to be taught with the better adjusted retarded has long been a problem and will no doubt continue to be so.

One teacher of an intermediate group experimented with a different type of reading program this year. The stimulus came from interest developed during a University course being attended. No reading text was used, but the pupils

read freely from library books of their own choosing--with the teacher's approval. There was a feeling that the children did more reading, enjoyed the freedom of choosing material, and showed more interest in what they read than when using a text and sitting in small groups to read aloud and discuss what they had read. The plan worked better with the more advanced pupils and had to be abandoned for the very slow ones.

The two teachers of the retarded at Washington School became interested in the team teaching experiments going on in the building in regular grades. Because there is considerable overlapping in academic level in these two groups of retarded pupils it was felt that team teaching might be a good solution to the problem of duplication of instruction and it is to be tried next year.

182 retarded pupils were enrolled this year in the eleven educable groups. It is expected that if Madison annexes more new areas next year, the city will be responsible for educating some children now in county programs for the retarded, and still more new classes may have to be organized.

Trainables: Two half-time groups operated at the Kiddie Camp this year, the older children coming in the morning. The activities of these children continue as before to be largely nonacademic although some of the older children do some very simple word recognition and reading and number work.

A number of children who have been in the nursery school will be old enough to be eligible for the public school trainable class and another half-time teacher has been employed for next year. The Kiddie Camp Board has agreed to make some changes in the building to accommodate this new group.

Orthopedic Classes: This year has been a busy and complex one for the physical therapist and the teachers. It was not possible to secure an additional physical therapist until April of the school term; a new teacher was employed to work with the special class for multiple handicapped; the children enrolled were severely handicapped; cerebral palsied children outnumbered post-polio cases; muscular dystrophy cases have increased. These disabilities are of the chronic type requiring a great deal of help. Thirty-five percent of the regularly enrolled are in wheel chairs and twenty-seven percent, though ambulatory, require considerable assistance. One matron spends full time in the special class, one full time in the physical therapy department, and one divides her time between the intermediate and advanced classes. As polio continues to be better controlled it is anticipated that more cerebral palsies and dystrophies, along with other severely involved cases will make up the enrollment and although numbers served may decrease (this year forty regularly enrolled, last year forty-four; this year nineteen outpatient, last year twenty-six) the chronic severely involved present a real problem both for education and physical therapy.

The tables following indicate the percentage of children served in physical therapy on a regular and outpatient basis as well as the distribution of children by grades. The mental ability of the children ranges from typical mentally retarded to very superior. They are also a most heterogeneous group from a social, emotional, and physical standpoint.

Types of Cases
1959-1960

Disability	Regularly Enrolled				Outpatient	Total
	Spec.	Prim.	Upper	Total		
Amputee - Quadruple					1	1
Awkward gait					1	1
Burn					1	1
Cerebral palsy	9	3	1	13	5	18
Hemophilia					2	2
Muscular dystrophy		1	7	8		8
Ollier's disease		1		1		1
Perthe's hip joint disease		2	1	3		3
Poliomyelitis		2	8	10	8	18
Rheumatoid arthritis		2		2	1	3
Spina Bifida		1	1	2		2
Transverse myelitis		1		1		1
Total	9	13	18	40	19	59

A flexible instructional program is provided in order to include physical therapy, speech training, and rest. Teachers make preparations for four to five levels of work and do much individual instruction because of the extreme differences physically and educationally. Socialization and the development of satisfactory personal attitudes are stressed at all levels in physical therapy and classes. Group projects, plays, field trips, and parties--many sponsored by local organizations--help the physically handicapped children to gain social poise and desirable personal adjustment.

The special room started in 1958 has functioned well, making it possible to keep two class groups more homogeneous. However, dividing the less handicapped into two rather than three sections has made for greater spread in educational levels and heavy loads in the advanced group. Next year a plan for the intermediate and advanced teachers to combine certain groups and to share some teaching in chosen areas will be tried in an effort to alleviate the load.

Special clinic examinations for general orthopedic, cerebral palsies, and muscular dystrophies were held as in past years at the school. The staff, parents, and physicians are happy about this arrangement.

Considerable difficulty was experienced throughout the year with transportation. Routinely scheduled trips were sometimes forgotten or delayed. Parents have complained about the attitudes of cab and bus drivers toward the children. Complaints were received from parents about the answers they received when they called the cab company about errors which the drivers had made.

Because Washington School is used as a transfer point for children going to various special classes there are problems relating to order. Children not scheduled for Washington School frequently leave the bus and enter the building. Sometimes drivers have left without some children. The transportation company has been informed repeatedly relative to how these problems can be avoided. Apparently some drivers are unable to operate efficiently.

During the year many visitors--individuals and professional and lay groups--have visited the department. Members of the staff have given talks regarding the services and have served with various organizations concerned with physically handicapped children. Sincere gratitude is expressed to the many groups who have provided gifts and services to the department and the children. The Madison Shrine, Madison Orthopedic School Services Fund, Roundy's Fun Fund, East and West Side Business Women, Lions' Club, and fraternities and sororities have all given generously of time and/or money to help make the children happy.

Cooperation with University of Wisconsin Medical and Nursing School: For the eleventh consecutive year senior medical students have visited classes for exceptional children. Nurses and physical therapists in training have observed at the Washington Orthopedic School. The University of Wisconsin medical school and the Dane County Medical Society have expressed appreciation for this opportunity and it is felt that the plan is mutually beneficial because of the numerous contacts the department makes with professional workers in the areas of health.

Attendance and Home Visitation
(Written by John B. Thrower)

How does such a department or individual measure the usefulness, success, or progress of a given school year's endeavor? Does a record ot the inevitable yearly increase in the number of children served through interviews, home calls, reports, letters, or referrals accurately tell what has been accomplished? In the work of the attendance department as well as the other sections of Child Study such data are helpful and useful. However, the nature of our work and the wide variation in the problems referred make it difficult to evaluate some of the most significant accomplishments. Sometimes important and desirable changes in a child's feelings about himself, his family, and his school can be brought about. But to what extent can we be aware of the many influences and efforts that facilitated this change in the child's outlook and resultant improvement in his school adjustment and achievement? Often progress is made with a child and/or his family so slowly that the change or improvement is not easily or immediately recognized. Sometimes our expectations for certain children are difficult to keep within the limits of the child's social or cultural background, his academic or intellectual potential or the emotional climate in which he lives. Because of this it is important to learn as much about the child referred, his family, and his problem as staff time will permit.

Our most problematical cases represent the investment of many hours on the part of our home visitation workers, the referring principal, or guidance counselor as well as the individual teacher. Also the community agency worker's investment of time and effort, in such cases, is often considerably above and beyond that of our staff and other school personnel. However, none of these pupils could have been effectively helped without the day-to-day cooperation and contacts between the schools and various community social work agencies. These agency contacts, of course, cannot replace the important relationship that the individual school often has with the child and his family. The following excerpts are from cases that may convey some idea about the kinds of problems with which out staff spent a great part of its time this year:

Case #1

David was new to Madison Public Schools this year. As a ninth grader he was unprepared for our school's academic and attendance standards, and his poor attendance soon brought him to the attention of our department. He was a pleasant young man with average ability but he had never used his time in school purposefully. The usual home calls, letters to the parents, and a conference in our department brought about only slight and short-lived improvement in his attendance and general school achievement. After David's referral to the probation department he was placed under informal supervision and scheduled for regular weekly contacts with a probation worker. These weekly interviews continued through the school year. It appears this boy found the necessary help in the professional relationship he developed with his probation worker. He discontinued his truancy and found new interests in school activities. It is too early to forecast that he will complete his education but he appears to have developed a new attitude toward responsibility and school obligations specifically. Although this case turned out rather satisfactorily there was need for several conferences and interviews as well as the necessary school reports for the agency involved. The responsibility of working with the school concerning this boy's progress was shared by the school social worker and the probation officer.

Case #2

Mary had been known to our department for the last four years. This fall she entered seventh grade in her fourth school one year behind her grade. She had been retained two years ago due to incomplete work caused by excessive absences. Mary's ability was average and when present in school she was well liked and achieved at or above her ability. However, Mary's relationship at home was a confusing and demanding one, and she sometimes found it difficult or impossible to get to school. Our department's efforts to assist this child proved fruitless so we referred Mary to a child welfare agency. After several weeks the agency decided that a court hearing would be necessary. The court felt that Mary would have more opportunity for adequate development and schooling if removed from her own home. After lengthy observation in a clinical setting Mary was placed in a foster home. Plans are under way for this girl to return to school in the fall. It is felt by those who have worked quite intensively with Mary that she has developed a great deal of understanding about herself and her problem. It is anticipated that with continued help and guidance she will be able to achieve a better school adjustment. This case will receive continued help from the agency, our department, and the school to which she will return.

Case #3

George was a sixth grader with average or above ability. Up until this year he was not an attendance problem. However, for some time he had not achieved up to his ability and he always had difficulty getting along with other children. It was usually difficult to dislike George but his behavior often annoyed and disturbed his classmates and teacher. Although his initial referral to the Juvenile Court was based on a problem outside of school, his probation worker viewed his poor attendance as a key symptom to his uncontrolled activities both in and out of school. George's parents were admittedly unable to manage him and they found that they always disagreed in their efforts to discipline him. At a juvenile court hearing a plan was

accepted for George to be placed in a suitable living situation where he would receive understanding but consistent care and guidance on a twenty-four hour a day basis. If and when this boy returns to our schools much special planning will probably be needed to cope with his demanding behavior.

These three cases illustrate the cooperative efforts of the school staffs and the Child Study Department together with those of private, state, and county resources. It might be thought that these cases are not typical of the ones with which we work most. However, the referrals that do not respond to our initial home calls, letters, or conferences often are quite as involved and diverse as those illustrated above.

This year more referrals to the various social work agencies were made than ever before. Also more requests for school information on individual pupils came to our department from these agencies than in any previous year. A total of 138 reports was prepared concerning pupils who were being worked with by some community agency. The preparation of these reports was dependent upon the assistance of principals, guidance workers, and individual teachers who provided the current material for the pupil involved. This current material together with a record of our department's work with the child was assembled to form the total report for the agency.

Our greatest number of referrals was made to the Dane County Probation Department. The Dane County Department of Child Welfare had an increased load of referrals on younger children from our department. Also, several of our most difficult junior high cases were handled by Child Welfare. Although all of the social work agencies from whom we have sought service have been helpful, the Dane County Probation Department was able to render the schools unusually expeditious and effective service. This was made possible by their enlarged staff of seven men and two full time and one half time women case-workers. However, due to their smaller number the women caseworkers were under much pressure in the face of the large number of girls referred with attendance problems. As a result some of these cases were unplanned for longer than was desirable. This does not mean that the probation service to the girls was ineffective but simply that the boys had more readily available service.

In most cases referred for truancy the problems were worked through by using unofficial supervision with no need for formal court hearings. In previous years this large number of school referrals would perhaps have produced an unprecedented number of formal court hearings. It is felt that the regular casework contacts which were made available almost immediately to these pupils and their families by the probation workers played a major part in alleviating the need for penalizing the child's future with a juvenile court record.

Even with this improved service from the larger staff of probation workers thirteen cases were heard before the Juvenile Court because of attendance problems. This is a decrease of two in the number of strictly truancy cases heard when compared to last year. However, of all the children before the Juvenile Court for delinquent acts in areas outside of school a number had serious attendance problems and would have been referred by our attendance department for a formal hearing on the basis of truancy had the Probation Department not scheduled the child for court because of the problem he

presented in the community. Although this larger number of hearings was based primarily on problems outside of school, the child's marginal adjustment in school together with his questionable attendance pattern often influenced the individual probation worker's decision to use the authority of the Juvenile Court in a formal hearing.

The Juvenile Court handled most of the cases referred by placing the child on official supervision within his own home. The remaining cases were placed in either foster homes or appropriate state or private institutions. The few children who were placed in state institutions will probably be returning to our schools within the coming school year. This will require planning on the part of the school social worker with the various principals to whose schools these children will be returning. The fact that we anticipate the return of problem children to our schools after they have been in institutions should make us more cognizant of the value of using all means available to salvage a child before such institutionalization becomes necessary.

This year the elementary schools were served on a weekly basis by our two home visitation workers. This one day per week service was made available to the elementary schools by withdrawing one day's home visitation service weekly from Central, East, and West High Schools. It was felt that more effective preventive work could be accomplished with the younger pupils prior to their becoming more difficult junior or senior high school attendance problems. The results of our efforts at the elementary level are perhaps reflected in the increased number of cases which were referred to and served by the Dane County Child Welfare Department. In some instances the Dane County Probation Department needed to be used in working with elementary school children as is indicated in one of the three cases cited previously.

As a means of facilitating the attendance work with the younger pupils all of the elementary schools excepting Hoyt, Orchard Ridge, and Midvale adopted a new daily attendance chart this year. Through its use it appears that the teachers were more clearly aware of attendance problems and made earlier and more beneficial referrals. Also there is reason to believe the new attendance charts assisted the elementary schools in remedying some of the less serious attendance problems before the need for a referral to our department developed.

As a means of learning more about the attendance problems within the various elementary schools, the school social worker planned to call at least once each nine weeks at the twenty-one schools that had this year begun using the new daily attendance charts. This was not possible because of the increased need for service on attendance referrals at the junior and senior high levels. Therefore, the social worker reviewed the attendance charts only once in most of the elementary schools during the year. However, our visitation workers were able to get to the elementary schools regularly and, thereby, learned that this new attendance procedure was working quite well and was acceptable and helpful to the schools. It is planned to review the tabulation of the attendance charts during the summer as a basis for preparing suggestions for their use next fall.

For the fourth consecutive year the school social worker has found it necessary to spend an increasingly greater proportion of his time on strictly

attendance problems. This additional attendance work made it impossible for him to do any group counselling. However, time was regularly available to continue working individually with some referrals from one junior high school and two elementary schools. These individual contacts concerning problems other than attendance were also restricted because of the pressure of attendance referrals at the junior and senior high school levels.

A great part of the school social worker's time was spent working with the various agencies who assisted the schools this year with our many referrals. It is anticipated that such work with the community social agencies will continue to increase in the coming school year. It is felt that our department has had much assistance from these social work organizations and that many children have improved their school adjustment as a result of this service. The individual schools have in turn provided the agencies through this department with current information regarding the referred child's progress and have helped such children maintain their progress by daily understanding and acceptance of their special problem.

As we look toward the 1960-61 school year every effort will be made to make the attendance service keep pace with the schools' demands. This will be possible through the fine cooperation and help we have received from the individual schools and the various community child helping resources.

A summary of calls made by the attendance and home visitation workers is as follows:

Home calls	2,513
School calls	953
Unclaimed programs	95
Total	3,561

The calls may be further examined through the percent of use by the following divisions:

Elementary schools	14.22%
Junior high schools	44.38%
Senior high schools	40.38%
Vocational School	.63%
Parochial schools	.39%
Total	100.00%

1960 Census Summary
(Written by Lloyd Benson)

The annual enumeration of the child population of the city of Madison has recently been completed by a staff of 41 workers who gathered data from 44 census areas of the city. The data has been carefully checked and the following report summarizes some of the findings of this year's census.

Census cards are checked against pupils enrolled in Madison's public and private schools. All children must be accounted for and those who are missed are added to the official census by the staff. All census workers must submit their reports by June 1 and as a result miss some births in May and all births in June. Lists of births are obtained from the city 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 this year's census totaled 446. Other age groups added to the census totaled 546.

The total child population of 43,763 exceeds the 1959 report by 2746 or approximately 6.7%. The 1960 births total 3,129 which is 45 above the 1959 total but 65 below the 1958 high of 3194.

There are 26 elementary school areas set by the Board of Education. The Lakeview area, however, does not have a school building within its area at the present time. This area and that of the Gompers school are the result of dividing the Mendota school area into three areas during the past year. In the areas where school boundaries were not changed four areas showed a substantial population increase over the 1959 census. They are Orchard Ridge with 369; Van Hise with 297; Lowell with 204, and Odana with 190. With the exception of Lowell all showed the greater increases last year. If Mendota had not been divided into three school areas it would have led the groups with an increase of 714. This would have made the same areas showing the greater increases for the second successive year. With the exception of Lowell all are in areas where extensive building programs have been continued from last year and all are in areas where increases may continue to occur, because large areas of land remain undeveloped and further building expansion is possible.

For the second successive year Lapham district showed the greatest over-all decline with a loss of 82 in 1960. Lincoln was second with a loss of 54 followed closely by Longfellow with a loss of 37. It is difficult to accurately determine changes in some areas due to the Board of Education having to alter school boundaries because of the ever increasing child population and new building construction.

The school age population, 4 through 19, shows an increase of 2088 or approximately 7.3%. (See Table VI, page 38.) This is 624 above the 1959 total of 1464 and only 134 short of the 1958 increase of 2222, which was the greatest increase ever recorded in this age group.

In the areas where boundaries were not changed the greatest increases in births were in Orchard Ridge with 30 and Franklin with 21. Here again if the Mendota area had not been divided into 3 areas there would have been a birth increase of 76 over that of the 1959 census.

The preschool population, ages birth through 3 years shows an increase of 620, or approximately 5.4%, when compared to the 1959 total of 11,343. Table V, page 37, shows the general change in preschool and primary age groups from year to year.

School areas where boundaries have not been changed, which showed decidedly more gains than losses in all age classifications are; Odana, Van Hise, Hoyt, Nakoma, and Crestwood. Areas showing decidedly more losses than gains in all age classifications are; Sunnyside, Truax, Lapham, Longfellow, Lincoln, Spring Harbor, Washington, Lowell, Cherokee, and District #8.

Dudgeon and Orchard Ridge showed gains in all age classifications while Emerson, Marquette, and Randall showed losses in all age classifications.

Tables VIII through XI show the changes in the child population on an over-all basis by census districts, going back as far as 1947, or to such time as the area became a school district or was officially annexed to the city.

The description of charts in the respective school areas which follow take children of a given age and a given year and project them over a period of years up to the current year, thereby showing gains and losses.

For example, look at Table VIII for the Cherokee School. Note in 1956 that there were 42 births (children under 1 year of age) in the area but in 1960, when these children would be four years old, only 23 were still living in the area. Therefore, we had a loss of 19 children in this age range group.

Another example; look at Table VIII for the Lincoln School. Note in 1952 that there were 46 births in the area but in 1960, when these children would be eight years old, only 13 were still living in the Lincoln area, which means a loss of 33 in this age range group. Again, another example: note in 1947 there were 20 people five years of age in the area but in 1960, when these five year olds had reached eighteen years of age, the number had increased to 41 people, or a gain of 21 in that age range group.

Therefore, these charts are informative because they demonstrate stability or mobility of population in a given area.

Cherokee Heights: For the third successive year this area showed more losses than gains in the various age groups. However, there was an increase of 10 births over the 1959 birth total and an over-all increase of 33 over the 1959 census total.

Crestwood: When this area was annexed to the city in January 1958 it was known as the Highlands-Mendota Beach school. Upon request from those living in the area the Board of Education changed the name at its meeting August 3, 1959, to Crestwood. There is considerable new construction in the area, and in the respective age groupings there are more gains than losses.

There was an increase of 110 over the 1959 census and 184 over the 1958 census. Considerable areas of land remain for future development, thereby increasing the possibilities for additional school population.

District No. 8: Although Table VIII, page 42, shows more losses than gains in the various age groupings for the area, it must be noted there was an over-all increase of 60 over the 1959 census total and an increase of 26 over the 1947 census total. The latter increase is the first in ten years.

Dudgeon: For the second successive year this area shows increases in all age groupings and an increase of 28 over the 1959 census total, and 639 over the 1947 census total. Some of these may be due to the assignment of that area which was for some years optional between Dudgeon and Midvale as permanently in the Dudgeon area.

Emerson: This area continues to maintain a consistent gain in over-all totals when compared to the 1947 total but losses are shown in all various age groupings. It must be noted that in the 5 through 11 year old groupings (kindergarten through sixth grade) losses have appeared in all age groupings for the past 5 years. There also is a loss of 18 when the 1960 total is compared to the 1959 census total. Table IX, pages 68 and 69, provides an added census breakdown separating roughly the area known as Eken Plat from the remaining Emerson area. This is the second year a loss is shown when the total for this year is compared to the totals of the preceding two years. Table IX, page 68, shows consistent gains in the totals whenever compared to 1947 totals, while Table IX, page 69, shows consistent losses in the totals whenever compared to the 1947 totals.

Franklin: The Franklin census, including Waunona Way, shows an increase of 173 over the 1959 census total and a gain of 713 over the 1947 census total. While some of the gain has occurred in the Franklin area, a greater part of it comes from the Waunona Way area. If a comparison of those between 5 and 11 years of age inclusive, (kindergarten through 6th grade) is made in the Waunona Way area, it will be noted that in 1955 there were 68 children, while for the same area, in the same age groupings in 1960 there were 142, which is more than double. Table VIII, page 45, shows the distribution of losses and gains in the respective age groupings as being about equally divided.

Comparison of Census Figures for Waunona Way Area Since its Annexation in 1954
(Included in Franklin area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1955	14	12	17	13	10	7	13	8	14	10	9	7	11	9	12	6	5	2	6	4	3	192
1956	13	15	12	18	10	12	11	11	11	13	9	12	8	12	10	10	6	6	1	5	4	209
1957	17	14	16	9	18	11	13	13	12	8	16	11	8	10	13	11	13	4	4	1	5	227
1958	19	24	17	17	14	17	17	15	12	13	8	15	11	11	9	12	11	10	6	4	1	263
1959	27	25	23	20	20	17	13	16	13	15	15	11	17	12	9	8	10	6	8	6	2	293
1960	28	31	30	29	30	27	22	19	18	16	21	19	13	15	14	9	10	9	9	4	3	376

Census takers report over 50 vacant family units in this area along with some new construction. In the vicinity of West Badger Road and Fish Hatchery Road recent small annexations have added to the possibilities for further increases in the area.

Gompers: This area was established by the Board of Education during the past year and the school is to be opened in the fall for the 1960-61 school year. The children it will serve were formerly transported to Sherman and Mendota. Table VIII, page 46, shows the distribution of those from birth through 20 years of age. The census taker reports 11 homes available for immediate occupancy and 137 under construction. There is additional land available for expansion in the area and this gives a great possibility for further increases and continued expansion.

Hawthorne: This school area, previously known as the Jacobson Site, was opened in September 1959. Although the various age groupings show a predominance of losses the 1960 census total shows an increase of 100 over the 1959 census total. Table VIII, page 47 shows the distribution from birth through 20 years of age with the breakdown of losses and gains.

Hoyt: The Hoyt district, with the two optional areas, continues to show increases. In the various age groupings there is a predominance of gains with the 1960 total showing a gain of 43 over the 1959 census total and an over-all gain of 456 over the 1956 total.

In 1958 an area east of the school, bounded on the north by University Avenue, on the east by Highland Avenue, on the south by Regent Street, and on the west by Farley Avenue, was made optional. This was formerly in the Randall area but pupils living in the area may now attend either Hoyt or Randall. A breakdown by ages of those living in the area is given in the following table.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	13	16	14	17	11	12	8	15	14	16	8	10	9	16	19	9	15	10	16	11	6	265
1959	14	13	13	9	13	8	10	7	13	16	19	10	13	11	17	22	7	16	11	12	10	264
1960	17	17	11	11	9	16	6	10	7	14	23	14	10	13	13	16	24	7	16	11	13	278

In 1959 an area west of the school bounded on the north by University Avenue, on the east by Hill Street, Palamino Lane and Owen Parkway, on the south by Hillcrest Drive and on the west by Owen Drive and Blackhawk Avenue was made optional. This was formerly in the Van Hise area but pupils living in the area may now attend either Hoyt or Van Hise. The distribution by ages of those living in the area is given in the following table.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1959	20	12	20	15	15	12	19	14	14	10	13	17	15	16	16	15	11	13	7	7	6	287
1960	15	13	10	16	15	12	8	17	11	10	12	11	17	12	15	14	12	12	11	9	4	256

With optional area assignments and the land available in the Plymouth Circle area for future home building, the school has possibilities for increased school population. Table VIII, page 48, shows the distribution from birth through 20 years of age with more gains than losses.

Lakeview: Although there is no school in this area at the present time, it was established as a prospective area by the Board of Education during the past year. The children in this area were transported to Sherman in 1959 and to Mendota before that time. Table VIII, page 49, shows the age distribution from birth through 20 years of age. There is a total of 1210 children in the Lakeview area. The census report shows 396 of these are from 5 to 11 years of age (kindergarten through 6th grade).

Comparison of the figures for the Oak Park Trailer Camp appear in the table below.

The census figures for this area were included in the Sherman area census totals until 1956. At that time they were transferred to the Mendota area and were included in its census totals. In 1960, when the Board of Education created the Lakeview area, the Oak Park trailers were included in the area and appear in its census totals.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1951	36	17	26	25	26	15	14	6	9	7	5	4	7	1	5	2	2	1	4	2	2	216
1952	17	16	15	21	21	26	14	17	11	8	7	5	4	5	2	8	5	5	7	13	5	232
1953	33	20	18	17	22	24	28	9	15	8	5	7	3	6	5	2	1	5	2	3	6	239
1954	37	30	18	13	14	21	13	20	9	10	8	2	7	5	3	6	1	3	6	8	6	240
1955	30	33	22	25	12	14	11	10	10	7	8	6	3	7	7	3	3	1	5	8	6	228
1956	35	32	29	20	17	8	14	6	8	10	6	7	5	2	4	3	5	3	4	5	11	238
1957	55	29	21	22	15	17	8	10	6	9	8	5	5	3	2	4	3	5	2	2	3	234
1958	50	46	28	16	22	11	15	11	10	5	9	8	5	4	3	3	3	3	4	7	1	264
1959	75	47	39	29	27	16	6	8	7	8	6	9	7	6	1	3	1	1	2	0	1	299
1960	78	65	63	34	21	20	12	6	5	8	7	6	7	6	6	1	1	2	2	5	12	367

Lapham: The Lapham area again shows a predominance of losses in all areas, except in the 19 and 20 year age groups, which has been the pattern for the past several years. The over-all pattern shows a loss of 147 when compared to the 1947 census total and the 1960 census total shows a loss of 82 when compared to the 1959 census total. This loss of 82 is the greatest for any area in the city when compared to the 1959 area total. The Sherman Terrace area, which is included in the Lapham census, for the second successive year, shows an over-all reduction in the number, birth through 20, living in the area.

Comparison of Census Figures for Sherman Terrace Since Its Construction in 1949
(Included in Lapham Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1949	2	1	3	1	1	0	2	1	0	0	0	0	1	0	0	0	0	1	0	0	1	14
1950	30	28	24	21	21	12	8	13	11	8	7	7	8	7	3	2	1	2	2	2	1	218
1951	34	32	46	30	31	23	12	8	11	9	4	6	5	8	6	4	2	2	0	3	7	283
1952	34	45	28	29	27	20	21	16	8	10	10	6	5	5	13	5	4	4	1	2	4	297
1953	35	35	36	23	22	22	17	9	9	4	8	7	7	4	5	9	6	2	5	8	4	277
1954	31	33	23	33	13	17	12	12	7	5	2	8	10	6	6	4	6	7	4	3	5	247
1955	38	26	23	25	24	13	18	13	12	8	11	4	9	10	3	5	4	4	4	4	3	261
1956	31	36	28	22	18	13	16	13	9	12	8	3	4	6	5	2	2	5	11	3	5	252
1957	34	33	27	25	19	11	8	11	6	2	7	7	5	1	5	5	2	4	4	5	3	224
1958	41	33	26	20	13	21	6	8	14	5	1	7	5	2	2	4	5	4	4	7	8	236
1959	41	36	23	13	15	6	5	4	3	7	3	0	2	2	1	0	3	4	2	4	4	178
1960	32	33	21	15	10	8	7	7	2	1	7	3	1	2	2	1	1	4	5	3	7	172

Lincoln: For the third successive year this area has shown losses in all age groupings except the upper age groups, 18, 19, and 20 years old.

It is to be noted that there were 61 births in the area in 1959, but in 1960 when these children would be one year old, only 32 were still living in the area. Thus there is a loss of 29 people. Now if you go back to 1958, you

find there were 67 births in the area but in 1960 when these children would be 2 years old, only 25 were still living in the area, which means a loss of 42 people. For these two years we have a total loss of 72 children for ages one and two.

This area also has a total over-all loss of 54, when compared to the 1959 census total, and this is the second highest loss recorded in any area in this year's census. There was a loss of 28 in birth registrations for the area which, when compared to the 1959 births, was the highest in any area in the city for 1960. Table VIII, page 51, shows the totals in the various age classifications, with the losses or gains in the respective age groupings.

Longfellow: For the third successive year this area shows an over-all loss when compared to the total of the preceding year. This year's over-all loss of 37 is the third highest for 1960 and the birth loss of 27, when compared to the 1959 census total, is the third largest loss in the city. Table VIII, page 52, shows the losses and gains in the respective age groupings with a predominance of losses.

Lowell: This area had an over-all increase of 204 when compared to the 1959 census total. This is the third largest increase in any census area in the city. However, it continues to show a predominance of losses in the various age groupings. There is a fluctuation between losses and gains in births and over-all totals when any particular year is compared to the immediate preceding year.

Marquette: The Marquette district continues about the same as in previous years with losses showing in all the various age groupings for the third successive year. This year there is an over-all loss of 57 when compared to the 1947 census total. These losses have occurred consistently since 1947 whenever a total for any census year is compared to the 1947 census total.

Mendota: This area showed a consistent over-all rapid increase since it was annexed to the city in 1952; and as a result the Board of Education had to divide it into 3 areas, namely Gompers, Lakeview and Mendota. In spite of this division the area shows an over-all gain of 479 over the 1953 census. If the area had not been divided there would have been an over-all gain of 2371 when compared to the 1953 census total and a gain of 714 when compared to the 1959 census total. Construction of a number of apartment buildings in the area presents possibilities for additional increases within the area.

Midvale: Table VIII, page 56, shows the distribution of children in the various age groupings. Even though the Midvale area has been reduced in size by the allocation of areas to Hoyt, Van Hise, Odana, Cherokee, and Nakoma, it showed a gain of 10 over the 1959 census total and a gain of 1133 over the 1948 census total.

Nakoma: The total census for the Nakoma area shows an increase of 19 over the 1959 census total and an increase of 982 over the 1947 census total. These increases occur even though an area formerly assigned to Nakoma is now included in the Cherokee census total. Table VIII, page 57, shows the distribution in the various age groupings with 15 areas showing gains while 4 of the areas showed losses.

The Rosedale-Marlborough totals are included in the Nakoma totals. A breakdown of the census figures for the area south of the Beltline (Rosedale and Marlborough Heights area) is as follows:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	43	57	46	39	51	35	31	28	34	24	16	20	19	15	10	13	9	6	4	3	5	508
1959	49	46	69	49	32	43	37	24	30	25	20	20	19	16	14	9	13	9	2	4	2	543
1960	40	41	42	58	42	31	40	38	22	25	28	17	23	20	17	13	11	10	8	2	5	533

Odana: The Odana area in the breakdown of the various age groupings showed a predominance of gains. It ranked fourth when compared to other census areas, with a gain of 190 over the 1959 census total and a gain of 411 over the 1958 census total. With a number of living units under construction in the area, and with additional land available for expansion there is possibility for further increase.

Orchard Ridge: This area showed an increase of 30 births over the 1959 census. It also showed an over-all increase of 369 over the 1959 census total and had gains in all of the individual age groupings, thereby giving it first place when compared to the other census area gains. The census taker reported 77 new home units, either under construction or completed, and with considerable land available for expansion there is great possibility for continued increases.

Randall: The 1960 census for Randall showed losses in all age groupings for the third successive year. However, there was a gain of 110 over the 1959 census total, with a loss of 524 when compared to the 1947 census total. The latter loss is undoubtedly due to the establishment of the Hoyt school area which was formerly a part of the Randall area. Table VIII, page 60, shows the changes in the various age groups for the area.

Herbert Schenk: This area shows an increase of 352 above the 1959 census total and a small increase in births when compared to 1959 birth total. This is due in part to the fact that those living on the Buckeye Road in the Kohl-Anderson-Hauser-Droster Road annexation areas were included in the census totals. Those living in this area formerly attended the Estes School.

A breakdown of the census figures for the Buckeye Road area (Kohl-Anderson-Hauser-Droster Road area) is as follows:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1960	23	27	19	29	22	16	14	9	7	15	8	10	4	3	3	2	3	4	2	2	1	223

The census taker reported 78 new home units either under construction or completed, which provides for continued expansion.

Sherman: The area showed an increase of 101 over the 1959 census total and an over-all increase of 1184 over the 1947 census total. The area as a whole showed more increases than losses and with remaining areas to be subdivided and developed there are possibilities of continued increases in the area. Table VIII, page 62, shows the changes in the area for the various age groupings.

Spring Harbor: Although the breakdown in the various age groupings showed more losses than gains there was an increase of 7 in the 1960 census over the 1959 census total and a gain of 80 over the 1958 census total.

Sunnyside: The various age groupings in this area showed 19 losses and one gain. The 1960 census total showed a gain of 69 over the 1959 census total but when compared to the 1956 census total there is a loss of 152. This may be partially due to the assignment of some areas formerly in the Sunnyside area to the Hawthorne school area. Continued building along with large areas of land available for development add possibilities for increases within the area. The census taker reported 15 homes either under construction or ready for occupancy.

Truax: This area fluctuates greatly. In the 1960 census total we find a loss of 28 when compared to the 1959 census total, along with a gain of 204 when compared with the 1948 census total. This increase occurs even though the Truax apartments formerly included in the Truax census totals have been assigned to the Hawthorne area and are now in the Hawthorne census totals. Table VIII, page 65, shows the distribution in the various age groupings with 15 areas showing gains while 4 of the areas showed losses.

Van Hise: The area shows an over-all increase of 297 over the 1959 census total, which was the second largest increase in any area in the city. In the various age groupings in Table VIII, page 66, 19 areas show gains while one showed a loss. In comparing the 1960 census total with that of 1958 we find a total gain of 572. Sizeable areas of land already have paved streets and sidewalks installed and the census taker reported 100 home units either under construction or completed in the area. Besides these areas under development there is additional land available which provides for possible additional increases within the area.

Washington: The Washington area continues to show a decreasing trend which has persisted over a period of 10 years. There was a decrease in the number of births in the area when compared to the 1959 figures as well as an over-all loss in the total for the area when compared to the 1959 census total. There was a loss of 732 when the 1960 census total was compared to the 1947 total. The census taker reported 53 vacant dwelling units in the area.

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Franklin	45	Orchard Ridge	59
Gompers	46	Randall	60
Hawthorne	47	Herbert Schenk	61
Hoyt	48	Sherman	62
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Table I

Summary of Census Returns for the Year Ending June 30, 1960

School Districts	Age Group Birth to 3 Inclusive Boys	Girls	Total	Age Group 4 to 19 Inclusive Boys	Girls	Total
Cherokee Heights	73	65	138	211	208	419
Crestwood	161	123	284	422	416	838
District #8	64	51	115	130	125	255
Dudgeon	137	131	268	592	510	1102
Emerson	378	317	695	970	943	1913
Franklin	315	261	576	640	610	1250
Gompers	136	122	258	200	221	421
Hawthorne	249	244	493	418	392	810
Hoyt	148	136	284	473	485	958
Lakeview	298	261	559	329	304	633
Lapham	298	274	572	669	692	1361
Lincoln	59	52	111	118	212	330
Longfellow	289	282	571	669	781	1450
Lowell	373	333	706	885	776	1661
Marquette	430	397	827	949	935	1884
Mendota	126	124	250	350	324	674
Midvale	191	189	380	889	861	1750
Nakoma	183	163	346	650	671	1321
Odana	150	145	295	316	321	637
Orchard Ridge	235	205	440	446	421	867
Randall	226	193	419	976	912	1888
Herbert Schenk	540	420	960	1258	1140	2398
Sherman	255	228	483	683	686	1369
Spring Harbor	211	172	383	412	365	777
Sunnyside	89	82	171	179	192	371
Truax	140	118	258	138	125	263
Van Hise	238	237	475	796	759	1555
Washington	340	306	646	666	802	1468
Totals	6,332	5,631	11,963	15,434	15,189	30,623

Age Group Birth to 3
1959 - 11,343
1960 - 11,963
620 - Increase

Age Group 4 to 19
1959 - 28,535
1960 - 30,623
2,088 - Increase

Table II

Madison Census 1960, Age Groups Birth Through 20 Inclusive by School Districts

School District	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Cherokee Heights	40	34	26	38	23	33	32	29	27	36	32	24	28	33	21	29	25	18	14	15	11	568
Crestwood	63	83	66	72	66	80	86	79	66	54	58	55	52	58	38	38	35	31	26	16	12	1134
District #8	34	35	14	32	25	22	22	22	21	19	16	18	16	17	11	11	13	12	6	4	6	376
Dudgeon	56	68	73	71	65	71	76	81	74	70	74	81	64	99	50	66	54	71	56	50	37	1407
Emerson	205	167	170	153	137	131	126	130	119	121	109	116	119	152	97	110	117	118	102	109	77	2685
Franklin	155	158	139	124	110	96	101	91	79	77	79	87	81	89	71	65	62	61	50	51	39	1865
Gompers	57	62	77	62	62	50	56	44	30	36	27	30	22	21	9	9	11	7	4	3	3	682
Hawthorne	126	128	120	119	98	93	75	76	70	61	59	41	45	64	18	21	23	26	15	25	19	1322
Hoyt	88	74	61	61	63	62	71	66	65	61	70	59	55	64	49	60	67	51	52	43	42	1284
Lakeview	159	139	136	125	85	87	66	64	45	54	45	35	32	37	21	15	14	11	11	11	18	1210
Lapham	171	149	132	120	103	89	92	89	71	94	82	84	86	97	64	69	77	73	81	110	95	2028
Lincoln	33	32	25	21	14	21	18	12	13	17	16	16	13	21	11	19	12	15	41	71	63	504
Longfellow	171	154	138	108	114	98	108	90	77	97	82	71	87	96	71	67	86	58	95	153	138	2159
Lowell	183	183	184	156	129	146	123	127	96	109	115	108	97	111	90	91	97	82	70	70	79	2446
Marquette	237	217	220	153	133	146	132	124	110	113	105	122	118	118	114	105	111	122	109	102	91	2802
Mendota	62	54	70	64	60	82	64	57	62	50	48	57	44	37	19	22	28	21	17	6	7	931
Midvale	62	86	116	116	126	136	141	146	138	119	129	134	124	121	88	82	67	74	63	62	26	2156
Nakoma	80	82	78	106	90	83	95	106	82	112	87	79	93	95	79	79	63	71	54	53	45	1712
Odana	55	86	71	83	82	70	68	59	60	44	46	31	40	37	17	21	13	25	15	9	10	942
Orchard Ridge	101	109	108	122	107	110	103	97	77	53	59	49	51	45	22	19	28	16	20	11	10	1317
Randall	109	104	100	106	106	106	132	128	130	126	117	135	114	151	119	117	108	122	99	78	78	2385
Herbert Schenk	208	228	266	258	273	249	231	237	224	189	184	144	146	149	96	61	72	66	48	29	24	3382
Sherman	124	119	118	122	118	113	108	120	99	81	78	99	95	92	72	63	74	71	49	37	21	1873
Spring Harbor	93	93	90	107	85	74	82	74	62	51	50	62	48	50	30	32	20	29	14	14	13	1173
Sunnyside	36	45	50	40	45	27	24	39	33	22	29	22	25	24	15	15	17	15	14	5	7	549
Truax	66	71	60	61	44	47	31	31	24	17	25	10	13	7	5	3	3	1	1	1	1	522
Van Hise	114	117	119	125	147	130	149	128	134	127	113	110	86	94	64	68	71	62	42	30	22	2052
Washington	241	162	138	105	99	85	91	90	79	66	70	65	64	81	73	71	65	87	170	212	183	2297
	3129		2965		2609		2503		2167		2004		1858		1434		1433		1338		1177	
		3039		2830		2537		2436		2076		1944		2060		1428		1416		1380		43,763

Table III Summary

Age Group	Age Group	Age Group
Birth to 3 Inclusive	4 to 19 Inclusive	20 Years
Total 1959 - 11,343	Total 1959 - 28,535	Total 1959 - 1,139
1960 - 11,963	1960 - 30,623	1960 - 1,177
Increase 620	Increase 2,088	Increase 38

Table III

A Graph Showing Age Totals of Children from Birth through Twenty - 1960

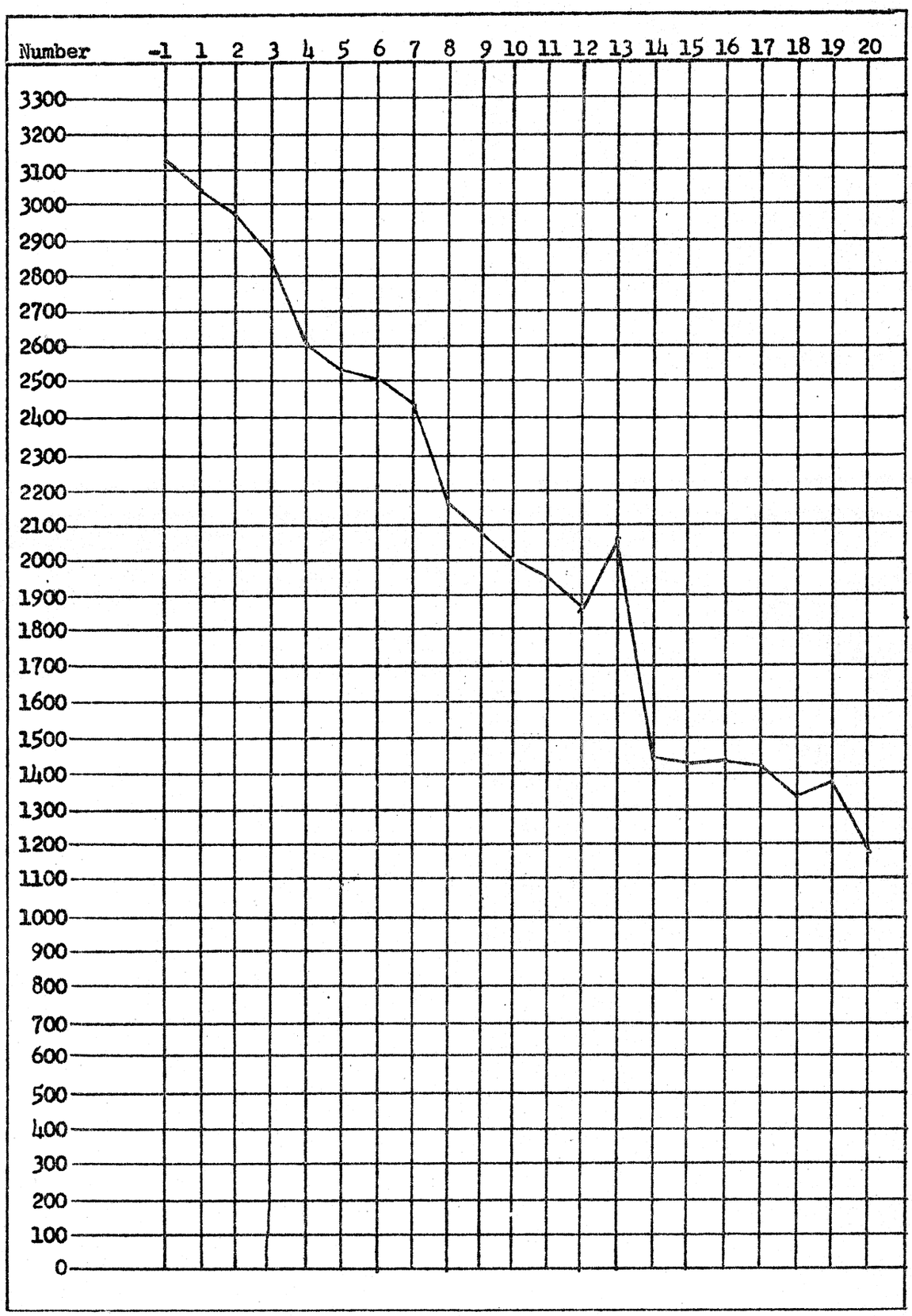


Table IV

Comparison of Child Population Tables for June, 1939 through June, 1960 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139
1960	3129	3039	2965	2830	2609	2537	2503	2436	2167	2076	2004	1944	1858	2060	1434	1428	1433	1416	1338	1380	1177

Table V

Comparison of Age Group Totals by Years
From June, 1939 through June, 1960

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481
1952	7,935	18,686	823	27,444
1953	8,245	19,839	887	28,971
1954	8,654	20,455	890	29,999
1955	9,163	21,931	940	32,034
1956	9,624	23,048	955	33,627
1957	10,197	24,849	992	36,038
1958	11,235	27,071	1,093	39,399
1959	11,343	28,535	1,139	41,017
1960	11,963	30,623	1,177	43,763

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	Decrease	.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	Decrease	.87
1938	15,728	Decrease	221	Decrease	1.39
1939	15,728		0		0
1940	15,565	Decrease	163	Decrease	1.04
1941	15,458	Decrease	107	Decrease	.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	Decrease	3.05
1947	15,264	Decrease	260	Decrease	1.67
1948	16,479		1,215		7.96
1949	16,841		362		2.14
1950	17,275		882		5.24
1951	17,888		613		3.54
1952	18,686		798		4.46
1953	19,839		1,153		6.17
1954	20,455		616		3.1
1955	21,931		1,486		7.3
1956	23,048		1,117		5.1
1957	24,849		1,801		7.8
1958	27,071		2,222		8.9
1959	28,535		1,464		5.4
1960	30,623		2,088		7.3

Table VII

Comparison of Child Population by School Districts for the Years 1959 and 1960

School Districts	Age Group Birth to 3 Incl. Totals 1959	Totals 1960	Increase or Decrease	Age Group 4 to 19 Incl. Totals 1959	Totals 1960	Increase or Decrease
Cherokee Heights	118	138	+ 20	406	419	+ 13
Crestwood	267	284	+ 17	746	838	+ 92
District #8	106	115	+ 9	204	255	+ 51
Dudgeon	263	268	+ 5	1076	1102	+ 26
Emerson	687	695	+ 8	1921	1913	- 8
Franklin	469	576	+107	1183	1250	+ 67
Gompers		258	+258		421	+421
Hawthorne	471	493	+ 22	741	810	+ 69
Hoyt	295	284	- 11	913	958	+ 45
Lakeview		559	+559		633	+633
Lapham	606	572	- 34	1398	1361	- 37
Lincoln	134	111	- 23	369	330	- 39
Longfellow	612	571	- 41	1458	1450	- 8
Lowell	606	706	+100	1568	1661	+ 93
Marquette	854	827	- 27	1859	1884	+ 25
Mendota	753	250	-503	1348	674	-674
Midvale	437	380	- 57	1669	1750	+ 81
Nakoma	375	346	- 29	1275	1321	+ 46
Odana	268	295	+ 27	483	637	+154
Orchard Ridge	312	440	+128	635	867	+232
Randall	442	419	- 23	1761	1888	+127
Herbert Schenk	879	960	+ 81	2123	2398	+275
Sherman	452	483	+ 31	1294	1369	+ 75
Spring Harbor	388	383	- 5	771	777	+ 6
Sunnyside	148	171	+ 23	331	371	+ 40
Truax	257	258	+ 1	292	263	- 29
Van Hise	458	475	+ 17	1276	1555	+279
Washington	686	646	- 40	1435	1468	+ 33
Totals	11,343	11,963	+620	28,535	30,623	+2088

Table VIII

Showing Child Population Movement 1956-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Cherokee Heights	1956	42	50	53	40	37	46	38	26	38	26	23	18	18	21	14	15	12	8	12	10	7	554	
	1957	58	45	50	51	33	44	44	35	27	31	27	26	20	19	21	13	14	12	7	8	7	592	+ 38
	1958	33	33	27	33	34	29	29	31	32	25	28	30	19	24	17	20	12	17	12	11	12	508	- 46
	1959	30	27	38	23	32	33	26	28	34	35	25	30	31	22	27	22	21	13	17	10	11	535	- 19
	1960	40	34	26	38	23	33	32	29	27	36	32	24	28	33	21	29	25	18	14	15	11	568	
				+4	-7	-20	-19	-17	-21	-11	-10	-10	-6	-2	-10	+7	-2	+11	+7	-3	0	0	-1	+ 14

Table VIII

Showing Child Population Movement 1958-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Crestwood	1958	54	73	69	69	79	75	57	52	58	49	51	50	36	35	28	32	24	16	12	20	11	950	
	1959	61	59	76	71	79	74	79	63	53	59	51	47	55	39	35	29	31	22	16	14	11	1024	+ 74
	1960	63	83	66	72	66	80	86	79	66	54	58	55	52	58	38	38	35	31	26	16	12	1134	
				+22	+12	-1	-3	+11	+7	+4	+9	+2	0	+6	+1	+8	+2	+3	+7	-1	+2	0	0	+184

Table VIII

Showing Child Population Movement 1947-1960

District #8		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
	1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350	
	1948	21	33	27	19	25	30	19	18	20	18	15	18	15	15	12	12	19	12	12	15	11	386	+ 36
	1949	29	22	35	20	20	24	27	15	15	15	15	11	15	17	9	10	13	16	11	11	8	358	+ 8
	1950	27	24	24	30	19	19	20	26	16	14	16	15	10	12	14	8	11	10	16	12	8	351	+ 1
	1951	28	21	26	20	29	24	19	16	24	15	14	13	14	10	15	15	9	10	9	12	9	352	+ 2
	1952	24	25	19	26	22	28	19	18	14	22	16	14	17	13	9	13	14	7	8	9	10	347	- 3
	1953	20	17	23	16	19	15	15	10	8	11	14	10	12	10	11	6	9	10	3	4	3	246	-104
	1954	14	14	20	22	13	23	16	15	9	9	11	15	11	12	9	13	5	9	7	2	4	253	- 97
	1955	15	17	18	20	23	15	20	18	16	12	9	12	15	11	12	9	12	7	10	6	4	281	- 69
	1956	19	18	18	22	20	26	15	22	17	14	15	10	11	13	11	12	11	11	6	10	6	307	- 43
	1957	16	25	15	16	21	13	23	12	19	16	14	11	10	10	14	9	9	9	5	4	8	279	- 71
	1958	31	18	28	18	14	17	16	21	13	16	17	12	12	11	10	13	8	7	9	5	17	313	- 37
	1959	38	16	28	24	20	16	15	16	17	12	16	14	16	9	11	12	11	6	4	9	6	316	- 34
	1960	34	35	14	32	25	22	22	22	21	19	16	18	16	17	11	11	13	12	6	4	6	376	
				-3	-17	+16	+6	+7	+8	+2	-3	-9	-11	-11	-5	-12	-8	-2	-9	-19	-18	-16	-9	+ 26

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Dudgeon	1947	41	26	33	30	39	31	36	33	39	29	31	49	36	32	32	35	50	48	34	47	37	768	
	1948	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945	+177
	1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949	+181
	1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990	+222
	1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997	+229
	1952	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997	+229
	1953	52	53	53	55	62	44	90	46	58	39	44	61	43	44	46	43	38	54	39	37	31	1032	+264
	1954	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	41	37	49	40	46	1052	+284
	1955	48	58	58	55	48	64	68	39	84	41	56	45	48	51	49	41	45	43	34	47	35	1057	+289
	1956	48	49	56	64	61	46	62	66	48	83	37	52	43	50	46	47	40	43	43	36	44	1064	+296
	1957	54	45	53	56	69	64	49	61	67	47	81	36	49	42	53	47	48	40	45	40	29	1076	+308
	1958	45	56	47	60	55	67	60	51	68	65	45	82	33	53	44	50	50	45	37	45	30	1088	+320
	1959	62	70	67	64	65	74	78	75	66	78	81	59	102	50	65	53	69	62	54	45	40	1379	+611
	1960	56	68	73	71	65	71	76	81	74	70	74	81	64	99	50	66	54	71	56	50	37	1407	
				+6	+28	+17	+17	+23	+23	+29	+19	+27	+37	+37	+11	+58	+24	+33	+24	+32	+25	+14	+4	+639

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Emerson	1947	185	114	125	123	124	118	117	83	96	91	95	92	86	82	96	106	112	105	102	115	96	2263	
	1948	205	197	127	138	131	146	127	138	98	103	94	102	102	92	95	98	108	107	105	91	100	2504	+241
	1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577	+314
	1950	169	179	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633	+370
	1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605	+342
	1952	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595	+332
	1953	201	176	156	149	133	146	170	107	120	118	131	112	126	102	96	105	101	102	87	88	75	2601	+338
	1954	174	170	148	153	153	132	148	152	107	112	116	124	106	123	99	103	103	105	99	88	79	2594	+331
	1955	175	162	151	152	141	141	142	146	162	121	112	126	120	111	126	98	94	102	103	93	80	2658	+395
	1956	181	176	172	141	144	139	134	143	131	157	104	106	125	113	107	124	99	91	109	93	105	2694	+431
	1957	170	184	152	153	135	131	133	124	139	140	159	106	100	124	120	104	128	93	96	101	96	2688	+425
	1958	226	174	164	153	147	143	134	133	128	144	136	154	110	112	124	118	103	118	99	112	113	2845	+582
	1959	190	177	170	150	145	142	139	130	131	123	132	121	139	105	104	110	116	103	105	76	95	2703	+440
	1960	205	167	170	153	137	131	126	130	119	121	109	116	119	152	97	110	117	118	102	109	77	2685	
				-23	-55	-17	-44	-44	-48	-71	-58	-84	-60	-80	-86	-33	-17	-15	-6	-6	-16	-8	-6	+442

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Franklin	1947	115	70	63	66	53	48	57	55	53	52	52	51	44	46	46	42	44	54	52	41	58	1152	
	1948	127	123	77	68	79	67	55	68	61	62	47	53	58	51	54	53	50	51	59	68	44	1375	+223
	1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398	+246
	1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	48	1348	+196
	1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326	+174
	1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174	+ 22
	1953	72	59	68	58	80	63	70	59	63	53	47	46	55	51	52	44	51	45	46	34	36	1152	0
	1954	85	76	69	80	63	78	67	69	53	58	56	46	49	51	51	48	43	47	42	57	35	1233	+ 81
	1955	93	101	87	85	88	66	88	70	82	70	70	60	57	60	64	58	52	47	50	48	48	1444	+292
	1956	87	92	91	88	80	88	65	81	69	84	69	76	66	57	60	59	52	56	42	45	37	1444	+292
	1957	118	98	93	94	79	83	85	65	81	59	84	68	68	70	53	61	57	48	52	46	36	1498	+346
	1958	116	120	102	90	91	79	92	86	67	85	66	86	69	69	67	56	59	61	52	48	47	1608	+446
	1959	134	114	121	100	90	93	85	88	79	78	89	74	90	77	65	61	61	55	54	44	40	1692	+540
	1960	155	158	139	124	110	96	101	91	79	77	79	87	81	89	71	65	62	61	50	51	39	1865	
				+24	+23	+6	+23	+3	+16	+19	-3	-22	-27	-24	-46	-26	+1	+2	-4	+8	+2	-6	-16	+713

Table VIII

Showing Child Population - 1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Gompers	1960	57	62	77	62	62	50	56	44	30	36	27	30	22	21	9	9	11	7	4	3	3	682

Table VIII

Showing Child Population Movement 1959-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Hawthorne	1959	119	120	126	106	101	90	81	72	62	60	42	44	56	22	26	25	28	13	15	4	10	1222	
	1960	126	128	120	119	98	93	75	76	70	61	59	41	45	64	18	21	23	26	15	25	19	1322	
				+9	0	-7	-8	-8	-15	-5	-2	-1	-1	-1	+1	+8	-4	-5	-2	-2	+2	+10	+15	+100

Table VIII

Showing Child Population Movement 1956-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Hoyt	1956	41	37	49	46	60	54	43	49	40	39	38	41	41	41	28	32	31	31	38	25	24	828	
	1957	64	64	48	61	58	59	54	44	49	51	42	34	38	43	40	32	34	39	31	32	24	941	+113
	1958	82	85	69	64	73	67	63	63	55	67	51	52	44	57	61	54	49	44	56	40	36	1232	+404
	1959	83	81	66	65	61	67	65	66	57	60	65	49	56	49	61	66	56	49	43	43	33	1241	+413
	1960	88	74	61	61	63	62	71	66	65	61	70	59	55	64	49	60	67	51	52	43	42	1284	
				-9	-21	-3	+22	+25	+22	+20	+5	+7	+27	+10	+15	+25	+11	+19	+26	+10	+24	+11	+11	+456

Table VIII

Showing Child Population - 1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Lakeview	1960	159	139	136	125	85	87	66	64	45	54	45	35	32	37	21	15	14	11	11	11	18	1210

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lapham	1947	212	136	114	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2175	
	1948	179	161	121	122	111	104	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2138	- 37
	1949	152	143	147	100	118	103	106	90	104	70	89	90	90	72	97	74	80	73	92	88	81	2059	-116
	1950	184	147	149	151	102	124	103	103	93	102	76	79	93	89	83	86	75	71	84	80	80	2154	- 21
	1951	191	151	164	156	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177	+ 2
	1952	191	169	129	146	151	146	95	104	101	101	95	93	75	79	89	82	69	83	64	73	63	2198	+ 23
	1953	208	167	163	112	123	144	122	88	95	84	86	88	84	68	78	93	79	66	87	86	60	2181	+ 6
	1954	211	166	135	139	91	106	113	124	74	97	78	85	83	83	84	85	82	83	74	91	79	2163	- 12
	1955	201	181	146	118	124	90	105	113	117	75	106	77	83	82	76	79	89	82	94	83	69	2190	+ 15
	1956	204	182	152	129	108	109	104	97	110	108	70	95	80	83	83	86	72	84	87	81	69	2193	+ 18
	1957	219	162	152	131	122	90	112	98	93	96	105	77	89	74	78	80	88	66	96	138	123	2289	+114
	1958	222	180	143	111	110	121	88	115	100	102	92	109	75	79	79	76	73	86	99	145	113	2318	+143
	1959	182	171	136	117	97	102	92	82	104	90	96	96	95	64	77	80	72	69	90	92	106	2110	- 65
	1960	171	149	132	120	103	89	92	89	71	94	82	84	86	97	64	69	77	73	81	110	95	2028	
				-33	-90	-99	-101	-112	-119	-119	-120	-97	-102	-68	-93	-115	-72	-45	-61	-50	-20	+20	+13	-147

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lincoln	1947	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447	
	1948	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356	- 91
	1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338	-109
	1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	18	14	13	14	331	-116
	1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379	- 68
	1952	46	25	28	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416	- 31
	1953	43	36	26	22	19	26	26	16	15	19	16	14	10	14	10	14	8	11	24	15	14	398	- 49
	1954	48	27	28	18	21	16	23	23	23	18	14	14	14	13	15	14	11	10	13	24	14	401	- 46
	1955	46	32	25	25	21	19	15	17	21	13	13	16	17	11	11	17	14	15	24	29	32	433	- 14
	1956	52	31	22	20	25	15	14	14	22	19	16	17	14	17	17	10	14	15	32	37	30	453	+ 6
	1957	31	30	26	20	16	23	19	13	12	19	27	15	18	12	21	12	12	13	28	40	21	428	- 19
	1958	67	24	24	32	20	16	18	16	14	11	20	23	14	13	12	18	10	12	47	59	57	527	+ 80
	1959	61	33	23	17	32	20	15	21	22	12	18	19	25	9	13	15	13	11	43	81	55	558	+111
	1960	33	32	25	21	14	21	18	12	13	17	16	16	13	21	11	19	12	15	41	71	63	504	+
				-29	-42	-10	-38	-25	-30	-31	-33	-19	-16	-26	-26	-34	-13	-8	-11	-9	+21	+57	+51	+ 57

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Longfellow	1947	184	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2295	
	1948	138	170	97	109	119	91	101	111	73	95	73	85	89	91	93	80	92	94	141	125	136	2203	- 92
	1949	108	129	165	92	101	115	92	103	108	81	94	66	83	89	96	89	79	105	137	157	116	2205	- 90
	1950	141	130	141	156	77	104	115	86	102	99	76	91	62	85	89	86	87	86	117	131	147	2208	- 87
	1951	153	129	121	125	132	83	90	110	75	97	100	76	90	60	84	89	83	84	100	125	118	2124	-171
	1952	163	180	140	139	137	133	91	89	106	88	97	103	75	90	65	75	88	80	125	148	124	2336	+ 41
	1953	171	119	129	114	102	131	143	123	97	105	120	136	111	79	86	104	112	81	100	97	114	2374	+ 79
	1954	172	168	135	152	123	122	138	131	100	87	106	80	91	90	75	81	64	83	125	154	127	2404	+109
	1955	166	146	156	125	138	112	123	123	128	90	81	102	76	90	82	75	75	61	160	154	144	2407	+112
	1956	195	159	161	153	122	120	105	112	126	120	93	79	106	75	87	81	74	75	103	157	154	2447	+152
	1957	179	168	151	140	130	104	114	111	109	108	122	83	78	99	70	78	73	69	131	168	143	2428	+133
	1958	206	168	151	135	121	123	94	104	100	95	101	111	76	72	98	62	80	77	82	93	88	2237	- 58
	1959	198	161	130	123	107	99	98	82	92	83	87	98	99	77	70	89	58	77	111	131	126	2196	- 99
	1960	171	154	138	108	114	98	108	90	77	97	82	71	87	96	71	67	86	58	95	153	138	2159	
				-44	-68	-71	-81	-68	-64	-81	-86	-56	-59	-37	-51	-88	-41	-49	-46	-45	-9	+35	+60	-136

Table VIII

Showing Child Population Movement 1948-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lowell	1948	115	128	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	98	97	2035	
	1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078	+ 43
	1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070	+ 35
	1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070	+ 35
	1952	135	138	120	122	112	143	78	84	100	77	94	72	88	106	72	91	95	87	88	85	76	2063	+ 28
	1953	163	115	130	117	125	122	132	85	97	101	94	105	74	89	107	79	90	90	89	67	53	2124	+ 89
	1954	147	146	127	106	111	123	101	129	87	102	106	91	92	80	84	98	80	90	86	80	62	2128	+ 93
	1955	165	145	150	135	111	114	111	100	127	76	101	105	88	85	81	81	93	79	88	84	61	2180	+145
	1956	147	140	130	151	114	112	113	102	95	117	82	90	100	87	84	82	81	90	73	67	64	2121	+ 86
	1957	136	124	133	126	137	102	111	108	105	93	117	83	86	93	85	81	73	86	81	56	52	2068	+ 33
	1958	205	154	121	135	122	129	104	110	111	109	92	121	88	81	94	82	79	73	84	81	50	2225	+190
	1959	174	178	136	118	125	122	119	98	111	102	109	96	122	87	88	94	80	79	69	67	68	2242	+207
	1960	183	183	184	156	129	146	123	127	96	109	115	108	97	111	90	91	97	82	70	70	79	2446	
				+9	-21	+20	-18	-19	-24	-36	-39	-38	+27	-24	-18	-17	-2	-11	+7	-21	-29	-15	-1	+411

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Marquette	1947	291	196	153	146	169	156	125	114	119	114	101	114	117	104	111	104	122	141	134	125	103	2859	
	1948	224	241	170	140	146	155	146	108	114	109	106	90	97	110	88	111	109	119	132	130	103	2748	-109
	1949	242	202	199	159	129	140	161	134	102	103	106	102	96	91	116	79	104	109	109	113	124	2720	-139
	1950	189	185	175	190	152	123	122	145	127	101	104	108	101	86	95	111	77	100	102	112	112	2617	-242
	1951	217	175	172	176	164	141	126	117	144	119	102	111	96	94	80	86	103	78	99	92	86	2578	-281
	1952	203	199	167	135	150	165	140	107	117	130	111	99	92	103	93	88	88	97	80	83	67	2514	-345
	1953	241	180	178	146	148	154	156	122	105	111	129	113	87	96	100	90	88	92	87	65	80	2568	-291
	1954	246	180	148	158	111	141	140	143	125	107	115	125	105	93	102	90	93	82	90	89	61	2544	-315
	1955	200	211	191	148	157	104	140	129	130	120	93	116	129	103	102	98	93	87	89	79	82	2601	-258
	1956	216	193	160	162	112	138	114	130	134	126	125	94	123	132	104	99	100	95	96	85	80	2618	-241
	1957	260	205	182	158	146	122	127	109	131	124	125	119	91	118	122	101	97	101	101	88	113	2740	-119
	1958	274	209	172	173	156	122	113	124	102	128	119	120	117	98	111	122	103	100	108	110	110	2791	- 68
	1959	251	243	198	162	158	135	135	106	129	102	117	113	118	121	97	113	122	106	97	90	106	2819	- 40
	1960	237	217	220	153	133	146	132	124	110	113	105	122	118	118	114	105	111	122	109	102	91	2802	
				-34	-54	-107	-83	-54	-114	-117	-93	-104	-84	-120	-106	-173	-82	-48	-35	-47	-47	-23	-23		- 57

Table VIII

Showing Child Population Movement 1953-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Mendota	1953	27	32	35	18	33	28	34	20	20	23	22	20	10	18	12	13	15	12	15	23	22	452	
	1954	35	48	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505	+ 53
	1955	69	59	66	56	60	40	50	37	40	26	24	26	26	25	15	14	15	11	11	7	10	687	+235
	1956	111	120	111	99	92	84	68	70	53	65	32	38	36	32	32	19	20	20	15	15	17	1149	+697
	1957	132	111	122	112	107	102	89	70	76	55	71	33	35	38	34	34	20	21	19	14	21	1316	+864
	1958	151	139	131	131	111	116	100	93	75	74	63	72	36	36	42	33	35	23	20	16	11	1508	+1056
	1959	202	203	180	168	189	156	140	128	109	105	102	75	92	44	40	59	36	32	22	19	8	2109	+1657
	1960	62	54	70	64	60	82	64	57	62	50	48	57	44	37	19	22	28	21	17	6	7	931	
				-148	-81	-68	-51	+13	+29	+30	+30	+15	+30	+24	+16	+3	-1	-2	+5	-1	-3	-4	-11	+479

Table VIII

Showing Child Population Movement 1948 - 1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Midvale	1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1023	
	1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	24	32	33	25	1264	+ 241
	1950	98	118	125	128	110	119	99	117	75	83	63	56	48	46	34	35	33	24	24	35	31	1501	+ 478
	1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706	+ 683
	1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	1960	+ 937
	1953	144	191	180	178	186	173	168	121	123	122	135	89	90	65	66	54	50	40	41	37	31	2284	+1261
	1954	175	169	232	202	207	203	187	188	133	133	123	140	100	86	70	69	57	50	38	41	36	2639	+1616
	1955	187	233	207	252	218	233	234	195	199	153	134	131	149	103	86	65	73	60	56	46	39	3053	+2030
	1956	152	187	211	194	205	185	193	193	167	176	143	119	101	120	88	76	55	54	49	46	38	2752	+1729
	1957	182	195	212	225	220	218	191	194	205	172	188	140	122	106	117	95	88	60	60	52	37	3079	+2056
	1958	129	125	134	164	153	166	164	148	151	167	130	143	106	105	71	92	69	75	45	48	44	2429	+1406
	1959	87	113	114	123	146	135	149	140	123	129	134	118	120	91	87	61	75	63	64	34	40	2146	+1123
	1960	62	86	116	116	126	136	141	146	138	119	129	134	124	121	88	82	67	74	63	62	26	2156	
				-1	-13	-66	-26	-51	-34	+2	-31	0	+31	+23	+38	+28	+4	-2	-11	-9	+4	-2	-21	+1133

Table VIII

Showing Child Population Movement 1948-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Nakoma	1947	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730	
	1948	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838	+ 108
	1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861	+ 131
	1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	949	+ 219
	1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086	+ 356
	1952	66	71	59	63	67	91	60	63	61	59	46	64	46	45	49	46	42	45	50	42	43	1178	+ 448
	1953	77	87	95	78	77	85	94	70	75	67	65	52	61	46	54	51	48	50	47	51	37	1367	+ 637
	1954	82	92	99	115	86	84	89	103	73	81	68	73	63	59	50	54	51	47	53	44	51	1517	+ 787
	1955	98	110	112	116	133	107	101	104	123	82	86	84	82	68	74	62	58	61	48	54	41	1804	+1074
	1956	138	151	155	181	150	156	134	111	132	137	94	95	86	90	76	72	59	64	64	54	45	2244	+1514
	1957	155	156	159	172	157	174	168	140	120	143	134	106	105	86	92	79	76	67	63	60	37	2449	+1719
	1958	129	134	118	117	141	120	117	146	120	114	114	130	100	103	77	96	66	78	65	56	56	2197	+1467
	1959	89	77	118	91	79	95	99	83	116	79	80	95	100	75	79	62	75	52	56	50	43	1693	+ 963
	1960	80	82	78	106	90	83	95	106	82	112	87	79	93	95	79	79	63	71	54	53	45	1712	
				-7	-51	-49	-48	-15	+13	+29	+16	+53	+52	+50	+63	+74	+53	+54	+36	+46	+22	+20	+12		+982

Table VIII

Showing Child Population Movement 1958-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Odana	1958	45	56	55	51	37	43	41	28	26	21	28	23	10	11	8	16	13	8	8	2	1	531	
	1959	66	64	66	72	62	52	55	47	37	41	27	36	33	14	17	10	21	13	8	10	1	752	+221
	1960	55	86	71	83	82	70	68	59	60	44	46	31	40	37	17	21	13	25	15	9	10	942	
				+20	+26	+27	+27	+19	+31	+16	+19	+16	+20	+10	+12	+14	+7	+10	+5	+9	+2	+1	-2	+411

Table VIII

Showing Child Population Movement 1958-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Orchard Ridge	1958	45	61	54	70	53	57	56	35	44	27	34	33	16	15	18	15	16	8	6	7	12	682	
	1959	71	80	83	78	84	78	75	67	44	54	38	39	40	21	19	26	15	16	10	9	1	948	+266
	1960	101	109	108	122	107	110	103	97	77	53	59	49	51	45	22	19	28	16	20	11	10	1317	
				+38	+28	+61	+53	+40	+50	+40	+21	+18	+15	+22	+17	+12	+6	+4	+10	+1	+4	+3	+4	+635

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Randall	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909	
	1948	263	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3117	+ 208
	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	3168	+ 259
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	3143	+ 234
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	3235	+ 326
	1952	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	3602	+ 693
	1953	295	275	248	219	239	205	220	191	178	176	175	138	138	138	150	136	136	123	118	117	130	3745	+ 836
	1954	299	300	262	241	231	240	215	229	183	173	177	188	144	136	137	139	142	140	119	114	143	3952	+1043
	1955	308	292	283	269	228	243	224	215	242	177	188	179	183	152	140	144	145	143	144	119	113	4131	+1222
	1956	293	245	289	276	254	215	241	240	214	238	153	184	171	173	145	125	128	132	124	114	80	4034	+1125
	1957	286	285	250	288	257	248	220	227	236	203	230	174	177	174	169	133	123	127	125	111	98	4141	+1232
	1958	137	105	111	93	113	119	119	102	114	129	115	146	109	114	105	112	90	85	90	63	67	2238	- 671
	1959	134	104	105	99	99	114	119	116	117	109	128	111	144	108	118	99	119	89	83	88	72	2275	- 634
	1960	109	104	100	106	106	106	132	128	130	126	117	135	114	151	119	117	108	122	99	78	78	2385	
				-30	-37	-180	-187	-202	-167	-167	-207	-123	-129	-111	-149	-111	-41	-32	-57	-40	-13	-17	-43	- 524

Table VIII

Showing Child Population Movement 1948-1960

Herbert Schenk

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	6	438	
1949	35	49	52	33	36	37	26	35	20	18	18	22	19	15	15	17	20	13	15	10	8	513	+ 75
1950	77	68	69	78	47	38	38	34	40	29	19	24	26	21	14	14	19	23	16	18	13	725	+ 287
1951	81	113	88	92	98	56	36	47	48	44	30	20	27	25	26	17	19	21	24	16	17	945	+ 507
1952	140	106	139	96	100	114	57	40	50	50	46	25	21	26	20	20	17	20	23	22	10	1142	+ 704
1953	140	146	119	138	100	96	126	57	41	45	47	46	27	19	30	18	26	20	20	22	17	1300	+ 826
1954	127	137	157	120	145	102	94	128	58	43	48	45	47	27	22	31	21	22	22	17	19	1432	+ 994
1955	147	150	169	178	144	163	109	121	137	69	48	59	57	50	28	27	39	19	23	23	13	1773	+1335
1956	207	206	200	196	213	177	177	126	132	158	89	61	69	64	55	39	32	38	25	22	20	2306	+1868
1957	202	244	229	218	210	231	179	196	136	134	160	96	65	71	74	54	39	34	36	20	20	2648	+2210
1958	239	209	247	246	230	226	230	191	190	131	137	152	94	60	72	65	55	36	31	32	25	2898	+2460
1959	179	237	219	244	241	234	219	221	190	187	132	140	152	93	60	69	76	46	31	32	28	3030	+2592
1960	208	228	266	258	273	249	231	237	224	189	184	144	146	149	96	61	72	66	48	29	24	3382	
			+49	+27	+56	+66	+102	+104	+97	+84	+108	+107	+109	+119	+112	+61	+27	+41	+40	+17	+4	+8	+2944

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Sherman	1947	64	42	54	40	45	43	41	34	38	36	28	21	23	26	22	30	23	27	18	16	18	689	
	1948	76	64	49	57	49	52	54	43	38	42	43	25	26	24	25	28	24	25	27	22	18	811	+ 122
	1949	72	75	77	49	62	52	60	54	46	31	46	39	22	27	25	27	30	41	27	27	17	906	+ 217
	1950	74	101	100	98	60	70	66	69	54	49	38	50	43	25	28	23	24	34	30	24	20	1080	+ 391
	1951	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	19	1260	+ 571
	1952	119	99	80	120	107	121	80	76	82	71	55	50	34	50	47	34	29	27	35	39	25	1380	+ 691
	1953	136	124	103	94	116	115	128	73	74	80	76	59	48	41	54	47	30	31	26	31	25	1511	+ 822
	1954	157	134	132	106	94	124	108	115	75	71	86	71	58	51	41	52	39	34	32	33	32	1645	+ 956
	1955	130	140	134	141	102	95	116	105	109	73	73	81	77	57	49	39	47	43	34	30	28	1703	+1014
	1956	101	120	115	113	121	89	82	101	93	94	76	69	66	71	55	39	42	37	43	22	22	1511	+ 882
	1957	124	107	119	107	117	115	91	85	94	95	93	70	74	64	67	57	46	33	38	35	12	1643	+ 954
	1958	116	117	120	123	105	119	108	85	89	95	96	97	68	66	66	72	53	41	33	34	28	1731	+1042
	1959	110	100	118	124	106	116	119	114	79	83	90	93	96	69	67	70	72	52	41	27	26	1772	+1083
	1960	124	119	118	122	118	113	108	120	99	81	78	99	95	92	72	63	74	71	49	37	21	1873	
				+9	+2	-2	+17	-17	-49	-16	-20	-31	+4	+27	+19	+28	+30	+9	+34	+26	+6	-4	-13		+1184

Table VIII

Showing Child Population Movement 1958-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Spring Harbor	1958	77	98	112	81	93	83	66	57	55	54	60	53	31	36	28	31	21	18	19	10	10	1093	
	1959	102	79	97	110	77	95	82	70	52	57	51	59	51	30	38	22	31	19	19	18	7	1166	+ 73
	1960	93	93	90	107	85	74	82	74	62	51	50	62	48	50	30	32	20	29	14	14	13	1173	
				-9	+13	+9	-27	-7	-11	-9	-4	-6	-5	+8	-12	-3	-1	-4	-8	-2	-7	-4	-6	+ 80

Table VIII

Showing Child Population Movement 1956-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Sunnyside	1956	56	60	61	62	44	40	40	35	42	43	27	23	34	27	27	20	16	15	23	6	0	701	
	1957	68	57	70	61	70	50	51	46	43	45	50	28	27	37	29	24	21	13	12	15	3	820	+119
	1958	109	83	75	81	76	78	66	62	54	48	58	49	31	25	42	29	24	20	20	11	14	1055	+354
	1959	32	40	37	39	33	29	37	23	26	24	24	28	21	16	10	17	14	13	7	9	1	480	-221
	1960	36	45	50	40	45	27	24	39	33	22	29	22	25	24	15	15	17	15	14	5	7	549	
				+13	-59	-28	-11	-33	-37	-23	-11	-18	-11	-13	-17	-19	-12	-8	-17	-12	-13	-15	-9	-152

Table VIII

Showing Child Population Movement 1948-1960

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	0	318	
	1949	45	44	72	48	40	37	39	21	16	18	10	12	9	6	7	4	0	0	2	2	1	433	+115
	1950	71	93	83	105	58	49	41	44	32	15	18	15	9	12	11	13	4	1	3	1	5	683	+320
	1951	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	743	+425
	1952	89	86	89	92	89	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734	+416
	1953	80	97	93	93	78	85	83	47	26	21	21	17	6	12	8	2	2	2	4	7	8	792	+474
	1954	97	92	101	86	87	66	74	71	36	25	20	13	13	7	6	8	5	3	1	1	1	813	+495
	1955	80	90	88	98	75	71	62	64	60	23	22	18	12	13	7	8	5	4	0	0	0	800	+482
	1956	85	91	98	86	78	67	53	50	45	41	17	17	14	10	8	7	7	1	2	1	0	778	+460
	1957	108	118	96	89	60	63	43	49	39	35	29	14	11	7	7	6	4	4	2	1	0	785	+467
	1958	84	127	117	88	67	59	39	38	41	27	23	22	10	6	7	10	5	4	3	1	1	779	+461
	1959	60	73	69	55	59	36	42	28	31	30	11	18	14	4	6	5	2	5	0	1	1	550	+232
	1960	66	71	60	61	44	47	31	31	24	17	25	10	13	7	5	3	3	1	1	1	1	522	
				+11	-24	-47	-41	-33	-66	-49	-65	-49	-46	-35	-23	-59	-35	-36	-24	-34	-18	-11	-15	+204

Table VIII

Showing Child Population Movement 1958-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Van Hise	1958	78	107	107	100	115	97	106	94	86	81	71	69	62	48	66	49	41	29	26	25	23	1480	
	1959	110	108	113	127	108	132	112	121	122	97	93	78	74	65	56	70	55	40	29	24	21	1755	+275
	1960	114	117	119	125	147	130	149	128	134	127	113	110	86	94	64	68	71	62	42	30	22	2052	
				+7	+41	+18	+40	+30	+34	+31	+28	+33	+27	+29	+15	+25	+2	+20	+5	+13	+1	+1	-4	+572

Table VIII

Showing Child Population Movement 1947-1960

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Washington	1947	385	200	191	192	160	132	109	124	105	104	99	93	88	87	99	136	120	122	146	173	154	3029	
	1948	329	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	180	3160	+131
	1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095	+ 66
	1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051	+ 22
	1951	332	248	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898	-131
	1952	313	207	182	186	134	167	119	114	113	119	101	88	80	104	85	104	77	97	130	178	110	2808	-221
	1953	313	232	193	157	153	130	170	111	99	114	115	82	104	72	103	78	98	79	134	156	151	2844	-185
	1954	240	213	188	156	119	136	117	145	97	83	104	120	82	102	76	95	69	107	124	120	95	2588	-441
	1955	274	183	194	163	132	123	116	101	135	90	84	92	105	69	92	77	97	71	138	178	140	2654	-375
	1956	239	208	149	143	122	116	108	102	78	127	74	82	85	96	64	81	68	83	117	134	120	2396	-633
	1957	263	180	153	127	121	105	116	97	98	74	116	70	84	79	97	68	80	80	150	181	117	2464	-565
	1958	304	208	153	121	104	99	91	99	79	91	69	105	73	72	73	75	67	83	108	167	129	2370	-659
	1959	259	169	138	120	87	83	90	89	78	77	75	68	100	70	72	67	80	76	135	188	183	2304	-725
	1960	241	162	138	105	99	85	91	90	79	66	70	65	64	81	73	71	65	87	170	212	183	2297	
				-97	-166	-158	-140	-189	-149	-223	-234	-266	-226	-267	-265	-304	-127	-120	-127	-73	+38	+103	+59		-732

Table IX
Emerson District Census Comparisons 1947-1960

Table A Showing Child Population Movement in Area Extending from East Washington and Commercial to Johnson Street and continuing along Johnson to North Street and along North Street to Commercial Avenue. Also included are Eken Plat Area North of Commercial Avenue 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	48	50	48	38	47	26	32	35	34	34	28	28	27	29	38	27	24	26	18	741	
	1948	106	100	63	71	64	76	48	67	37	39	43	40	40	31	36	28	32	36	30	25	20	1032	+291
	1949	105	112	103	68	65	65	77	52	65	44	49	49	43	41	36	42	29	41	28	34	24	1172	+431
	1950	81	105	108	117	58	70	61	76	52	62	45	43	52	42	43	36	44	38	40	38	21	1232	+491
	1951	94	85	101	93	113	55	66	58	74	46	63	46	40	47	43	38	38	43	35	34	33	1245	+504
	1952	82	83	85	93	88	103	51	69	59	72	45	65	49	44	48	41	45	31	36	24	17	1230	+489
	1953	99	92	87	81	82	88	98	51	64	54	68	45	63	46	38	50	38	40	26	30	17	1257	+516
	1954	77	88	87	83	84	80	82	92	54	58	53	68	43	62	47	40	50	43	36	27	27	1281	+540
	1955	77	73	79	91	74	73	86	83	96	55	58	58	63	50	68	45	37	47	42	35	30	1320	+579
	1956	79	90	81	79	82	73	67	83	76	91	46	52	60	57	42	63	38	31	47	36	39	1312	+571
	1957	74	90	83	81	71	77	70	59	80	74	93	50	51	60	59	37	65	41	33	41	32	1321	+580
	1958	118	87	84	92	80	80	75	69	59	82	76	86	52	61	59	59	38	59	41	39	42	1438	+697
	1959	99	99	89	75	87	70	72	68	65	56	72	65	75	50	59	53	58	40	53	38	40	1383	+642
	1960	94	85	89	77	70	77	62	63	70	55	52	62	65	80	47	58	57	59	38	66	42	1368	
				-14	-29	+3	-9	0	-15	-36	-12	-39	-29	-43	-41	+17	+6	+10	+7	+11	0	+19	+16	+627

Table IX

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	78	89	78	1522	
	1948	99	97	64	67	67	70	79	71	61	64	51	62	62	61	59	70	76	71	75	66	80	1472	- 50
	1949	91	86	94	59	63	65	71	75	59	59	62	52	59	65	57	63	63	72	67	66	57	1405	-117
	1950	88	68	80	76	62	62	71	70	75	63	56	60	47	62	63	60	67	69	65	65	72	1401	-121
	1951	111	83	66	65	78	57	60	64	64	72	65	54	57	48	58	60	51	67	71	60	49	1360	-162
	1952	95	85	77	63	62	73	61	56	65	63	70	61	57	61	59	56	59	53	65	70	54	1365	-157
	1953	102	84	69	68	51	58	72	56	55	64	63	67	63	56	58	55	63	62	62	58	58	1344	-178
	1954	97	82	61	70	69	52	66	60	53	54	63	56	63	61	52	63	53	62	63	61	52	1313	-209
	1955	98	89	72	61	67	68	56	63	66	66	54	68	57	61	58	53	57	55	61	58	50	1338	-184
	1956	102	86	91	62	62	66	67	60	55	66	58	54	65	56	65	61	61	60	62	57	66	1382	-140
	1957	96	94	69	72	64	54	63	65	59	66	66	56	49	64	61	67	63	52	63	60	64	1367	-155
	1958	108	87	80	61	67	63	59	64	69	62	60	68	58	51	65	59	65	59	58	73	71	1407	-115
	1959	91	78	81	75	58	72	67	62	66	67	60	56	64	55	45	57	58	63	52	38	55	1320	-202
	1960	111	82	81	76	67	54	64	67	49	66	57	54	54	72	50	52	60	59	64	43	35	1317	
				-9	-27	-20	-35	-44	-33	-35	-46	-45	-31	-37	-45	-50	-23	-25	-13	-17	-16	-27	-22	-205

Table X

Schools Attended in Hoyt Area

Elementary

Public		Parochial, Private and Others	
Hoyt	326	Blessed Sacrament	53
Lapham	1	Edgewood	11
Longfellow Remedial	1	Holy Redeemer	1
Lowell	1	Madison Lutheran	5
Midvale	1	Queen of Peace	49
Randall	21	St. James	1
Van Hise	1	St. Raphael's	2
Washington	2		
Other	3		122 or 25.7%
	353 or 74.3%		

Junior and Senior High

Public		Parochial, Private and Others	
Central Jr.	2	Edgewood	36
Central Sr.	2	Wisconsin High	9
Cherokee Heights	3	Others	4
West Jr.	130		
West Sr.	129		49 or 15.6%
Vocational	1		
	267 or 84.4%		

Table X

Schools Attended in Midvale Area

Elementary

Public		Parochial or Private	
Dudgeon	4	Blessed Sacrament	6
Hoyt	3	Edgewood	49
Lapham	1	St. James	2
Longfellow	1	Holy Redeemer	2
Midvale	618	Madison Lutheran	9
Van Hise	2	Queen of Peace	236
Washington	3	St. Raphael	3
Other	10		
	642 or 67.7%		307 or 32.3%

Junior and Senior High

Public		Parochial or Private	
Central Sr.	3	Edgewood	53
Cherokee Heights	189	Wisconsin High	5
Van Hise	66		
West Jr.	5		58 or 12%
West Sr.	161		
Other	3		
	427 or 88%		

Table X

Schools Attended in Van Hise Area

Elementary

Public

Crestwood	2
Dudgeon	2
Franklin	1
Hoyt	13
Lapham	1
Midvale	37
Orchard Ridge	1
Randall	1
Van Hise	689
Washington	3
Other	3

753 or 84.4%

Parochial, Private and Others

Blessed Sacrament	5
Edgewood	13
Holy Redeemer	1
Madison Lutheran	1
Queen of Peace	116
St. James	2
St. Raphael's	1

139 or 15.6%

Junior and Senior High

Public

Central Sr.	2
Cherokee Heights	48
East Sr.	3
Van Hise	140
West Jr.	17
West Sr.	165

375 or 94%

Parochial, Private and Others

Edgewood	20
Wisconsin High	4

24 or 6%

Table XI

Table Showing Child Population Movement from June, 1940 through June, 1960 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075			
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722	19,890	
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932	20,098	+ 208
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	20,743	+ 850
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	21,243	+ 1353
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	21,697	+ 1807
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	22,167	+ 2277
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	21,499	+ 1609
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	21,911	+ 1201
1948	1917	1964	1345	1306	1269	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	24,077	+ 4187
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	24,921	+ 5031
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085	25,834	+ 5944
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999	26,481	+ 6591
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823	27,444	+ 7554
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887	28,971	+ 9081
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890	29,999	+10109
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940	32,034	+12144
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955	33,627	+13737
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992	36,038	+16148
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093	39,399	+19509
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139	41,017	+21127
1960	3129	3039	2965	2830	2609	2537	2503	2436	2167	2076	2004	1944	1858	2060	1434	1428	1433	1416	1338	1380	1177	43,763	
			-45	-229	+36	+71	+114	+124	+53	-142	-61	+134	+19	-59	+81	+174	+64	+107	+190	+230	+114	+293	+23873

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
ARTHUR H. MENNES
July, 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1959-1960

CURRICULUM DEPARTMENT

I. Curriculum Study

Very few significant changes can be made in an educational program unless teachers and administrators work together to value and understand the change. Curriculum development in the Madison Public Schools is a continuing process. Instructional improvement occurs only as teachers and administrators grow in their understanding and insights. The degree of participation determines the goal for improved learning experiences in the classroom. Curriculum study involves the entire faculty. In-service education is acquired in the process of working on curriculum problems which individual teachers or groups of teachers encounter. The preparation of curriculum guides developed cooperatively by staff members should give direction and continuity to the program of instruction from kindergarten through grade twelve.

A summary of our curriculum study and activities for the past school year follows:

1. A sixty-five member committee evaluated supplementary textbooks to be recommended for use in the Madison schools.

2. Seventeen committees, totaling 208 teachers, selected basic elementary textbooks in science, health, and reading. Secondary textbooks were selected in mathematics, English grammar, speech, social studies 12, merchandising, business arithmetic, American history 8 and 11, literature 7-8-9, home economics, French, industrial arts, and biology. Dictionaries were chosen for both the elementary and secondary level.

3. Nine junior high school principals and members of the administrative staff met bi-weekly to discuss and make suggestions for further improvement of the program of studies for the Madison junior high schools, grades seven through nine.

4. The curriculum planning council sponsored a very successful arithmetic clinic in which Miss Lois Snell was consultant. Over six hundred teachers participated. This workshop was held during the week of January 12.

5. Achievement and reading tests were given to all pupils in grades one through ten.

6. A special committee appointed by Superintendent Falk made a careful study of the time allotment for subject areas in the elementary school and also recommended lengthening the school day in the elementary school.

II. Evaluation of Pupil Achievement

The results of the annual September testing program for 11,555 pupils in grades one through eight were summarized in Bulletins 29, 45, 51, 52, 54, 55 and 56. The end of the first semester testing and spring testing involving a total of 7,188 pupils in grades six, seven, eight, nine, and ten are summarized in Bulletins 62, 71, 72, 102, and 104.

III. New Curriculum Materials

New curriculum resources added to the Curriculum Office during the past year are shown in Table I.

TABLE I

Materials Added During 1959-60

Courses of Study	301
Textbooks	460
Workbooks	78
Professional Books and Pamphlets	163
Professional Magazines (total 35)	1
Filmstrips, New Titles	240
Filmstrips, Replacements and Duplicates	250
Sixteen Millimeter Films, New	2
Sixteen Millimeter Films, Replacements and Duplicates	2
Records	1

IV. Use of Curriculum Resources

A. Table II gives the borrowings of books and magazines by the Madison teachers as determined by library cards. No record is kept of materials used in the Curriculum Office.

TABLE II

Printed Materials Borrowed During 1959-60

Professional Books and Courses of Study	874
Textbooks	463
Pamphlets	430
Magazines	237

B. Table III gives a summary of the orders for visual aids.

TABLE III

Orders for Visual Aids 1959-60

	Recuested	Filled
Sixteen Millimeter Films	3,320	2,352
Filmstrips	7,503	6,944
Slides 3¼x4	15	13

Seventy-one percent of the requests for 16 millimeter films and 93 percent of the requests for filmstrips were filled. The visual aids library has again been well utilized by the teachers in a majority of the schools. While the total requests were lower this year than last, it is believed that the new ordering system and the purchasing of duplicate filmstrips has had this result. The teachers have now found it necessary to order less in quantity to receive quality materials at the right time for classroom studies. No materials were sent to the teachers after the week in which they were requested. Through the use of the new ordering system, the teachers also received confirming dates and were notified of materials that would not reach them.

The new ordering system has also eliminated some of the paper work for the office secretaries and allowed them that time for their other office duties. One comment sent to the curriculum office by a secretary was "Just would like to add a personal note that the 'change-over' in the handling of visual aids is a big improvement and we find it is much more satisfactory for all concerned."

Now that the filmstrip library is quite comprehensive, the major purchase of filmstrips will be the buying of extra copies and the replacement of outdated materials. A share of the 1961 visual aid budget will be used for the purchase of 16mm films and the replacement of some old materials. A small amount of the budget will be placed in the area of audio tapes.

Equipment in the curriculum office such as the opaque projector, the overhead projector and the tape recorder are available to the schools at times for demonstrating, experimenting and in-service training. A further recommendation to help make the visual aid program more effective is the addition of darkening equipment in some schools and the addition of a projector in schools having heaviest use of visual materials.

C. Materials, bulletins, and courses of study produced by the Madison School staff

The major function of the Curriculum Office is to assist teachers and principals in the solution of curriculum and instructional problems. The office helps in planning curriculum studies, working usually through curriculum committees. The products of the teachers' committee work are usually mimeographed and then printed after try-out in classroom situations. These bulletins include: (1) service bulletins dealing with specific teaching problems; (2) resource units from which teachers' units may be drawn for various grade levels; and (3) tentative outlines of subject matter.

The material produced and extensively used by our teachers is also in demand in other school systems. This year thirty-eight states and three foreign countries ordered our materials. A listing of Madison publications is issued each year and covers the following areas: reading and other language arts, arithmetic, science, social studies, health, visual aids, and book lists. This totals eighty-nine publications.

V. Special Projects and Activities for 1959-1960

A. Program of studies for the Madison secondary schools

During the past five years the high school principals, central office administrators, and teachers have worked on a revision of the high school program of studies. In March a bulletin was published entitled Program of Studies for Madison Senior High Schools. The bulletin includes the following recommendations:

1. A comprehensive secondary school which provides education for all youth.

2. A course sequence for the superior student, the college preparatory, the general, and the basic learner. Pupil choices among the various offerings of the curriculum should be planned on an individual basis and made jointly by the pupil, teacher, and parent in terms of the pupil's purpose and level of achievement. The testing and guidance program should help each pupil and his parents secure an accurate description of his abilities and achievement levels.

3. College level classes in mathematics, science, and English in grade twelve, for students with superior ability.

4. Special program for the slow learner called "basic" courses. These courses are to be taught by qualified teachers trained in the field of special education for the slow learners.

5. A course sequence for college preparatory students.

6. A course sequence for students not planning to enter higher schools of learning (general course).

B. Continued study of the program for the junior high schools

1. A revision in the ninth grade program to include five subjects as follows: multiple period English-social studies, algebra or general mathematics, biology, physical education, and an elective. The one-semester course in physiology is included in the full year biology course, while the one-semester course in civics has been extended to a full year social studies course.

2. The multiple period arrangement in grades seven, eight, and nine, in which the same teacher instructs the students for two periods and is qualified to teach English and social studies.

C. A revision of the science program, kindergarten through grade six

A committee of forty teachers from all grade levels made a survey and an evaluation of the Madison science program. After two years of study, the scope, sequence and learning experiences of the science program were organized into a new guide which was printed in January. The guide was derived from the responses of 350 Madison teachers. Curriculum helps from previous Madison courses, current trends as expressed in textbooks, courses of study, and professional literature were also incorporated in the new guide.

D. Continued study of student composition, grades one through twelve

A year ago the language arts committee prepared two guides giving samples of student compositions, grades one through twelve. These compositions have helped to stimulate better writing and have been an excellent resource for in-service education of language arts teachers.

E. Procedures for teaching modern foreign languages

During the past two years the teachers of modern foreign languages have been studying the conversational or functional approach to modern foreign language teaching--instruction that places beginning emphasis on hearing and speaking rather than on analysis of grammatical structure. The conversational approach was used at Van Hise Junior High School this past year. During the coming school year a number of our junior high schools plan to use television as an instructional aid to the teaching of French. Thirty-minute broadcasts will be scheduled three times a week to supplement the instruction given by the regular classroom teachers of French. Tests, evaluation, and instructional aids will be cooperatively developed by the Madison teachers of French and the T.V. teacher.

F. A revision of the social studies, kindergarten through grade six

Thirty-four teachers from all grade levels have been working to prepare resource units and a revised teacher's guide for kindergarten through grade six. This guide will be published in January of next year.

G. Instruction in eighth grade arithmetic by use of television

Eleven teachers and 300 seventh and eighth grade students participated in a T.V. instructional program to supplement the eighth grade mathematics instruction. The major purpose of the instruction through the aid of television was to promote more effective learning in the "new" approach to arithmetic. This project was an excellent in-service education experience for our eleven participating teachers. Mr. Donald Lichtenberg of the Wisconsin Improvement Program was the T.V. teacher, and the coordinator was Dr. Van Engen of the School of Education, University of Wisconsin.

H. A study of the home economics program, grades seven through twelve

The teachers of home economics have continued their meetings during the year to study the home economics curriculum in Madison junior and senior high schools. Special attention has been given to the scope, sequence and learning experiences, in grades ten, eleven, and twelve.

I. A study of the industrial arts program, grades seven through twelve

The teachers of industrial arts have continued their study of the curriculum in industrial arts for grades seven through twelve. Special attention has been given to the preparation of instructional units for grades seven, eight, and nine.

VI. Curriculum Problems and Needs

The process of cooperative curriculum study by many teachers and administrators becomes one of teamwork for the purpose of improving classroom instruction. Written materials and guides are the product of many minds working toward agreed classroom objectives. Curriculum study should help teachers to evaluate their classroom teaching and establish their own goals for effective teaching.

Madison public school teachers are working as a unit from kindergarten through grade twelve. Curriculum study groups have representatives from all grade levels and are working toward goals and values which are important for quality education in our Madison schools.

A. A few curriculum needs for the Madison Public Schools could be summarized as follows:

1. There should be continued work toward a more unified curriculum pattern. Especially on the secondary level, this is of major importance. It involves such problems as these:

   a. What should be the course of study sequence, instructional materials and procedures for students of high, average, and low ability? What procedures or techniques should be employed to assist teachers to develop a sound point of view concerning differentiation of learning according to need and ability?

   b. What should be considered as required courses for students of high, average, and low ability? At the present time we have committees of teachers working on advanced courses. In grade twelve the advanced course in English and mathematics for gifted students may give university credit. We also have committees working on recommendations for courses in basic and general education.

   c. What are the best learning experiences in all subject areas? We have made excellent progress in procedures in language arts, social studies, mathematics, industrial arts, home economics, and modern foreign languages.

   d. Should we develop a high school handbook on curriculum patterns, requirements for each course, and general administrative policy as it affects curriculum requirements?

2. On the elementary level, continued study should be made as to scope and sequence in a number of subjects. We have new guides in language arts, arithmetic and science. Committees are now working in the area of social studies.

3. There is a need to establish "pilot" schools for curriculum research projects on a building-level basis. These schools would try out various curriculum projects and materials of instruction, and report their findings to the Madison schools. Some Madison schools are working on "action research" in individualized reading.

4. During the last decade there has been a changing concept in the use of curriculum materials. A textbook was sufficient for a curriculum that could be defined in terms of facts to be learned and basic skills to be acquired. With the broader approach to learning, resource units with ample supplementation of many types of instructional aids are being used in developing a better learning environment. The whole field of pupil-teacher planning needs further study and experimentation.

5. A study should be made of the possibility of using "lay readers" in the correction and evaluation of English compositions in grades 10 through 12. We have asked our language arts teachers to require each student to write one essay each week. The "lay reader" would supplement the teachers' work in the correction of student writing.

VII. Recommendations

1. Continued study and appraisal of the language arts, social studies, science, home economics, industrial arts, physical education, music, modern foreign language and mathematics areas, kindergarten through grade twelve.

2. Continued study and appraisal of the senior high school courses of study, including ability grouping, courses for honor students and the slow learning, and quality education for the pre-college student.

3. Continued study and appraisal of the most effective program for our junior high schools. Considerable in-service education is needed for effective classroom instruction, especially in the multiple period social studies-English classes.

4. Continued permission to qualified teachers to work on curriculum production material as summer work projects.

5. Assignment of a resource teacher in reading for the primary grades.

6. Assignment of resource or helping teachers for the junior and senior high schools.

7. Permission to delegate special subject area supervision to a number of principals who are specialists in science, mathematics, social studies and the language arts.

8. The employment of an additional clerk in the curriculum department.

9. The employment of an assistant to help with publications, statistics, and testing.

Acknowledgments

My five years in the Madison Public Schools have been most pleasant. There are many to thank:

The Board of Education, Superintendent Falk, Assistant Superintendent Waller, the staff at the central office, principals, supervisors, department personnel and teachers, who have been resource persons and co-workers in developing the best curriculum possible for Madison's boys and girls.

Respectfully submitted,

ARTHUR H. MENNES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department

of

HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

September 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the year 1959-60

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

Coordinating health and physical education, this department is becoming more active in the teaching of health, especially in our junior and senior high schools. In order to meet the state law of 150 minutes of physical education per week, and lacking enough teaching stations in most of our junior and senior high schools, more health classes are being organized as part of the physical education program. The law states that health instruction may be substituted for active physical education. This is particularly true at the junior high school level. A great deal of health education takes place in the science and home economics classes. Our physical education staff teaches health education as part of the physical education curriculum. This is not true at East High School. However, working closely with the curriculum director, work will start soon on better coordinating the part played by our physical education staff in health class work.

Thought should be given to the possibility of employing a full time health specialist whose duties would be to develop a program of better health education in our school system. Many of our physical education teachers are qualified to teach health at the high school level but are unable to spend enough time at it, due to a full schedule of physical education classes. On the other hand, many of them do not have an adequate background to teach health; therefore, the need for a special trained person.

As in the past, our office is the headquarters for recording physical examinations and chest x-rays of all staff members and board of education employees. With the approval of the Board of Education and the superintendent, the new state law relative to physical examinations went into effect in September 1958. Following are the regulations:

> Section 40-30 (10m) (a) of the Wisconsin Statutes requires as a condition of entering or continuing employment a physical examination including a chest x-ray or tuberculin test of every employee of the district. "Additional physical examinations shall be required thereafter at intervals determined by the Board. A chest x-ray or tuberculin test shall shall be required at least once every three years; if the reaction to such tuberculin test is positive, then a chest x-ray shall be required. The employee shall be examined by a licensed physician in the employ of or under contract with the district."

In accordance with the afore stated law, all board of education personnel is required to have a physical examination and a chest x-ray or tuberculin test at least once every three years. The board of education will pay the physician, not to exceed $7.50, for this service. Most of the chest x-rays are taken in the Health Department mobile unit. However, authorization may be obtained at our office to have a 14"x17" chest x-ray at three different x-ray laboratories for which the board of education will pay $3.00 for each x-ray. All records of examinations come to our office where they are filed and reminders sent to employees if they become delinquent in meeting the requirement.

Previous to September 1958 a corps of local physicians and dentists has examined all high school boys who take part in the interscholastic program. The expense of this project was paid by the board of education. In the spring of 1958 the Dane County Medical Association went on record as favoring the discontinuance of these examinations and recommending that each boy be examined by his family physician. It was felt that this procedure would result in a more complete examination. As a result of this action by the Dane County Medical Association all boys must have an examination by a physician of his choice and pay the fee himself. The Dane County Dental Association is continuing to examine the boys under the previous mass procedure with three additional junior high schools being added for examinations.

The Board of Education requires a physician to be present at all home football games and, through the cooperation of the Dane County Medical Association, physicians were assigned to all home games.

As in previous years, we have enjoyed fine cooperation in all matters pertaining to school health from Dr. C. K. Kincaid, the City Health Director, and his staff.

Based on information received from Dr. Kincaid and the City Health Department, some of the highlights of that department that took place in our schools or involved our students are as follows:

1. Twenty different nurses were assigned to all public schools. The amount of time spent in each school varied, depending upon the size of enrollment.
2. Physicial examinations are no longer given in the school, but by family physicians. Teachers encourage this procedure in the third, sixth and ninth grades. Through the summer round-up all entering children are examined. Some children who do not meet the above requirement are referred to the Health Department by the school nurse and classroom teacher. The Health Department then makes arrangement for an examination.
3. A dental survey is made of all children in grades one, three, six and nine and referral to the family dentist is in order, if the need is evident. The City Health Department reports that last year there were 8006 school children who had physical examinations in the office of their family dentists.
4. A scalp survey to detect ringworm was made of 3393 children.
5. The school nurse with the aid of the classroom and physical education teacher does vision and hearing testing of all children.
6. All first and ninth grade pupils received a TB skin test.
7. The mobile x-ray unit was available at all high schools during the year for high school students and board of education employees.
8. First aid kits were furnished to approximately six hundred teachers.
9. In June 1960, the last throat swab was taken on the research project conducted by the Health Department through cooperation of the schools over the past three years. Preliminary findings show that at no time in the three years were there more than 30% of the children harboring the germ which causes strep throat, scarlet fever, with occasional complications of kidney, ear and heart disease.
10. Distribution of one sodium iodide tablet per week per child, in all grades in Madison schools was discontinued early in 1960 on recommendation of the State Board of Health. For twelve years this joint program was important to our community located in the so-called goiter belt. While we still live in an area with iodine-poor soil, it is now believed that adequate iodine will be available due to the

quantity of seafood shipped to the midwest and to a plentiful supply of iodized salt on grocery shelves.

11. Modernizing certain equipment in the two dental clinics operated in Lowell and Longfellow schools was completed in the spring of 1960. High-speed and water-cooled drills were the principal up-dated changes and are expected to be very significant in reducing pain.
12. Two clerks (previously one) are now employed by the Health Department to help care for health records in each of the Madison schools. This fulfills a request made by principals many years ago.
13. Up-dating communicable disease regulations became effective during the year and again reduced isolation periods in certain diseases. Once again the Madison Board of Health decided to use the State Board of Health regulations without change.

The following health committees, appointed by the superintendent, have been available when the need presented itself:

Central Health
Periodic Physical Examinations
Follow-Up Physical Examinations
Disease Control
Observation of Children
Physical Education and Recreation
Emergency Health and Accident Care
Elementary Health
Health Instruction
Sanitary, Healthful School Plant
Health of School Employees
School Health Committees (one for each school)
Medical Advisory

Safety

For the thirteenth consecutive year the Madison public schools have made the National Safety Council's "Honor Roll" which certifies that we have met all the suggested required standards set up by the Council in our over-all safety program in our schools.

One of the main functions of this department is to process all accident reports. The Board of Education requires each school to fill out and send to the superintendent's office a report, with details, concerning each accident that occurs on school property. This office tabulates the accident with the following information at hand--school in which accident occurs, grade, part of body injured, where accident occurred, ways in which the accident occurred and suggestions for prevention of accidents. Each month a summary is made of the above information and a copy is then sent to each school. It is felt that this process is valuable to teachers, principals and students in making everyone more safety conscious.

Following is a summary of reported accidents for the year 1959-60:

There were 1391 student accidents reported for the year 1959-60. Of these accidents, 568 necessitated the loss of school time, services of a physician, or both. Based on the February 1960 enrollment, this is an accident incidence of 6.9 per 100 students. Compared with the previous school year this is an increase in accident incidence of .3 per 100 students enrolled.

Past yearly accident incidence:
1957-58 - 8.3 per 100 students enrolled
1958-59 - 6.6 per 100 students enrolled
1959-60 - 6.9 per 100 students enrolled

Accidents by schools	Boys	Girls	Total	Feb. 1960 Enrollment	Accidents per 100 enrolled
Schenk Jr. 7 & 8	17	37	54	292	18.5
East Jr. High	91	59	150	1073	14.0
Central Jr. High	58	26	84	*609	13.8
Sunnyside	11	10	21	176	12.0
Franklin Elementary	31	27	58	502	11.2
West Jr. High	25	29	54	537	10.1
Randall	35	21	56	577	9.7
Washington	25	16	41	*435	9.4
Dudgeon	24	9	33	363	9.4
Van Hise Jr. 7 & 8	26	13	39	415	9.4
Sherman Jr. 7 & 8	16	9	25	288	8.7
Longfellow	16	16	32	*404	7.9
Cherokee Jr. High	41	16	57	735	7.8
Central Sr. High	39	9	48	637	7.5
Midvale	31	24	55	749	7.3
Franklin Jr. 7 & 8	5	3	8	116	6.9
East Sr. High	46	49	95	1383	6.9
Schenk Elementary	45	35	80	1256	6.4
West Sr. High	50	33	83	1359	6.1
Van Hise Elementary	29	14	43	706	6.1
Cherokee Elementary	4	8	12	197	6.1
Sherman Elementary	36	22	58	963	6.0
Emerson	31	12	43	727	5.9
Lincoln	5	7	12	254	4.7
Mendota	14	10	24	534	4.5
Lowell	19	7	26	*684	3.8
Hoyt	5	7	12	340	3.5
Hawthorne	8	5	13	395	3.3
Marquette	8	14	22	677	3.2
Orchard Ridge	8	5	13	481	2.7
Nakoma	9	1	10	436	2.3
Crestwood	4	6	10	450	2.2
Lapham	4	5	9	*577	1.6
Odana	2	3	5	268	1.5
Spring Harbor	5	1	6	437	1.4
	823	568	1391	20032	

* Specials included

Accidents by grades	Total	Feb. 1960 Enrollment	Accidents per 100 enrolled
Kindergarten	29	2533	1.1
First	88	2039	4.3
Second	85	1742	4.9
Third	105	1638	6.4
Fourth	114	1524	7.5
Fifth	107	1473	7.3
Sixth	149	1429	10.4
Seventh	174	1540	11.2
Eighth	151	1229	12.3
Ninth	133	1262	10.5
Tenth	83	1193	7.0
Eleventh	60	1199	5.0
Twelfth	87	987	8.8
Special	26	244	10.7

Part of body injured	
Head	507
Fingers, hands, arms	472
Toes, feet, legs	302
Back	52
Neck	17
Chest	11
Abdomen	5
Groin	5
Hip	2
Bruises to body	2

Where accident occurred	
Playground (exclusive of apparatus)	512
Gymnasium	385
Classroom	153
Stairs	60
Corridor	59
Shop	33
Building entrance	27
Locker room	23
Sidewalk	22
Playground apparatus	16
Lavatory	16
Off-school grounds	13
Auditorium	10
Cafeteria	9
Shower	8
Swimming pool	7
Street	6
On bus	5
Laboratory	4
Parking lot	2
Tennis courts	2
Park - school picnic	2
Recreation room	1
Hockey rink	1
Track	1
Pole vault pit	1
Nurse's office	1

Principal ways in which accidents occurred

Falling on grounds	191
Ball hitting person (attempting to catch, etc.)	173
Falling in gymnasium	160
Collision on grounds	148
Collision in gymnasium	85
Hurt self with tool	77
Falling on stairs	55
Fighting or scuffling	53
Running into object in building	47
Falling in classroom	46
Hit by thrown object	44
Pushed by another	35
Falling from apparatus	35
Falling on ice	28
Pinched finger in door	21
Running into object on grounds	21
Collision in corridor	19
Falling in shower or locker room	13
Hit by door	12
Pencil puncture	12
Falling in corridor	12
Cut on glass of window or door	12
Foreign body in eye	8
Falling in pool	7
Injured playing football	5
Falling in lavatory	5
Falling from bicycle	4
Collision in classroom	4
Kicked by another	4
Hit with hockey stick	4
Falling on way to school	3
Struck by car	3
Had epileptic seizure	3
Stepped on pin	2
Pebble stuck in ear	2
Bee sting	2
Ribs hurt during wrestling matches	2
Burned by radiator	2
Chair pulled from under person	2
Bumped head in bus	2
Cut finger on table	2
Caught foot in auditorium seat	2
Swallowed a nail	1
Cut finger on cage	1
Dog bite	1
Spring from ball point pen in finger	1
Pinched finger in desk	1
Caught toe in seat	1
Caught foot in broken linoleum	1
Bitten by mouse he caught	1
Hit by BB shot	1
Bitten by gopher	1
Infection from sliver	1
Glasses shoved into eyebrow	1
Caught finger in bus door	1

Principal ways in which accidents occurred (contd.)

Tongue stuck to cold metal	1
Sat in acid	1
Hit hand on bench	1
Bench fell on toe	1
Collision on bus	1
Steel splinter in thumb	1
Hand caught in wringer	1
Jumped from car	1
Spiked foot	1

One of the very worthwhile projects of this department is the annual bicycle safety program conducted in all elementary schools each spring. All fourth and fifth grade boys and girls (2949) take part in this program. It is divided into four main parts as follows:

1. Officer Graves of the safety division of the police force visited each fourth and fifth grade, talked and showed movies to the children on bicycle safety.
2. The knowledge part of the program was presented by the fourth and fifth grade teachers and consisted of intruction in bicycle riding, city ordinance as applied to bicycle riding and general information on safe bicycling.
3. A performance test given by the physical education teacher which consisted of actually riding the bicycle, balancing, starting, stopping, hand signals, etc. (5th grade only)
4. A mechanical test given by police officer Graves which included care of bicycle, condition of wheels, tires, spokes, saddle, handle bars, etc. (5th grade only)

It is felt that the bicycle program is well worthwhile. The police department has been most cooperative and it feels that the program has resulted in more careful bicycle riding on the city streets.

A number of our staff feel we should consider offering this program to third graders, due to the fact that many of them have bicycles. However, when this program was set up it was the feeling of the committee that bicycle riding should be discouraged below the fifth grade. However, the knowledge part of the program was given to both fourth and fifth graders.

The bicycle safety committee will be at work this year to evaluate and carefully consider some changes in the bicycle safety program. Several changes in the city ordinance governing bicycle riding have been made in recent years and some revisions will have to be made.

We have had excellent cooperation from the local police department in all matters relative to school safety. This is especially true of Officer Robert Graves and Captain Walter Randall of the safety division. John Bunch, city traffic engineer, has also been helpful. The police department cooperation has manifested itself in the following projects:

1. Arranging for and assigning school crossing guards
2. Working with PTA groups, principals and teachers for the best and safest route to and from school
3. Assisting with our bicycle safety program
4. Audio-visual presentation to students
5. Short talks to pupils on safety
6. Traffic control near schools
7. Assisting with student safety patrols.

In addition to the fine cooperation from the police department, the American Automobile Association (AAA) has been helpful in working with our student safety patrols. We have also had fine assistance from PTA groups, especially the safety chairmen.

School Safety Patrols

There is no way of estimating the amount of good that our safety patrols do. Not only do they assist boys and girls across busy streets near our schools, but they are active in helping to prevent accidents in the school buildings and on the playgrounds. In May of each year we hold a Patrol Recognition Day which consists of a meeting of patrol members from all elementary schools in the Central High School auditorium. The program includes short talks complimenting the patrol members for their fine work during the year. After this short formal part of the program, an entertainment is furnished for their pleasure. Approximately 1300 boys and girls attended this meeting and 60 special pupils from the Orthopedic School were guests.

Physical Education

The children in the Madison public schools are fortunate in having an opportunity to enjoy a very fine physical education program. We have 38.6 special physical education teachers (21 women and 17.6 men). All teachers are physical education majors and many of them have had a wide range of teaching experience. In addition to a fine staff of professional teachers, we are fortunate to have a superintendent and Board of Education who believe in the importance of physical education in the school curriculum. This is evident in the excellent facilities that have been provided for boys and girls at all grade levels. Much time and money have been allocated to physical education facilities such as gymnasiums, all-purpose rooms, showers and locker rooms, store rooms, hard top areas outdoors and, in general, adequate and well arranged playground space.

With a few exceptions, due to facilities, physical education is taught once a week in grades one, two and three. Boys and girls at these grade levels are not required to wear uniforms or take shower baths, and classes are combined with both boys and girls meeting together.

Grades four, five and six average physical education classes three times a week and all boys and girls are required to wear uniforms and take shower baths. Classes for boys and girls are separated at this level and men teachers are in charge of the boys and women teachers in charge of the girls. Grades five and six have an extensive program of intramural activities. This program is optional and is offered twice a week from 3:30 to 4:30 p.m.

Grades seven, eight and nine have physical education classes two or three times per week (varies according to facilities in the three high schools). In addition, a well-rounded program of intramurals is offered to both boys and girls.

Grades ten, eleven and twelve have physical education classes twice a week with some time spent in health classes at the eleventh grade level. Intramurals are offered to the girls and a fine program of interscholastics for the boys.

The time allotment for special teachers in physical education conforms to the formula set up by the Board of Education; that is, in grades one, two and three one special teacher (art, music and physical education) for each twelve grades. This results in a less amount of time for each physical education teacher to spend with grades one, two and three but there has been some supplementation of the special teacher's time with the classroom teacher.

The Wisconsin state law requires 150 minutes of physical education to be taught to all pupils in first through twelfth grades. Health education may be substituted for the active physical education. This requirement has created some problems in scheduling but, in general, we are meeting the law at every grade level. In the tenth, eleventh and twelfth grades we have added health instruction in lieu of active work where we lack enough teaching stations.

Physical education skill guides for all grade levels have been completed by teacher committees as of September 1960. The elementary guide, prepared in 1958, was evaluated and revised both in 1959 and 1960. The guides are used by all physical education teachers in determining their program outlines. The guides are proving to be very helpful, particularly to new teachers and are valuable aids toward a uniform physical education program in the Madison schools.

A committee is working on a skills testing guide for junior and senior high school boys. This should be ready for use during the 1960-61 school year.

The interscholastic program for senior high school boys includes a wide variety of sports--football, basketball, baseball, track, volleyball, wrestling, golf, tennis, cross country, ice hockey and curling.

A modified program of interscholastics is also offered in the junior high schools for ninth grade boys. The sports include football, basketball, track, volleyball, tennis and golf. All competition is limited to Madison schools with a strict limitation on number of contests per season and length of playing periods. There will be an expansion of the junior high school interscholastic program for the 1960-61 school year to include all seven junior high schools.

The interscholastic program is under the direct jurisdiction of the high school principal, but our department works closely with the principal and coach in the operation of the program.

While our facilities for a good physical education and sports program at the elementary school level are excellent, in general, the same thing is not true in our high schools. We are in need of more teaching stations at all three schools. The addition of a pool at West High School will add a teaching station and give us a facility that is urgently needed in a well-rounded program. The pool will not only afford an opportunity for teaching swimming but will make for a fine facility (twelve months per year) in recreational swimming.

The physical education program at Central High School varies somewhat from that at East and West High Schools in that there are no outdoor facilities at the school. To compensate for this, busses are available during the outdoor season to transport boys and girls for physical education class work at Central athletic field and Brittingham Park for outdoor activities. In addition, the YMCA swimming pool is made available to Central High School boys and girls for swimming class instruction. This has been a very fine part of its program.

The program of physical education includes many phases of health and safety, as well as specific physical education activities such as sports, games, dance, stunts and tumbling, self-testing activities and body mechanics. An attempt is made to contribute in every way possible to the total development of every child. The main objectives of the physical education program include the development of:

1. Physical fitness - strength, agility, flexibility, balance, endurance, neuro-muscular coordination
2. Intellectual fitness - rules, strategies, reasoning, judgments
3. Social fitness - attitudes, appreciations, understandings, mental health.

Professional staff meetings are held once a month during the school year. These meetings are devoted to general information, professional studies, curriculum development, workshops and professional speakers.

While, in general, we have a fine physical education program at all grade levels, there is still room for improvement. As stated previously, the greatest need is for ample teaching stations for an adequate physical education program, particularly in the combination elementary and junior high schools. Other suggestions for improving the total physical education program are:

1. A better professional attitude on the part of all staff members including a continual effort of teachers to do a better teaching job
2. Better cooperation between physical education teachers, coaches, principals and academic teachers
3. Improved supervision with more time spent on supervision from the central office staff.

Recreation

Public recreation in the city of Madison has grown at a fast rate. Practically every phase of the program has doubled in the past ten years. This is true of number of units in the program, attendance and also budget for the operation of the program. With the rapid growth in area and population in the city, it has been necessary to extend services to meet the needs. Recreation programs are centered around natural neighborhood groupings and with the addition of new schools and new park areas, the result has been new neighborhood community centers, playgrounds and sports facilities.

We have again enjoyed excellent cooperation from all agencies in the city that have any relation with recreation. We are sincerely grateful for the continued support of Superintendent Falk and the Board of Education. It makes the total job easier to know that our efforts are approved by the authorities responsible for the department's work. In addition, we

appreciate the fine cooperation and understanding of the mayor and City Council, particularly in their approval of the recreation budget.

No community anywhere in the nation has a finer cooperative arrangement and understanding between a recreation department and the city parks department than we have in Madison. Three-fourths of the outdoor areas and facilities used in our recreation program are on park property. These areas are serviced and maintained in an excellent manner by the parks department which include softball and baseball diamonds, football fields, playgrounds, hockey rinks, skating rinks, curling rinks, tennis courts, golf courses and other outdoor areas. We are especially appreciative of Mr. James Marshall, superintendent of parks, and his entire staff.

We are thankful, too, for the fine cooperation of all departments in our own school system, some of which are vital to us in the operation of our program. Those which have been particularly helpful are the business office, buildings and grounds department, the music, art, curriculum and child study departments and the superintendent's office.

Cooperation is also in evidence with such city agencies as YMCA, YWCA, Boy Scouts, Girl Scouts, neighborhood centers, church organizations and all PTA groups.

The director is especially thankful for the fine cooperation and loyal attitude of all full time department assistants. With the rapid growth and expansion of our program, an effort has been made to place more responsibility on each member of the staff for certain specific phases of our work. Following is a list of the main responsibilities of all full time assistants:

Frank Blau - the director of the sports program which includes men's baseball, men's basketball, men's softball, men's volleyball, men's touch football, Four Lakes football, basketball and volleyball and golf, marbles and winter sports.

Jess Lyon - physical education and recreation supplies and equipment which involves ordering, inventory, delivery and repairs, planning and working with architects on physical education and recreation facilities and equipment for both new and old school buildings, parochial school athletics, supervision of physical education and all phases of the recreation program.

Shirley Anderson - women's sports which include volleyball, basketball, softball, tennis, bowling and women's afternoon recreation classes and general supervision of all phases of our recreation program and recruiting, assigning and supervising our physical education staff and program at all grade levels.

Elmer Barraclough - full time in all the activities of the Madison Theatre Guild.

Mary Ann Lockhart - nine-tenths time in all the activities of our Senior Citizen Clubs.

Kermit Bliss - full time director of the Madison Community Center with responsibility for all phases of its operation.

Erin Karp - full time assistant at the Madison Community Center with emphasis on the Loft.

Eugene Wendland - full time assistant at the Madison Community Center with emphasis on the young and older adult groups; also, part time public relations work for the recreation department.

In addition to the full time program assistants, we are appreciatve of the fine work of Mrs. Eva Kuhlman, secretary to the staff in the central office and to Jim Freeman and Joseph Meyers who handle the equipment and shop now located in the Lapham School. Cromer Chapman was added to the office staff in October 1959 and his efforts were confined to the sports department.

One of the problems for all of us in the central office is to get our office work done and still spend sufficient time in the field, supervising the program. We shall continue to make every effort to offer a well diversified program in recreation to all the citizens of Madison at all age levels.

Following are brief accounts and highlights of the program we have and will offer on a year-round basis:

Adult Baseball

The Madison baseball program continued the now five year old policy of admitting all spectators free of charge. Twenty-one teams were divided into the Atlantic League of seven teams, the Pacific League of eight teams and the Senior League of six teams. This was an increase of one team per league over last year.

For the first time in three years, the Atlantic League played seven-inning double headers as did the Pacific and Senior leagues. The seven-inning games started at 6:15 and 8:15 with a one hour and fifty minute deadline, except for league playoffs.

The 1960 Baseball Commission elected by the team managers consisted of Eugene Calhoun, Harold Metzen, John Roach, James Mott, Robert Harris and Clifford Kenison. Frank Klau represented the Division of Recreation and acted as secretary-treasurer. Gene Calhoun was elected president and Hal Metzen vice-president.

A total of 175 league and playoff games were played. This is an increase of 42 games over last season and was due to the seven-inning double headers instead of single nine-inning games which were played in the Atlantic League last year.

Breese Stevens Field was used every night between June 19 and August 27, a total of 70 nights. Fifty-five nights were assigned to baseball, three to softball and the remaining twelve nights were used for non-department activities.

Guy Lowman Field was used for the second successive year which enabled this department to again carry out a successful season of baseball. The Varsity

and Freshman diamonds were used for 6:15 games until August 16 when darkness prevented the completion of games. The use of these fields was extended from four nights a week in 1959 to six nights a week this year. Only Sundays were omitted from the schedule. It is felt that no games should be scheduled on these diamonds after August 12 next year because of darkness preventing the completion of games.

The Atlantic League was made up of the seven strongest teams playing three rounds of six games each. Monona Grove Lakers won the first round and the league championship, defeating the Madison Owls, second round winners, and Mallatt Drugs, third round winners, in the three-way playoff.

The Pacific League was made up of eight teams and had no age restrictions. The schedule was revised in mid-season when one team withdrew. Each team played fourteen league games. The Madison Cardinals won both rounds and the title.

The Senior League, made up of six teams, used boys who had at least one year of high school eligibility remaining. Each team played fifteen games with the H & R Variety winning all three rounds and the championship.

Because of the length of the season and the restricted use of Breese Stevens Field, no tournament was held this year. It is hoped that it will be possible to hold a tournament next season.

The need for additional lighted baseball diamonds is urgent. The increase in the boys' baseball program indicates the "bulge" is about to reach this program and present facilities make it impossible to take care of more teams than were entered this year.

Boys' Baseball

Play began on Monday, June 20 and ended August 18 with the playing of the final championship game at Breese Stevens Field. The city junior champions were the Elks of the west junior Wingra League. The city midget champions were the Rosa Insurance of the west midget Wingra League.

A total of 25 leagues were in operation throughout the city. Fourteen diamonds were used. There were four junior leagues, two on the east side and two on the west side, and twenty-one midget leagues, thirteen of which were on the west side and eight on the east side. A record number of 188 teams took part in the program compared with 158 teams in 1959. 1287 games were played with 2500 boys participating. There were six injuries which required medical attention and all were of a minor nature. Thirteen umpires were employed.

There is room for expansion in the critical areas of the west side, namely, Cherokee and Van Hise. There is some room for expanding the Schenk and Sherman areas on the east side. The diamonds in present operation should handle the program for the next two years, provided we can continue to use three diamonds at Vilas Park.

Attendance for all games was 124,275.

Men's Softball

New all-time records were broken in the 1960 men's softball program which started May 2 and finished August 26. These records included 146 teams organized into nineteen different leagues playing 1546 games with over 2500 men taking part in the program. Following the regular season of league play, sixty-three teams entered the city elimination tournaments, thirty-two teams assigned to the major tournament and thirty-one to the minor tournament. Each team played between fourteen and twenty-eight games during the regular league season, depending upon whether it played once or twice a week. The program averaged twenty-nine games per night.

The administration of the softball program changed completely in 1960, due to the death of Cliff Meyer who had been chief of umpires and president of the Softball Commission since it was established in 1940. A new "Sports Department" was set up within the Division of Recreation with Frank Blau being placed in charge of all sports activities.

The new Commission, elected by the managers, was made up of Francis "Pat" Lynaugh, president, Charles Carey, vice-president, Lowell LaMore, Fritz Schmelzkopf, Dr. D. L. Williams and Vito Schiro. Frank Blau served as secretary-treasurer to complete the seven-man group to handle the softball program's problems in a very democratic manner.

Cromer Chapman, Clerk III, was employed to assist in the clerical duties in the new Sports Department.

The activity and interest in softball is growing so rapidly that more softball diamonds are a necessity. It is anticipated that in addition to facilities on new school grounds, additional diamonds will be made available to us by the parks department. We need several more lighted diamonds to keep up with the rapid expansion of this program. For the 1960 season we used diamonds at Cherokee Heights, Midvale, Van Hise, Sherman, Mendota and East High Pennsylvania Avenue field. Several of these diamonds were also available for the boys' baseball program.

Adult Touch Football

Nine teams were entered in the touch football program. Two leagues, one of five teams and the other of four teams, played under the lights at Olbrich and Franklin fields. The loss of two teams from the previous season's total was due to the withdrawal of the Truax teams. The Truax Special Services Department conducted its own program in this sport.

Two officials were again used and this, combined with rigid rules adopted several years ago for the safety of the players, made it possible to complete another successful, injury-free season. The rules are well accepted and officials in other cities have been using them with similar success.

Men's Volleyball

The men's volleyball program consisted of a six-team Industrial League and a six-team Open League. The Industrial League rules required each player to be employed by the company which he represented. The Open League had no restrictions except resident requirements.

The Lions team won the Open League championship and Oscar Mayer Product Control team won the Industrial League championship.

The season opened at the Lapham school but was transferred to the Cherokee

Heights school in mid-season where the facilities were considerably better.

The annual city volleyball tournament drew twenty teams, one less than last year, but still a very successful tournament. The Turners #2 team emerged the winner with the YMCA #2 team runner-up.

Men's Basketball

A new all-time high of 108 teams played in seventeen different leagues in the men's basketball program. This was an increase of twelve teams over last season and an increase of twenty-two teams in the past two years. For the second year, East and West facilities were not sufficient to carry on the program so Schenk school was used three nights per week. The program was conducted Monday through Thursday of each week from late October until mid. March.

Eligibility rules prohibit high school youth from participating and all players must be residents of Madison, work in the city or live within a 5½ mile radius of the Capitol. University of Wisconsin students are not eligible to play unless registered from Madison. Truax personnel were required to play on Truax teams and two such leagues played at Schenk school. One Truax team was permitted to compete in the Major League.

More than 1300 men participated in the program and an all-time high of 793 games were played. Seventy-five officials, timers, scorers and other part time personnel aided in the program.

At the close of league play a city tournament was conducted with 64 teams entered. The city championship was won by Tipler Transfer, Monona Grove Lekers was the runner-up and third place went to Middleton Plumbers. Mallatt Drugs won the special consolation flight and the Madison Business College team won the Charles J. Young Memorial Trophy for sportsmanship and performance.

A Basketball Commission of seven men met each week to handle all problems that arose. Six members of the Commission, namely, August VanderMeulen, president, A. J. (Hunk) Barrett, vice-president, Vito Schiro, Lowell LaMore, Dr. D. L. Williams and Phil (Ace) Schwartz were elected by the basketball managers. Frank Blau represented the recreation office and served as secretary-treasurer.

Women's Basketball

Six teams played in the basketball program this year. A double round robin tournament was held at the Marquette school with about thirty women participating every Tuesday night from October until March. An elimination tournament was conducted at the end of the season.

The senior physical education majors from the University of Wisconsin assisted with the officiating of the games and their help is greatly appreciated.

Women's Softball

Six teams participated in the softball round robin tournament. The age limit was lowered to 14 years in hopes of encouraging more girls to play in the program. Although there wasn't an increase in the number of teams, the enthusiasm and participation was greatly improved this summer. All teams were non-sponsored and were managed and officiated by young women.

Women's Volleyball

Volleyball continues to be the most popular sport in the women's program. Fourteen teams played in the first round robin of the 1959-60 season with two additional teams joining the league for the second round robin. Approximately 175 women participated in the Thursday night schedule at the Marquette school. The University of Wisconsin senior physical education majors again assisted with the officiating of the volleyball games. Their contribution to the volleyball program was very beneficial and sincerely appreciated. Approximately 75 women attended a banquet at the end of the season at which time the winning team was honored.

New playing rules were introduced as of September 1959 and these proved very successful. The rules are similar to those proposed by the Division of Women & Girls Sports with some local adaptations and will be used next season.

Teachers' Bowling League - Women

Ten teams entered the teachers' bowling league for the 1959-60 season. All games were bowled at the Schwoegler Bowling Alleys on Tuesdays at 4:15 p.m. A banquet was held at the conclusion of the season at which time prizes were awarded to the winners. Over fifty women teachers participated in the bowling program.

Badminton

The co-ed badminton program was held at the Midvale school for two nine-week sessions under the same plan as the adult center programs. Over forty people registered for the program with an average attendance of about thirty-five per night. This is three times the average attendance for the 1958-59 season. Instruction for beginners was given every Tuesday night from 6:45-7:30, open play for beginners from 7:30-8:00, open play for intermediates from 8:00-9:00 and open play for advanced players from 9:00-10:00 p.m. This arrangement proved to be very satisfactory, everybody having an opportunity to play.

Tennis

The WRA Milwaukee Journal Tournament for boys and girls was held in June and this department acted as headquarters for District #9 which included five counties. For lack of interest in the other counties, Madison winners were declared champions from this district and competed in the finals in Milwaukee against the winners from the other fifteen districts. There were forty participants in the tournament which is nearly three times as many as last year.

The Madison closed tennis tournament drew 155 entries. This was an increase of twenty entries over 1959. The newly organized Madison Tennis Club (not under the auspices of the board of education) assisted with the setting up of the tournament and officiating at the semi-finals and finals. The cooperation of this Club was sincerely appreciated and helped considerably in running a successful tournament.

Golf

The Madison Business and Industrial Golf League was organized on a handicap basis for the first time. Ten teams played at West Side Park Golf Course on Monday evenings and enjoyed a very successful season. The handicap system will be recommended for use again next season.

A second league, Handicap League, replaced the major and minor leagues of a year ago. Six teams entered play and were scheduled on Tuesday evenings. The handicap system was successful and will be planned for next year.

The golf leagues are self-supporting with the exception of clerical help which is needed to keep handicaps and team standings. The leagues were organized by this department and conducted in cooperation with the Parks Department employees at the West Side course.

The annual city golf tournament sponsored by this department in cooperation with the Madison Parks Department, Nakoma Country Club, Blackhawk Country Club, Maple Bluff Country Club and the Madison Newspapers, Inc. was again conducted on the same plan as the past two years, namely, each club named twelve players and the remaining twenty-four places were qualified as a result of an open 18-hole tournament held at the Nakoma golf course. Over three hundred participants took part in the tournament play which finished at the Blackhawk course. Tim Zwetzler was named the champion. The awards were made at a Victory banquet at the Blackhawk Club house on Sunday afternoon following the final round of play. This tournament is self-supporting and requires only organization work and secretarial help from this office.

A women's city tournament was held for the third time with play conducted at Maple Bluff, Nakoma, Blackhawk and West Side golf courses. Polly Erickson of Nakoma won the championship and Marion Kirsshner of Blackhawk was runner-up.

The Women's Municipal Association continued its fine program, playing on Tuesday mornings, alternating between the Monona and West side courses.

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 the three top players to the sectional meet. The first, second and third place winners in each of the four sectional tournaments are then qualified to play in the city finals. More than 1500 boys took part in the program. The sectional tournaments and city finals were held on successive Saturday mornings on the tennis courts in the University of Wisconsin Memorial practice building.

Madison again acted as headquarters for District #9 for the State Marbles Tournament which is co-sponsored by the Wisconsin Recreation Association and the Milwaukee Journal. The Madison champion, Frank Blau, Jr. of Cherokee Heights school was declared district champion and competed in the state finals against fifteen other district champions at Milwaukee. He finished first in the round robin play and was named state champion.

Four Lakes Program for High School Boys

The Four Lakes program for senior high school boys is one of the finest projects sponsored by this department. It offers any boy, who has the desire, an opportunity to represent his school in interscholastic competition even though he does not have the ability to play on the varsity team. Central, East, West and Wisconsin high schools all enter teams in the program which takes place on Saturday mornings. Nearly four hundred sophomore, junior and senior high school boys took part in the program last season in the two sports offered.

The football program included ten teams, three from East, five from West and one each from Central and Wisconsin High. Two games were played at East and West high schools and one game was held at Central Field each Saturday morning. The first game started at 9:00 a.m. and the second at 9:30 a.m. The first game played a half, the second game a half and then the first game was completed, etc. This makes for a faster program.

The coaches had indicated some difficulty in having enough seniors to field a team but the increased enrollment last year enabled West to field two additional teams in the sophomore and junior divisions; thus, no problem is anticipated for next season.

Basketball had thirty-six teams entered, divided into six leagues of six teams each. West entered seventeen teams, East ten, Central five and Wisconsin High four. Games were played at Central, East, West and Wisconsin High gymnasiums. Longfellow and Franklin school gymnasiums were used when conflicts in building schedules arose. The schedule was arranged so that one of the teams in each game was always at home. Boys who were on the varsity squads but who saw little opportunity to participate in varsity games were permitted on rosters in the Mendota League which was considered the top league as far as ability was concerned.

A Four Lakes softball program is again recommended so that more boys may be kept active as the school enrollment increases.

It is also recommended that the possibility of a Four Lakes ice hockey program be considered this next year. All three high schools now have varsity ice hockey teams which would serve as a feeder to the program.

Parochial School Leagues

The division of recreation again ran the parochial elementary leagues in touch football, basketball and softball. Seven Catholic schools and the Madison Lutheran school participated in each of the three sports.
Forty touch football games were played during the months of September and October. Lowell school gymnasium was again used on Saturday afternoons for forty-one basketball games. Washington, Marquette, Randall and Longfellow school gymnasiums were used for parochial school basketball practice between the hours of 5:00 and 6:30 p.m. during the winter months. Forty softball league games were played at Tenney, Vilas and Wingra diamonds during the months of May and June.

School Community Centers

Adult - Starting in October and closing the latter part of March, nine schools were opened once a week for a diversified program of recreation for adults. The offerings of the recreation department were supplemented by the Vocational School classes at the same schools. Excellent support of the adult program was received from the various PTA organizations who helped in the selection of activities requested by them. The following schools offered programs as listed:

Cherokee Heights - Tuesdays--Athletics for men, bridge instruction, golf instruction
East High - Mondays and Wednesdays--Cabinet work and furniture refinishing
Franklin - Thursdays--Athletics for men and women
Midvale - Thursdays--Athletics for men, bridge instruction, fly-tying instruction, golf instruction, square dancing and social dancing
Schenk - Thursdays--Athletics for men and women, golf instruction, square dancing
Sherman - Tuesdays--Athletics for men, golf instruction, social dancing
Spring Harbor--Athletics for men, bridge instruction, golf instruction, (Tuesdays) square dancing
Van Hise - Tuesdays--Athletics for men and women, bridge instruction, golf instruction
West High - Tuesdays--Cabinet making and furniture refinishing,

In addition to the recreation program, the Vocational School offered classes in the following activities: costume jewelry, interior design, rosemaling, cake decorating, general clothing, knitting, draperies and lamp shades and fur remodeling.

It was not unusual to have an attendance of three hundred adults at a center on a given evening.

Women's Recreation Group

The women's afternoon recreation program was again offered at the Midvale school with about twenty women participating. The Sherman school class was discontinued because of lack of gymnasium space. An attempt was made to organize a class at the Marquette school but attendance was very poor and the class was dropped.

Junior High School Recreation Centers

Starting early in November and continuing until late March, the following schools were used for junior high schools community centers for 7th & 8th graders on Friday afternoons from 3:30-5:30 p.m.:
Central High, Cherokee Heights, East High, Franklin, Schenk, Sherman, Van Hise and West High.

The following schools were used on Friday or Saturday evenings from 7:00-10:00 p.m. for ninth graders: Central High, Cherokee Heights, East High and West High. For the 1960-61 season, Van Hise, Schenk and Sherman ninth graders will be added to the junior high program.

The activities offered were record player dances, table games and sports and informal activities in the gymnasiums. The attendance at several of the centers ran as high as eight hundred per evening. Admission to the various evening centers was by a free membership card issued by the principal of the high schools (public, parochial and University). The purpose of the card was to help control attendance at the centers to those boys and girls living in the respective neighborhoods and not crossing the city to attend a center of their own choice.

The operation of centers for seventh and eithth graders on Friday afternoons from 3:30-5:30 worked well. The evening sessions are to be reserved for ninth graders. Occasionally, the 8th graders met with the ninth graders in the evening.

There was a director in charge of the program in each center with six to eight assistants helping in a variety of activities.

Elementary School Recreation Centers

The following schools were used to conduct a recreation program for elementary school boys and girls:

Lapham, Marquette, Midvale, Schenk, Washington - Saturday a.m. and p.m. 9:00-12:00; 1:00-4:00

Cherokee Heights, Hawthorne, Longfellow, Lowell, Mendota, Randall, Sherman, Van Hise - Saturday a.m. - 9:00-12:00

The activities included sports and games in the gymnasium, group games, table games, handicraft, story telling, dramatics, movies, puppetry and stamp collecting. As in the case of the junior high school centers, a director (in many cases the school principal) was in charge with eight to twelve assistants.

This "go to school on Saturday" is very popular with the elementary school children and it was not unusual to have attendance of four hundred or over at a given center.

Summer Playgrounds

The nine weeks summer playground program is always one of the highlights of the year. We operated forty-five playgrounds with supervision starting on June 20 with a two-day training clinic for the staff and closing August 19. A total of eighty leaders and six consultants in special activities made up the staff. In addition to the two-day clinic for the leaders at the start of the season, the staff met with the supervisors each Monday evening from 8:00-10:00 p.m. for an in-service training period. The staff of leaders consisted of forty-seven women and thirty-three men. Twenty-five were teachers from various school systems and the balance were students in the University or colleges. In general, a man and a woman were assigned to each playground but in some cases two women and one man were assigned, or if a small playground (tot lot), a woman only.

Some playgrounds operated from 9:00 a.m. to 5:00 p.m.; others from 12:30 p.m. to 8:30 p.m. and a few from 9:00 a.m. to 8:30 p.m. Eighteen playgrounds were open for a half day only. These included the tot lots which were located on smaller areas where there was a predominance of younger children. Of the forty-five playgrounds in operation during the summer, twenty-nine were on park areas and sixteen were on school grounds.

As a new feature, we operated a morning playground at the Lincoln school for a period of five weeks for mentally retarded children. The program was successful but the attendance was low.

We offered a diversified program of activities on all playgrounds which included softball, basketball, touch football, soccer baseball, volleyball, loop tennis, paddle tennis, horseshoes, washers, tin can, checkers, chess, table games, handicraft, story telling and dramatics. Many special events were held such as inter-playground competition in a variety of sports and games, four city-wide tournaments at Breese Stevens Field, two lantern parades, two chess tournaments, three talent shows on the Stagecoach, on-wheels parades, doll shows, pet shows, pot luck meals, picnics and carnivals. There was more evidence during the summer of community participation which included adults. Many of the playgrounds had a Mothers Club organization which was very helpful in furthering the playground program.

Stagecoach and Youth Summer Theatre

The Youth Summer Theatre with over one hundred and twenty-five active members was much in evidence during the summer. Under the direction of Mrs. Helen Zawacki and two assistants, the boys and girls were divided into three different casts to produce three plays which were used on the Stagecoach. The Stagecoach was pulled to all playgrounds on a schedule of three shows per day - some morning, some afternoon and some evening performances. Shows presented were "Hansel and Gretel", "Mother Goose's Goslings" and "Heidi Finds the Way". The shows consumed about twenty minutes and frequently the boys and girls on the playground supplemented the show with some local talent presentations.

At the conclusion of the summer program, a play was presented for adults at the Washington school auditorium. As in previous years, the Madison Theatre Guild furnished costumes and other properties and made the Guild workshop available for rehearsals. The season was a very successful one.

Summer Teen Age Activities

Canoeing - An average of fifteen boys and girls reported at the University boat house on Mondays, Wednesdays and Fridays for class instruction in canoeing. The lessons included swimming tests, basic bow strokes, launching, basic stern strokes, bow and stern control, change places, trim, paddle alone, swamp rescue and tripping. The program was divided into two four-week sessions with a new beginners program launched at the beginning of the second four weeks, attracting about fifteen different boys and girls.

Tennis - Tennis instruction was given on the courts at East and West high schools, Brittingham, Nakoma, Vilas and Tenney parks. Classes were divided into two four-week sessions. Attendance was poor at Brittingham and East courts but good at the other courts. Adult instruction was offered at East and West tennis courts with about ten people participating in each class. Some changes need to be made in the program in order to improve it next year.

Golf - Golf instruction was given twice a week at Glenway and West Side golf courses and once a week at Monona course. Attendance was excellent at West Side and Glenway with an average of over thirty attending the classes. Monona's average attendance was twelve per session. Instruction included the fundamentals of the game, golf etiquette and an opportunity to play the course. The classes were divided into two four-week sessions with different children enrolling for the second session.

Teen-Age Dances - Two open air record dances were held this summer for junior and senior high school students. One dance was held at the Vilas Park Shelter and the second at the Tenney Park Shelter. Over 300 boys and girls attended the Vilas Park dance and approximately 200 youth were at the Tenney Park dance. The playground leaders at both parks worked cooperatively with the recreation department in sponsoring the dances. Boys and girls from the playgrounds sold pop and operated the record player. Because of the big success of these dances, it is recommended that two dances be held at each park next summer.

Day Camp - The third year of Day Camp at Olin Park was a very successful one with an average attendance of forty-nine children per session. Mrs. Mary Maxwell directed the program with Miss Priscilla Stockner as assistant director and nature counselor. A third permanent staff member was hired this summer. Two additional counselors from the playgrounds completed the staff for each session. A training session for the counselors was held every Monday afternoon at the Day Camp site. The Camp was open five weeks with a four-day session each week. Children from the different playgrounds were bussed to and from the park. A $2.00 fee per week was charged to cover the cost of transportation and milk.

Activities at the Camp were of the outdoor nature with hiking on the Turville property and cooking being the most popular activities. The Rotary Club purchased two row boats for Camp use. Both safety and rowing instructions were a popular part of the program. Swimming, nature study, outdoor craft, singing and games were also included in the program.

Swimming

The 1960 summer swimming program was a real success. There were ten instructors assigned to the thirteen public beaches for a period of eight weeks. Robert Harris supervised the program. There were 2711 boys and girls enrolled in the program and a large percentage of them were beginner swimmers between the ages of six and nine. After the first three weeks the weather conditions for outdoor swimming were ideal. In addition to the instruction program, we held three city-wide swimming meets at the B B Clarke beach. The first two were qualifying meets and the third the finals. The competition was for all aged boys and girls in a wide variety of strokes, plus diving.

We are looking forward to the use of the new West High School swimming pool starting in September 1961. In addition to the use of the pool by West high school pupils, we plan to make extensive use of the pool for recreational swimming. This would include elementary, junior and senior high school boys and girls, as well as adult participation.

Winter Sports

Ice Skating - The excellent ice skating facilities, provided and maintained by the Parks Department, again enabled us to carry on an outstanding skating instruction program throughout the season. Forty-one skating rinks, six with warming houses, were used.

Schedules were posted at twenty-six rinks and twenty-five instructors were assigned two or three days a week among these areas. Mrs. Olga Thomsen again supervised the program. A total of 5319 persons took part in 207 sessions of instruction.

Four city-wide ice skating meets were conducted during January and February. One preliminary meet for races up to 110 yards was held at Tenney Park and two preliminary meets and the city finals were held at Vilas Park where the Parks Department has developed one of the best six-lap tracks in the state. The center island has been removed and the new warming house was used. Small temporary warming houses were moved in near the finish line of the races for use by the officials conducting the meets. The Parks Department maintenance crew had the ice in excellent condition for all the meets.

Ice Hockey - The ice hockey program has several types of problems that have developed. East High joined West and Central with an interscholastic team and is using the Olbrich rink for its practice. West uses Vilas Park and Central practices at the Franklin rink. This leaves only Tenney Park for an after-school program for all other ages. The high school rules prohibit this department from organizing a program for the rest of the high school boys and the Board of Education policy prevents an evening program for younger boys on school nights. The facilities are open and are used by these boys but the program is not organized or supervised by any department.

Friday and Saturday night leagues are not satisfactory because of the conflict with high school basketball games and the youth community center programs.

Most of the younger boys invade the neighborhood rinks for practice and this has caused a lot of complaint from parents of younger children who may be in danger of injury.

It was recommended last year that small hockey rinks be constructed near several of the larger neighborhood rinks to enable this department to conduct after school leagues for smaller boys. This plan was carried out in several areas and proved very helpful. Instructors at these new areas attracted many boys. It is hoped that more such rinks can be constructed this year.

The adult ice hockey program was organized on the same basis as last year. The Madison Cardinals, state amateur champion, joined a league at Rockton, Illinois and played its games there each Sunday. This prevented the team from playing in Madison and opened the door last year for a six-team league. Five teams entered the program this season, due to the lack of responsible managership, but the enthusiasm was high. It is anticipated that six or more teams will organize for the 1961 season.

A commission consisting of president Art Thomsen, former University of Wisconsin hockey coach, vice-president George Stockton, Central High coach, Joseph Dresen, East High coach, Burt Hable, West High coach, Willis Jones, former West High coach and John Riley, former coach of the Madison Cardinals team was elected by the managers to handle the administration of the league. Frank Blau represented the recreation department and served as secretary-treasurer.

League play opened January 18 and continued through March 14. The teams played a total of twenty games with 78 men participating in the program. Two officials and a timer-scorer were used for each game. None of the teams were sponsored and the men paid the $1.00 per game entry fee themselves. The Meteors team was declared League champion for the second straight season.

Madison Community Center

Because of the uncertain schedule for construction of Monona Terrace facilities or other space for the Community Center program, it has not been possible to schedule some needed, though not vital, repairs and redecoration in the present building. Thus, no redecoration and no major repair has been done in the past year. Member organizations, particularly the Loft, have made some repair changes. A large exhaust fan was purchased and installed in the dance hall and the Loft had draperies made and a tile floor laid in the office.

The Community Center as a whole showed an increase in participation of 32,776 attendances bringing this past year's total up to 211,731. Each of the organizations except Young Adult Club showed increases in their participations making up part of this increase. The Loft attendance increased 7,302 to a total of 48,087 and its membership increased by 99 to a total of 1742 at the end of its membership year. Young Adult Club showed a drop in attendance of 943 for a total of 6800 and its membership also dropped 100 for a total of 658. This age group is characterized by considerable turnover in membership; thus, any decrease in the number of new people joining is felt particularly hard because about 60% of each year's membership is unavailable for membership the following year. OAKS Club attendance was up 819 to a total of 9993 and membership increased by 48 making a total of 400 with a month to go in its normal membership year. The only new organization to be sponsored by the Community Center is the Round Dance Club which meets regularly on the second and fourth Thursdays and conducts classes on Monday evenings throughout most of the year. Mr. Ralph George is employed by this organization as a caller and instructor and his salary is paid entirely by receipts of the Club. Mr. Bliss, Center Director, coordinates the Club's activities with the rest of the building's program.

No new equipment was purchased with budget funds this past year. However, organizations, primarily the Loft, purchased one complete pool table to add to those in the game room, a rebound shuffleboard to replace the long straight one and traded the old juke box for a newer one which handles fifty plays of 45 rpm records.

The increase in use of day-time game room space has continued to hold its own during most of the year. A slight increase in general day-time use has been noted, although there are still relatively few scheduled meetings before 7:00 p.m.

Primary problem with participation has been the eligibility of high school age students belonging to the Loft when they reside in a contested annexation area and attend some high school not in the city of Madison. Current practice is to withhold membership privileges until they are recognized for school purposes, but to extend unlimited guest privileges in the interim.

Senior Citizen Clubs

Attendance in the Senior Citizen program has been excellent. The largest and still growing Club is the East Side group called the Fellowship Club meeting at the Eagles Club. Last year there was considerable question of the advisability of continuing the club at Lapham school. However, attendance has increased and it now appears to be on much more solid ground. The inherent problems of a recreation program in a school building for these Senior Citizens still affects this group but we are encouraged that this can be overcome.

Two new additions were made to the Senior Citizen Club program and both have proven moderately successful. The first of these was the organization of special Saturday afternoon events which were to feature programs unavailable to individual clubs. The three programs held were the city-wide hobby show, a special showing of films on Russia and a circus lecture by Attorney S. O. Braathen. The hobby show was very successful with 67 exhibitors and more than 250 viewers. Much enthusiasm among Club members was evident in this affair. The two other programs were really not as popular with only 46 attending the Russian film showing and 32 the circus lecture. Bad weather was a factor causing poor attendance but Club members were not as aroused by these programs as was expected. They were discontinued.

Specialized meetings held in the morning one day a week were started during the year with crafts, current events, music and dancing and Book Club as general subject areas for specific weeks each month. Meetings were held in the Community Center library from 10:15-12:00 noon. The groups represent members from the various clubs who have a special interest in one of these fields. Attendance has fluctuated during this first year but enthusiasm has been high and it is believed that this added program is a worthwhile extension of our services to the aging.

Tours have continued during the year in cooperation with the YWCA.

Attendance in general continues to grow. Here are comparative figures by which to judge.

	1957-58			1958-59			1959-60		
	High	Low	Av	High	Low	Av	High	Low	Av
John Muir	46	12	26	51	20	33	50	12	37
Fellowship	56	16	28	52	12	35	66	8	46
Arks	46	16	26	47	14	30	42	12	25
Lapham	20	8	14	17	6	11	24	6	15

The high drawing program for the John Muir Club was a lecture on Russia and the high drawing program for the Fellowship Club was a birthday party.

The attendance at Fellowship has been so consistently high we may have to devise some means of dividing the group so it can continue as a more intimate meeting. The drop in Arks attendance is definitely due to the changing the meetings to Tuesday from Thursday. The reason for the move was the fact that the OAKs had a card party on Thursday night and that many would be playing cards from 1:000in the afternoon until 10:00 in the evening. This didn't seem like wise programming. What to do with this group will require further consideration and work.

Madison Theatre Guild

The fourteenth season of the Madison Theatre Guild continued the steady rise in participation and attendance at Guild productions. In 1946-47, the Theatre Guild's first season, 1174 season tickets were sold. In 1959-60 the total was 4045. A new attendance record for a single play was established when 7395 persons saw SOUTH PACIFIC. Nearly twenty-seven thousand Madison residents attended the twenty-seven performances of the 1959-60 season's five productions, an average of nine hundred and fifty-nine persons per performance.

Participation in Guild activities was also up with approximately 25,000 man hours going into the production end of the plays given. A monthly breakdown of Guild participation follows:

Month	Meetings, Rehearsals & Workshops	Performances	Total Activity Nights	Persons Participating	Spectators (Audience)	Total Participating
Sept. '59	29	0	29	358	0	358
Oct. '59	32	5	37	740	4163	4903
Nov. '59	42	0	42	837	100	937
Dec. '59	26	7	33	733	6185	6918
Jan. '60	51	0	51	680	0	680
Feb. '60	48	10	58	1233	11968	13201
Mar. '60	56	0	56	960	0	960
Apr. '60	44	7	51	2350	7895	10245
	328	29	357	7891	30311	38202

Approximately three thousand dollars worth of permanent equipment was added during the course of the year to the scenery, lighting, properties, costumes and sound inventories, the principal purchase being $1200.00 spent for a Trouper arc-carbon follow spotlight. With the Guild spending $250.00 rental for such a light for each musical, it was felt that this purchase would pay for itself in a relatively short time. Care is being taken to assure ourselves that all permanent equipment purchased will be able to be utilized, should the Terrace project materialize.

The children's season was curtailed, primarily because of lack of personnel to direct more than one children's play. However, the play TOM SAWYER'S TREASURE HUNT was given for two performances with 1299 spectators.

The Madison Theatre Guild plans to expand its adult season to two musicals and three straight plays for the 1960-61 season. In addition, three children's plays will be presented, two of which will be produced by and with Guild personnel. To carry out this expanded program, the Board of Governors has authorized the addition of two and one-half persons to the Guild staff, the additions being a second director, an assistant technical director and a second full time office girl.

The box office will be moved from the Community Center to the Theatre Guild Workshop which will be located in new quarters on the first floor of the building. The costume department is being expanded in hopes that eventually costumes may be made available to the many Madison citizens who call us for costumes.

With the addition of a second musical, a total of thirty-two adult performances and six children's performances are planned for the coming year. For most of the nine months of the Guild season, at least two plays will be in rehearsal and production at the same time.

In short, the Madison Theatre Guild expects the 1960-61 to be its busiest.

Publicity and Public Relations

The Madison recreation department again received some excellent publicity on its many functions and programs during the past year.

The department's publicity representative enjoyed the fine cooperation extended by the city's two daily newspapers, The Wisconsin State Journal and the Capital Times and the Madison East Side News, a weekly newspaper. Through this media, accounts of all Madison recreation department sporting events, announcements of organizational meetings and coming events, schedules, team standings and scoring leaders were most effective in bringing this phase of the program before the public. In more than one instance, pictures on the sports page accompanied the stories. Activities which were thus recognized were men's basketball, women's basketball, men's softball, women's softball, golf, tennis, men's touch football, ice skating, men's volleyball, women's volleyball, boys' baseball, swimming, Parochial School touch football, basketball, softball and men's ice hockey.

City playgrounds, too, came in for their share of newspaper "ink" with weekly reports and pictures of seasonal highlights such as lantern parades, all-city decathlon, carnivals and other interesting activities.

Some fine publicity was also received through the three Madison television stations, WISC, WMTV and WKOW-TV, and the three Madison radio stations, WISM, WKOW and WIBA, as they made numerous announcements in regard to the Madison recreation department's programming. These six stations also provided an extremely helpful service in announcing postponements because of rain and wet grounds during the softball and baseball season. This service benefited approximately 2500 men in that phase of the program. A number of fine programs, enlarging on Madison recreation department events, were presented in cooperation with these radio and television stations.

Still another source of publicity was handled through informative one-page circulars which were distributed to all Madison public and parochial school children. These circulars were prepared for the children's summer and winter programs, as well as the Madison recreation department's adult winter program.

Public relations were not forgotten either, as the publicity representative and other members of the Madison recreation department staff talked to service clubs, high school assemblies, University of Wisconsin recreation classes, grade school mothers clubs and any other organizations that were interested in hearing about recreation and/or the Madison recreation department's program.

Possible improvements, publicity-wise, would be a more suitable arrangement on score cards and score sheets so that each newspaper (Wisconsin State Journal and Capital Times) would have its own copy. An expanded allocation of working time for publicity and public relations purposes would be appreciated.

Equipment Storage and Repair

Our second year of storage and repair of equipment at Lapham school has proven very satisfactory. Having a man as stock room clerk who can also make deliveries has been economical, as well as more efficient.

Summary of Recreation Activities and Attendance - September 1959-August 31, 1960:

Badminton		483
Baseball, Adult		8 756
Baseball, Boys		124 275
Basketball, Men		24 051
Basketball, Women		452
Community Centers, School		68 272
Adult	8 250	
Elementary (Saturday Play Centers)	40 092	
Junior (7th grade)	9 449	
(8th grade)	4 622	
(9th grade)	5 597	
Women's Recreation	262	
Four Lakes Program		6 001
Basketball	3 971	
Football	2 030	
Golf Instruction (students)		1 082
Golf Leagues & Tournaments (men)		3 588
Madison Community Center		211 471
Senior Citizen Clubs		6 628
Madison Theatre Guild		39 461
Marbles		1 600
Modern Dance Instruction (Junior High Girls)		151
Parochial School Program		10 452
Basketball	3 703	
Intramurals	1 580	
Softball	2 056	
Touch Football	3 113	
Picnic Kits		24 443
Softball, Men		65 636
Softball, Women		973
Summer Playgrounds & Water Activities		224 661
Playgrounds	176 929	
Day Camp	1 000	
Swimming	46 372	
Canoeing	360	
Tennis		894
Touch Football, Adult		1 262
Volleyball, Men		1 610
Volleyball, Women		3 228
Winter Sports		8 386
Hockey	825	
Skating	7 561	
Total		837 816

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

of

INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education

by

ROBERT J. HULL

Administrative Assistant to the Superintendent

June 29, 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1959-1960

INDUSTRIAL ARTS DEPARTMENT

I. GENERAL:

During the past year there has been at least one and more often two or more meetings per month of all Industrial Arts Teachers. These meetings were called to work on the following four problems:

1. Make recommendations to the Superintendent of Schools for the adoption of text books and supplementary books.

2. Work with Mr. Mennes to coordinate the scope and sequence of the various subjects taught in Industrial Arts in all of the schools.

3. Continue to work out the comprehensive general shop program for the separate junior high schools under the guidance of Mr. Mennes.

4. Work with Mr. McDaniels and his staff on the further standardization of consumable supplies purchased annually.

II SPECIAL ACHIEVEMENTS:

1. The Industrial Arts department will now follow the same practices and procedures which other departments are using in purchasing text books and supplementary books.

2. Considerable progress has been made in coordinating the course content for Industrial Arts in grades seven, eight, and nine in all schools.

3. Teachers working in the several comprehensive general shops are in full agreement in the type of instruction, kind of tools to be used, types of projects, and the kinds of materials to be used.

4. The Industrial Arts Department is especially pleased with the low prices for equipment, tools, and materials purchased through the business office. These savings enable this department to obtain just a few more tools and instructional materials which somehow always seem to be in short supply.

5. Several teachers were instrumental in organizing industrial arts teachers working within a 50 mile radius to attend professional meetings. The last one was held during April at West High School on the application of Formica surfacing.

III SPECIAL PROBLEMS:

The problem for the coming year will be to continue to utilize our time to the very best advantage in the Curriculum Study Committees.

IV RECOMMENDATIONS:

1. The Comprehensive General Shop Program appears to be even more successful this year than last year, and it should therefore, be continued and refined.

2. Continue the opportunity for a few teachers to work with Mr. Mennes in writing a Curriculum Guide for Industrial Arts during the Summer of 1961.

V SPECIAL:

We would like to express a humble thank you in appreciation for the many extra hours all Industrial Arts Teachers willingly gave to carry out this program during the 1959-60 school year.

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

Annual Report

SCHOOL LIBRARIES DEPARTMENT

Presented to the Board of Education
by the Director
Margaret Moss
June 1960

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year, 1959-60
School Libraries Department

With the ever increasing enthusiastic reading of many of the 20,000 library users in our schools we may hope that the phrase "Americans as a nation are not readers" will not be true of this coming generation. If we were to add to the 730,774 copies of books which were borrowed to be taken to classrooms and homes during the past year, the large numbers of books which must be kept on reserve for use in the library because of lack of copies for the number of people who must use them, we could hardly say that our growing generation are not readers.

It is sometimes difficult to explain to the adult non-reader the deep satisfaction that can come with a rich experience of reading. It is possible to grow into such understanding by reading experiences at many levels as the individual grows. This is an opportunity which we hope we are giving to our boys and girls.

To be of the most value to the school program the school library must reflect the school philosophy and enrich all parts of its educational program. To each individual in the school the library offers innumerable experiences that start with kindergarten and expand in both depth and breadth continuing through high school. The true concept of the school library program means inspiration, instruction, service and activity throughout the school rather than merely within the library walls. When this becomes a reality, all parts of the school program are enriched by library materials and services. This will, of course, depend upon the availability of the librarian and the degree to which teachers and pupils use the resources available.

The influence of the increased emphasis on individual reading, an activity which has gone on in the library for years, has been felt in many of the elementary libraries this year. The program has in many schools been highly successful due to motivation by teachers and good cooperation between teachers and librarian. In some instances whole classes have added an extra period in the library when the children with the help of the librarian and teacher could choose and read books which satisfied both their individual interests and challenged their reading abilities. Some teachers substituted an individualized reading period in the library for their regular reading class one day a week. Often the teacher chose an armful of books and took them for use in the classroom. Often a child came alone to the library to find a book to fit his individual needs. Children were given freedom in selection, but reading and understanding ability were also considered. Toward the end of the year top and middle reading groups came to use library books almost exclusively rather than holding to one text. Children were enthusiastic and teachers felt the program had been very successful. It has shown many outstanding features during the year. It has shown a growing ability toward self control in the older children; it has been an incentive for mentally advanced people to use more potential to broaden their horizons and it has given slow readers more security and assurance in overcoming their difficulties. One teacher of an older group in Special Education

abandoned the reading text and asked for an extra library period. This is all in the experimental stage but has had much favorable reaction.

The beginners reading program has been enriched by many new books where a beginning vocabulary is used in real stories instead of the old "Jump, Jack, Jump" variety. There will probably never be enough copies of these books to meet the demand.

The increased use of science books has completely depleted the collection of books in these areas. The NDEA opportunity will be of help next fall.

The experimental program at Washington this year has required changes in scheduling and procedures. One and one-half hours of library time four days a week has been reserved for the use of the independent primary reading group of first, second and third grades. As this group has been divided into four sections of reading readiness, any section or all sections may be using the library at any time. The sixth grades have been combined in one group and meet in the library for an hour period twice a week. Individualized reading was one phase of the work. Various projects in group studies have also been conducted. Experimentation will always be a challenge regardless of what the decision on results may be. One thing is certain, we have had many avid, enthusiastic readers in these classes this year.

It is easy to understand the difficult problems which must be considered in the library of a large school which includes K-9. The wide expanse of abilities and personalities in the use of one room means careful supervision. Numerous sections of the same grade requiring the same materials means a need of numerous copies of many titles. One big advantage is that there is not the break in reading interests that we often find present when students go from elementary to junior high. By providing the opportunity and encouragement which students need particularly at this time they continue to be avid readers and library users.

Speech classes, guidance, social studies, science and English continue to make constant demands for material in Junior High Libraries. The accelerated classes are an inspiration and give more opportunity for student - librarian contact. A much deeper and broader use of books could be accomplished if teachers could find an opportunity to know more about them and how they fit into the programs of advanced readers.

At the Senior High level at West, because of the increased enrollment and because teachers and classes reach the same areas in the text book at the same time, it has become necessary to keep hundreds of books on reserve for various periods throughout the year. An interesting situation occurred when English, Latin and world history classes all had need for the mythology books at the same time.

The library became wide open territory for the accelerated math class this year. Students had discussed various advanced theories and formulas and read about and checked their information in other math books, reference books, pamphlets and magazines.

Ideas went from the library to the art room and came back as students' "masterpieces" to be hung in the library. There is seldom a time when the library does not possess a center of interest which originated in the art room.

The activities at East Senior have shown an increased use of the library by all departments. They have tried to keep pace with the times for the social sciences and the science departments only to find that the English classes, geography and world literature groups and the language departments are seeking the same materials. The literature, geography, the social life and customs, and the languages of our world neighbors have become important today as never before, and the great interest in these fields is evident at East High. The past becomes relevant in understanding the present, and we must know the present conditions, both social and economic, to predict and shape the future. Printed materials can help foster understanding of our world situation today - books for background, magazines and pamphlets for current topics and future predictions.

An outstanding project at Central Senior Library has been a unit of work to encourage and inspire reluctant readers in Mrs. Sinclear's classes.

Bibliographies which were compiled on the Shakespearian period, Criticism and Interpretation of Shakespeare's Plays, Life in Elizabethan England, Industrial Revolution and of books of good literature were a few of the measures of communication between many classrooms and the library. At the same time that definite projects are in process between teacher and librarian there is the continuing effort to encourage each boy and girl and each student to grow by perfecting his reading habits and by satisfying his own interests and needs for good literature.

Central Senior High Library has the handicap of not possessing the room for back files of periodicals which are greatly needed for background materials for literature classes.

The fact remains that the degree to which teachers and pupils use the services and materials of the library and the abilities of the librarian measures the extent to which the library program is successful.

IMPROVEMENTS

A central library has been organized in a vacated classroom at Crestwood, thereby somewhat fullfilling a long worked for dream of the forward looking parents of that area. The processing department hopes to have the backlog of materials in working order by the beginning of the next school year.

An attractive, but very inadequate, library is a part of the new Odana School. The room will seat 19 people and the bookstock is too small to be very helpful to classes needing materials. We hope that this collection may grow with rapidity.

The new Hawthorne School Library is located in a classroom at one end of the building which will be needed to house a class next year. The library will try to function as well as possible on wheels. This will be very inefficient service to an alert group of teachers and children and far below the minimum of school library service as recommended in the new Standards for School Library Programs.

The addition of a second librarian at the Sherman Elementary - Junior High will give an opportunity for more workable service to this fast-growing school.

Many new and replacing pieces of equipment which will be listed by principals have been added where needed in various school libraries.

THE SUMMER PROGRAM

Fifteen elementary libraries were open this summer of 1960 to give guidance to our boys and girls in their pleasure reading for the summer months. Guidance for our boys and girls in their reading during their leisure time has helped to broaden their horizons and to keep them alert and ready for the new school year. Many interested parents have come with their children this year.

Five Elementary Reading Improvement Programs were attended by boys and girls with an opportunity to improve their skills and add to an understanding and increased interest in their reading. Teachers continue to teach skills and librarians add practice and understanding in the use of them.

There has been a group of librarians at each level working this summer on materials which will be used to advantage at the beginning of the next school year. Special emphasis has been in the social studies area in the elementary, good literature for advanced sixth grade people and on materials in the various fields for accelerated groups in the high schools.

SUMMER SCHEDULES
1960

Cherokee	Community	Tuesday	9:00-12:00
		Thursday	9:00-12:00
Crestwood	Community	Tuesday	1:00- 3:00
Emerson	Community	Thursday	8:30-11:30
			1:00- 3:00
Franklin	Community	Wednesday	1:00- 3:00
		Thursday	1:00- 3:00
Herb Schenk	Community	Tuesday	8:30-11:30
		Thursday	8:30-11:30
Lapham	Community	Tuesday	8:30-11:30
			1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30

Longfellow	Community	Thursday	8:30-11:30 1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Lowell	Community	Tuesday	8:30-11:30 1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Marquette	Community	Thursday	8:30-11:30 1:00- 3:00
Midvale	Community	Monday	8:30-11:30 1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Orchard Ridge	Community	Wednesday	1:00- 3:00
		Thursday	1:00- 3:00
Randall	Community	Wednesday	8:30-11:30 1:00- 3:00
Sherman	Community	Tuesday	8:30-11:30 1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Spring Harbor	Community	Monday	8:30-11:30
Van Hise	Community	Monday	8:30-11:30 1:00- 3:00

COMBINED CIRCULATING AND REFERENCE BOOKS
ADDITIONS, WITHDRAWALS, BOOKS
RECATALOGED, BOOK HOLDINGS
June, 1959 - May, 1960

School	Additions & Recataloged	Withdrawals	Book Holdings
Cherokee	508	43	5,971
Crestwood	290	0	5,322
Dudgeon	336	164	6,212
Emerson	372	651	7,369
Franklin	461	208	6,052
Hawthorne	1,294	0	1,294
Herbert Schenk	1,209	41	7,854
Hoyt Park	385	5	2,583
Lapham	325	252	6,432
Lincoln	298	77	4,023
Longfellow	273	24	6,171
Lowell	247	284	6,434
Marquette	419	488	8,427
Mendota	350	4	3,933
Midvale	470	36	6,801
Nakoma	427	256	5,881
Odana	971	0	971
Orchard Ridge	882	2	2,039
Randall	369	182	8,122
Sherman	1,237	283	8,432
Spring Harbor	682	3	2,074
Sunnyside	217	45	4,078
Van Hise	1,277	7	4,056
Washington	768	283	7,180
Extension	0	0	99

School	Additions & Recataloged	Withdrawals	Book Holdings
Central Junior	343	128	4,750
East Junior	681	512	7,078
West Junior	381	118	6,413
Central Senior	436	198	5,531
East Senior	579	71	11,230
West Senior	870	927	9,197
Main Office	15	3	263
Total	17,312	5,295	172,272

SUMMARY OF ADDITIONS, WITHDRAWALS, AND BOOK HOLDINGS
June, 1959 - May, 1960

Additions		
Elementary and Jr. High schools		15,412
Extension		0
High schools		1,885
Main office		15
	Total	17,312
Withdrawals		
Elementary and Jr. High schools		4,096
Extension		0
High schools		1,196
Main office		3
	Total	5,295
Book holdings		
Elementary and Jr. High schools		145,952
Extension		99
High schools		25,958
Main office		263
	Total	172,272

SUMMARY OF CATALOGING OF TITLES NEW TO THE SYSTEM
June, 1959 - May, 1960

New titles cataloged for the school library system

Elementary and Junior high schools		1,061
Main office and senior high schools		772
	Total	1,833

CIRCULATION OF BOOKS FROM SCHOOL LIBRARIES
June 15, 1959 - June 17, 1960

Elementary	Non-Fiction	Fiction	Total
Cherokee	18,132	19,618	37,750
Crestwood	2,842	4,911	7,753
Dudgeon	8,932	11,430	20,362
Emerson	13,772	19,228	33,000
Franklin	10,708	21,632	32,340
Hawthorne	4,457	6,618	11,075
Herbert Schenk	25,266	31,722	56,988
Hoyt	7,529	10,855	18,384
Lapham	11,355	18,826	30,181
Lincoln	8,332	7,642	15,974
Longfellow	8,164	9,836	18,000
Lowell	10,825	17,284	28,109
Marquette	14,581	20,051	34,632
Mendota	14,070	21,047	35,117
Midvale	17,255	26,350	43,605
Nakoma	8,679	12,406	21,085
Odana	4,192	4,206	8,398
Orchard Ridge	6,403	8,835	15,238
Randall	10,895	12,851	23,746
Sherman	20,283	24,779	45,062
Spring Harbor	7,868	10,126	17,994
Sunnyside	3,518	4,633	8,151
Van Hise	12,750	21,017	33,767
Washington	9,362	11,412	20,774
Total Elementary	260,170	357,315	617,485
Junior High			
Central Junior	5,560	7,238	12,798
East Junior	15,414	14,050	29,464
West Junior	7,246	9,614	16,860
Total Junior High	28,220	30,902	59,122
Senior High			
Central Senior	6,054	3,863	9,417
East Senior	15,252	8,643	23,895
West Senior	14,480	6,375	20,855
Total Senior High	35,786	18,381	54,167
Grand Total	324,176	406,598	730,774

SUMMARY OF MENDING AND PROCESSING OF NEW AND OLD BOOKS

June, 1959 - May, 1960

New books processed		17,312
Old books and special processing		
Backing and reinforcing (new books)	419	
Pamphlets reinforced	36	
Books mended	4,500	
Bindery processed	2,553	
		7,508
Total		24,820

RECOMMENDATIONS

I strongly recommend that a librarian be included on every curriculum committee so that she is not "sold" to the planning and objectives when she is later approached for her part in the program. Constant communication between the library and all areas of work is essential to the best work.

It is my hope that our administrators may become familiar with the new Standards for School Library Programs which was prepared by the American Association of School Librarians. This represents the work of a committee composed of school librarians and representatives of twenty other professional and lay organizations who are interested in and responsible for libraries in schools. An understanding of the standards will help us to know where Madison stands in realising real library service in quality education.

I wish to express my appreciation for the fine cooperation of the administrators, teachers and librarian staff and for the encouragement and understanding of the superintendent and school board which is essential to a good school program.

Respectfully submitted,

Margaret Moss, Director

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

Music Department

Presented to the Board of Education

by the Director

LEROY KLOSE

September 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61

I. Significant statistical data

1. There are more than 1,500 pupils playing standard band and orchestral instruments; 95% of whom began their instruction in the Madison public schools.

2. Each of the eight junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these music groups there are more than 1,200 voices.

3. Vocal music is elective in grades 9 through 12. There are over 1,500 children in these chorus classes and choirs.

4. All children of the primary grades receive a minimum of 40 minutes, upper grades 90 minutes per week taught by music teachers. The primary grades have an additional 40 minutes of music taught by the classroom teacher. The 7th and 8th grades have 100 minutes of music instruction a week.

5. There are select choirs of 5th and 6th graders in each of the elementary schools totaling nearly 1500 voices.

6. These figures show a steady growth in pupils' interest in all forms of music education.

II. Special achievements

1. Over 1000 high school pupils presented a Biennial Spring Music Festival.

2. The musical organizations of all schools gave over 275 public and school performances.

3. The Choral Pageant of the Nativity was again presented by the combined high school choirs at the State Capitol. They were assisted by actors from Central and East, a brass choir from West, and ushers from Central and East. All music staff members make some contribution to this performance.

4. All 24 elementary schools were represented in a 56 voice All City Boys' Choir. All rehearsals and all but 2 of 12 concerts were given 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. Three junior and three senior high school bands paraded on Memorial Day.

6. Summer program

   a. The elementary and junior high school instrumental summer school had 728 pupils registered, an increase of 57 over last year.

   b. The high school summer band of 84 pupils met for eight weeks.

III. Problems and recommendations

1. Junior high school vocal music classes of 60 to 102 pupils are still too large, for effective teaching. More teaching power and classroom facilities are needed.

2. All elementary schools except Mendota, Orchard Ridge, Odana and Hawthorne have special music rooms. During 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.

3. In two instances art and music share a room. At 2 schools music will be taught in kindergarten rooms that are available a half day.

4. At all 3 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. The West high school problem will be solved with 2 instrumental music rooms in the 1961 school year.

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 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-1960

SUMMARY OF SCHOOL PUBLIC RELATIONS PROGRAM

Newspaper Publicity

Because of the part-time help of an East high school English teacher, Jules Rosenthal, the Madison public schools had more picture publicity in at least one daily during the past school year. His ability to take pictures and process them and also to get background information for cutlines has been extremely helpful.

With this help the Capital Times continued with the picture feature, The Report Card, during the school year. The policy of furnishing the pictures for school features probably set a precedent for the future.

The Wisconsin State Journal continued with excellent coverage of meetings of the Board of Education and some school features, but with few pictures. Reporter Samuel Reynolds used a number of leads for stories. He also attempted to establish a new service, a weekly calendar of school events in the Sunday paper. Most schools failed to return filled-in forms regularly for this service or sent them in too late to be included.

We attempted to publicize each school at least once in some phase of work, but were not entirely successful. This was due to change in plans on the part of the newspaper editor and in part to "ganging up" on school leads toward the end of the school year.

Publications

Our annual report, Twenty Years of Growth in School Enrollments and Buildings, emphasized the need for more classrooms and summarized the growth of the school system. The distribution and circulation of the report locally was timed to precede the fifth school-bond drive. Extra prints of the Question and Answer section of the report were printed to help chairmen in the drive.

The new edition of the Junior Cook Book was finally printed for use in junior high school classes. The Kindergarten Handbook was reprinted this spring in time for use in spring kindergarten registrations. We should begin to take new kindergarten pictures for the next edition of the handbook.

Pictures

We have already reported on our means of obtaining publicity pictures. As reported last year, Clifford Hawley, administrative assistant, took a number of the pictures of buildings which we used in the annual report. Architects provided others and your director snapped a few.

Radio and TV Programs

Except for programs during the school-bond campaign and a number of taped programs by a radio station at individual schools, the Madison schools have not taken part in this type of public relations.

One radio station and one television station have offered sponsored time for programs. The director of public interpretation could not give the time to help produce programs without neglecting some other activities. Moreover, it is our belief that the broadcasting times available and the tie-ups with other promotional materials were not the most desirable for educational programs.

The School-Bond Campaign

Although off to a late start because of illness, the director worked with parent committees to prepare the leaflet for the door-to-door canvass, the form letter sent to organization chairmen, the radio and television programs, and newspaper publicity. She also helped the Photo-Graphic committee with a store window display and a display in the Security State Bank. The five-to-one vote approving school bonds was extremely gratifying to all workers.

THE MEA PUBLIC RELATIONS PROGRAM

Brief reports of Madison Education Association committees are printed in the spring edition of the Bulletin. The director of public interpretation worked with the American Education Week, Bulletin, Photo-Graphic, Professional Advancement, Public Relations, Social, and Executive committees. She also met once with the Radio and TV committee.

The activities of each of these committees take time and, for the most part, are of a public relations nature.

However, this question arises. Could the time of the director of public interpretation be better used as follows?

Issuing a staff bulletin or leaflets on the work of the various departments periodially (especially now that the school system is growing so large);

Planning and helping to prepare radio and TV programs occasionally or periodically (but probably not daily);

Spending extra time in getting the next report ready early for the printers;

Improving the program for getting leads and feature stories for the newspapers.

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 1960

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1959-60

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year will be remembered as our new teacher year. Until the past two years, our staff has had no change in full-time teachers for over ten years, and only an occasional part-time one. However, this year we had a replacement of one teacher in September and one in January. Neither teacher had any experience in hospital teaching.

In other respects this year was much like the last with no polio and an even more fluctuating hospital census. The trends cited before are continuing with fewer orthopedic patients particularly in primary grades, and shorter periods of intermittent hospitalization.

I. STATISTICAL DATA

The following table shows the grade distribution of pupils and days attended:

Grade	Pupils	Days	Grade	Pupils	Days
Ungraded	5	59	7	20	352
1	26	367	8	17	380
2	11	197	9	13	246
3	10	106	10	11	349
4	20	417	11	14	485
5	16	271	12	4	121
6	17	266	Special	1	20
				185	3,636

The enrollment of children in percentages according to their disabilities was as follows:

	Pupils	Days Attended	Children enrolled but hospitalized less than ten days	
Orthopedic	43.8%	58%		
Pediatric	43.2%	30.4%	1958-59	20%
Plastic and others	13.9%	11.6%	1959-60	15%

II. PROBLEMS

Our great problem hospital-wise was adjusting to the fluctuating census. Our school enrollment was particularly low at the beginning of the school year in the elementary classroom and in both rooms in May and June. Some of the contributing factors operating in one year were our late opening, late Easter, and the closing of many home schools in the first or middle of May. The hospital filled to over-flowing with "promoted" pupils in May. This makes it difficult to operate with a small number of hospitalized children attending school.

It is my hope, however, that we can help bridge this gap by opening earlier. It is particularly difficult for children to catch up with a late start of as much as three weeks during the first semester. However, the greatest need is for doctors planning non-emergency hospitalization at times the staff can give its best service. Then the census will be more steady for the benefit of all hospital personnel, but especially for the children.

We were handicapped by losing our medical social worker last July, and having to wait until after Christmas for a part-time replacement.

Although enrollment of pupils continues to be a problem, we are thinking of it in terms of an achievement because of the improvement over the past two years. The effectiveness of consults from doctors has been partly due to a better selection of residents, and time spent in orienting each resident new to our school service.

III. ACHIEVEMENTS

Our biggest achievement, I think, was the hospital orientation of our two teachers and their desire to return next year. Even with teaching experience in all the grades, learning to adjust to the intricacies of hospital staff, routine, and disabilities of pupils is quite an undertaking!

We find that we have to do more and more individual teaching in the academic subjects. This creates the greater need for other subjects or projects to give the opportunity for group participation. This year oral reading with Mrs. Wolfe, singing with Mrs. Charlson, and current events with Mrs. Davis were particularly successful. A university student assisted with each of these subjects.

Our special project of Hawaii with a native student teacher participating was especially successful. Our growing shell collection not only provided motivation for the study of shellfish but also for a shell exhibit. The children were hosts to the entire staff, and manned each post to explain to visitors.

School closed with exercises and an entertaining movie instead of the usual picnic. Miss Gordon Smith and many of our former pupils were back again to make it a particularly happy one for me.

Respectfully submitted,

Mrs. Kathryn Charlson