



The Madison public schools, Madison, Wisconsin: annual reports of principals and supervisors for the school year 1961-62.

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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, 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 the first and second year of service. Inspite of these problems, however, much time and energy have been devoted to adjusting the curriculum and programs to meet the needs of pupils with widely different aptitudes and abilities.

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

	<u>1945-46</u>	<u>1954-55</u>	<u>1956-57</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>
Kindergarten	35	57	72	82	85	90	109
First	29 $\frac{1}{2}$	48 $\frac{1}{2}$	55 $\frac{1}{2}$	67	75	77	88 $\frac{1}{2}$
Second	26 $\frac{1}{2}$	50	49 $\frac{1}{2}$	61	66	74	83
Third	25	39 $\frac{1}{2}$	47	55	59	62 $\frac{1}{2}$	74
Fourth	25 $\frac{1}{2}$	32 $\frac{1}{2}$	49	52	56	60 $\frac{1}{2}$	69 $\frac{1}{2}$
Fifth	24 $\frac{1}{2}$	31 $\frac{1}{2}$	39 $\frac{1}{2}$	51	54	55	64
Sixth	23	32	35 $\frac{1}{2}$	53	52	52	61

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

						<u>No. lost</u>		
						<u>during</u>	<u>% remain-</u>	<u>ing</u>
						<u>61-62</u>		
Of 58 employed for 1950-51, 11	remain	on the staff today				0	19	
Of 78 "	"	"	"	"	"	1	21	
Of 92 "	"	"	"	"	"	2	28	
Of 107 "	"	"	"	"	"	0	34	
Of 104 "	"	"	"	"	"	2	32	
Of 129 "	"	"	"	"	"	4	43	
Of 152 "	"	"	"	"	"	4	20	
Of 196 "	"	"	"	"	"	8	30	
Of 215 "	"	"	"	"	"	17	31	
Of 229 "	"	"	"	"	"	38	36	
Of 242 "	"	"	"	"	"	55	45	
Of 293 "	"	"	"	"	"	104	65	

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

July 1962

Superintendent

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS
For the School Year 1961-62

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

East High School

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

West High School

Junior-Senior High School - R. O. Christoffersen
Junior High School - Neil Lunenschloss
Guidance Department - Betty Jane Perego

Elementary-Junior High Schools

Allis - Walter Barr (grades Kdg-8)
Cherokee Heights - Emery C. Bainbridge
Franklin - Armand F. Metterer (grades Kdg-8)
Glendale - Jerry Johnson (grades Kdg-8)
Herbert Schenk - Ansgar Svanoe
Sherman - Anthony Farina
Van Hise - Walter H. Argraves

Elementary Schools

Crestwood - George A. Blackman
Dudgeon - Alonzo L. Anderson
Emerson - Charles Quinn
Compers - Mrs. Ann Ness
Hawthorne - Eugene M. Sturdevant
Hoyt - Dorothy Rule
Lake View - Maurine Bredeson
Lapham - Carl Liebig
Lincoln - Evelyn Simonson
Longfellow - Helen Simon
Lowell - Mrs. Bunice 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
Spring Harbor - A. Kermit Frater
Glenn W. Stephens - George A. Blackman
Sunnyside - Daniel J. Kirley
Washington - Phillip Lambert

Special Departments

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1961-62

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal

Earl D. Brown

June 1962

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1961-62

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1962 was as follows:

	<u>Grade</u>	Total 1960-1961	Total 1961-1962	Increase or Decrease 1962 over 1961
Junior High Division	Seventh	163	154	-9
	Eighth	148	150	+2
	Ninth	<u>319</u>	<u>344</u>	<u>+25</u>
Totals		<u>630</u>	<u>648</u>	<u>+18</u>
Senior High Division	Tenth	277	307	+30
	Eleventh	270	264	-6
	Twelfth	<u>207</u>	<u>246</u>	<u>+39</u>
Totals		<u>754</u>	<u>817</u>	<u>+63</u>
Junior and Senior High Totals		1384	1465	+81

In addition to the above there has been a group of ungraded boys numbering 22.

Enrollment for past 12 years

<u>Year</u>	<u>Junior High School</u>	<u>Senior High School</u>	<u>Combined</u>
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*	689	1234 + 46*
1960	626 + 44*	679	1305 + 44*
1961	630 + 35*	754	1384 + 35*
1962	648 + 22*	817	1465 + 22*

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

SECTION II
SPECIAL ACHIEVEMENTS

A. During the summer of 1961 the two rooms, 410 and 413, adjacent to the chemistry laboratory were made into a suite of two special laboratories for the Physics Department. A complete renovation was done, including everything from the new floor to new laboratory tables, sinks, electrical outlets, gas outlets, demonstration desk for the teacher and a considerable amount of demonstration equipment. The small room (#410) was made into a small laboratory for advanced science and a door was cut so the large laboratory would have direct access.

During the spring and summer of 1961 plans and specifications were worked out for a language laboratory by a committee consisting of Miss Reid, the head of the language department at Central, together with Mr. Marsh of Central, Mr. Hull from Administration, and Mr. Gritner of the State Department of Public Instruction, who contributed much general and technical information. The laboratory was installed in December and January and was put to use during the first part of the second semester. Much of the first part of the semester was taken up in instruction and learning to use the special equipment but by the middle of the semester several groups of French and German pupils were making good use of the laboratory, and before the end of the year the beginning Spanish classes were also using it.

The laboratory is quite complete including a control console connected to thirty sound resistant booths, six of which are equipped with tape recorders useful for recording individual practice progress. Twenty-four are wired for listen response. All are under control of the teacher at all times. The room is so arranged that 30 desk chairs at one side of the room offer space for conventional classes. In this way the room is in use every period. The half of the room with chairs is arranged so that T.V. language programs can be conveniently viewed and language movies can be used. The laboratory is proving a most efficient help in developing aural and oral proficiency.

A third year of German and a combination class of third and fourth year Spanish were added to the curriculum this past year. A fourth year of German is planned for this coming year.

This past year has seen the successful development of a year of Calculus for seniors who are seriously interested in advanced mathematics. This means that our mathematics department is now offering a year more of advanced mathematics than was offered two years ago. It also makes it possible for those seniors who are interested in earning advanced credits in the University to take tests prepared by a committee made up of University faculty and Madison high school faculty representatives. If the students attain a certain grade they may receive a semester of credit at the University of Wisconsin. During this past spring eight out of fourteen who took the test successfully passed and are eligible to receive a semester of credit.

Central Junior-Senior High -3

We have continued our team teaching in sophomore English except that the number of pupils participating has increased by about 100 over a year ago. All except two classes of 10th graders are now in the program. The results indicate that the mechanics of English are being taught as well if not slightly better, but there are a number of gains not anticipated. The entire sophomore group seems to adjust faster and better to the school routine and there seems to be a greater feeling of solidarity on the part of the whole group. This may be due to the fact that much larger groups are working together on the same type of program and curriculum than was formerly done. There have been fewer cases of discipline among the tenth graders under the team teaching plan.

Teachers report that the present juniors who were under the team plan a year ago have done better work during the eleventh grade than the juniors of the previous year. West high school teachers grading our Shaw Contest essays reported that the papers were much better than in previous years.

The Central PTA has been very active during the past year as in other years. We have had a number of very successful meetings such as the Family Fun Night, Go-To-School Night, annual Christmas Bazaar which were very well patronized. The PTA has been most helpful in furnishing money for a number of activities, including help for athletic banquets, National Honor Society and scholarships.

SECTION III

SPECIAL PROBLEMS

A. In spite of a greater need for a high school education and diploma, which is being required or urged by most trade unions, armed services, technical professions such as nurse's aide, practical nursing, engineering aides, etc., pupils are still dropping out of school and many are not achieving anywhere near the potential of which they are capable. It may be that as less and less opportunities for unskilled labor increases, high school pupils will become more and more aware of the necessity for better achievement in school and for taking advantage of the many opportunities which are offered in the numerous courses and individual studies. In the meantime it is advisable to search for new ways and means to motivate these pupils.

B. Our enrollment has about reached its limit for the rooms available in the high school. We may be able to expand a bit by making some of the large rooms into two smaller rooms and schedule only the smaller classes such as advanced mathematics and advanced foreign languages in these rooms. However, there is a disadvantage to this as it is desirable for mathematics classes to meet in rooms where special facilities for mathematics have been provided, and for foreign languages to meet in rooms which have special equipment such as language booths, recorders, TV, etc.

C. We are still studying the problem of cutting down our noon period from one hour to about one-half hour. This would take many pupils off from the uptown area streets and would also make better use of the half hour in which we now have to provide a recreation program. It would also make it possible for pupils to finish the school day by 3:00 instead of 3:30. This would be an advantage for those who have jobs and for those who take part in after school affairs and activities, such as athletics, dramatics, school annual, newspaper, etc.

D. We are going to find it more and more difficult to maintain high quality offerings for band and orchestra in both the junior and senior high school unless more room is provided for small group practice needs. Consideration should also be given to the area surrounding the instrumental music department in order to cut down the disturbing effects of brass instruments, drums and other percussion instruments. More storage space should be provided to protect expensive instruments and insure their safe keeping.

SECTION IV

RECOMMENDATIONS

- A. It is recommended that we continue our team teaching in tenth grade English and expand it to include the majority of the eleventh grade.
- B. It is recommended that we continue to experiment with T.V. teaching on a small scale in mathematics and French as we have in other years. There have been some new innovations in mathematics which have been valuable to our pupils and also to our teachers. The work in French has been quite stimulating especially to beginners.
- C. It is recommended that we do some experimenting with interne teaching in English under supervision of teachers who have been doing the team teaching.
- D. Because of the increasing load in the Guidance Department it is recommended that we increase our staff by at least a half time worker in that department.
- E. It is again recommended that we revamp our offices so that we have better facilities for the Guidance Department, the Assistant Principals, and work space for the office staff, plus record storage space.

ANNUAL REPORT
GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL
1961-62

The following information was submitted by Miss Nina B. Fredrickson in outline form and edited by E. D. Brown, Principal.

- I. Counseling: In the main, educational counseling as time did not allow for much of the personal type although it is hoped that with more help in another year much more can be done in this field.
- II. Senior conferences: Every senior seen during the first semester to review credits, plan the second semester program, arrange for vocational interviews "in the field" and "on location."
- III. Sophomore conferences: Tried to see every sophomore in the second semester to review the program planned in the ninth grade-- and evaluate it in terms of progress. This resulted in many changes in groups and plans.
- IV. Programming: Arranged for all Home Room teachers to have step by step help in the process of preparing programs in the home room for second semester, and the next fall semester. Checked each program against the final record card after it came to the office.
- V. Testing: (1) Arranged for Home Room teachers to give the Henmon-Nelson tests in the eleventh grade in the spring. Sent instructions for processing the examination to each Home Room teacher.
(2) On an October Saturday morning gave PSAT to all college-bound juniors and those who wanted to test potential for college work.
(3) On a spring Saturday morning gave National Merit Scholarship qualifying test to all juniors who are college-bound or again wanted to evaluate their potential.
- VI. Vocational Counseling: Had some vocational speakers talk to small groups, but in the main provided much material on vocations and sent many seniors to professional people and to the various "days" at the University.
- VII. Scholarships: This is a year around "part-time" job. It starts in the fall and reaches its peak early the second semester. It involves interviews with pupils, meetings of Scholarship Committee very often in the evening, sending of dozens of letters, compiling of data relative to grade point averages, membership in school activities and organizations. It is a time consuming job, part of which involves careful compiling of accurate figures relative to records. It is a very rewarding involvement, however. The 1961-62 scholarship program follows.

Central Guidance -2

This represents \$11,093 invested in youth and education.

VIII. College Admissions: Oversee every application for college. This means conferences with parents and pupils in making decisions. Many seniors apply to, from three to six colleges. Send out to seniors who plan to go to the University of Wisconsin the admission blanks and directions for completing them. The University of Wisconsin scholarship blanks are more involved now than in past years. These are due shortly after the close of the first semester. Work on them must be started before Christmas recess--continue through the first semester and into the early part of the summer after school has closed as there are some late applications and information to process.

IX. Grade point averages: Early in the fall we use approximate grade point averages and rank in class for seniors that had been compiled when they finished the first semester of the junior year. It is again necessary to compile the grade point averages as soon as the 12B grades are recorded. This is necessary in order to furnish more accurate reports to colleges, and to determine the "upper third" of the class for Honor Society candidates. At the same time the grade point averages for the juniors must be compiled for their candidates for the Honor Society.

X. Miscellaneous Counseling: There are many pupils who are worthy of help who need to be seen and heard in order that some agency may be enlisted in their behalf, or that some individual may give direct aid, or so the pupil may have someone to whom he can go for advice. The

Central Guidance -3

guidance director finds less and less time for these cases because of the many other "must" activities which are on her program. It is hoped that with more help this phase of counseling may be given more attention.

MENTAL CAPACITIES OF PUPILS AS
REVEALED BY PSYCHOLOGICAL TESTS

Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	89	14.91
Average (I.Q. 90-110)	304	50.92
Superior (I.Q. over 110)	204	34.17

Average I.Q. of all Junior High Pupils 104.70

Senior High School

10th Grade:	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	28	9.72
Average (I.Q. 90-110)	157	54.52
Superior (I.Q. over 110)	103	35.76

11th Grade:		
Retarded (I.Q. below 90)	27	11.30
Average (I.Q. 90-110)	112	59.41
Superior (I.Q. over 110)	70	29.29

12th Grade: Graduates of June 1962		
Retarded (I.Q. below 90)	14	6.17
Average (I.Q. 90-110)	124	54.62
Superior (I.Q. over 110)	89	39.21

Average I.Q. of all Senior High pupils 106.46

Average I.Q. June 1962 graduates 108.37

WITHDRAWALS

Senior High School

First Semester 1961-62

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Total	
Out of city	6		6	1	3		4	10	
Trans. to other school					6		6	6	
Voc. & work	3	1	4		1	1	2	6	
Over 18	1	4	5		2		2	7	
Moved		2	2		3	1	4	6	
Medical		1	1		2		2	3	
Marriage					1		1	1	
Request of Police Dept.		1	1					1	
Service		2	2					2	
TOTALS	1	19	1	21	1	18	2	21	42

Second Semester 1961-62

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Total	
Out of city		2	2		1		1	3	
Voc. & work	2		2	2		2		4	
Marriage					1		1	1	
Medical	1		1	1	1		2	3	
Graduated		1	1					1	
Moving		1	1					1	
Over 18	1	1	2	1	4		5	7	
Family Service		1	1					1	
Request of Parole Office	1		1					1	
Legal withdrawal					1			1	
Injury		1						1	
TOTALS	6	6	12	5	7		12	24	

Total withdrawals for year 66Total withdrawals for 1960-61 82

WITHDRAWALS

Junior High School

First Semester 1961-62

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Tot.	
Out of city	1	2	1	4	1	2		3	7
Trans. to other school	1	4		5	1	1		2	7
Moved		2	1	3					3
Voc. School & work	1			1					1
Medical					1	1		2	2
Foster Home Placement				1	1				1
Rec. of Child Study				1	1				1
Dr.'s Recommendation	1			1					1
TOTALS	3	9	4	16	3	4		7	23

Second Semester 1961-62

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Tot.	
Trans. to other school	3	2	1	6	1			1	7
Out of city		5	1	6	1	5		6	12
Trans. to Sr. High	1			1			1	1	2
Recom. Prob. Dept.		2		2		1		1	3
Medical	1			1					1
Voc. & work		1		1					1
TOTALS	5	10	2	17	2	6	1	9	26

Total withdrawals for year 47Total withdrawals for 1960-61 57

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT

1961 - 1962

Presented to the Board of Education

June 15, 1962

by

Vida V. Smith

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT FOR THE SCHOOL YEAR 1961 - 1962

I. STATISTICAL DATA

Central Junior High School was opened in September, 1930 and has been in existence since that date in spite of the many newspaper articles written regarding the possibility of its being discontinued and so forth.

The total enrollment for each year is given below:

YEAR	TOTAL ENROLLMENT	YEAR	TOTAL ENROLLMENT	SPECIAL EDUCATION GROUP
1930-31	518	1946-47	470	PLACED AT CENTRAL SEPT. 1952
1931-32	556	1947-48	473	
1932-33	496	1948-49	465	
1933-34	517	1949-50	453	
1934-35	500	1950-51	448	
1935-36	502	1951-52	499	
1936-37	547	1952-53	548	+
1937-38	560	1953-54	559	+
1938-39	546	1954-55	564	+
1939-40	551	1955-56	554	+
1940-41	524	1956-57	519	+
1941-42	509	1957-58	535	+
1942-43	548	1958-59	614	+
1943-44	570	1959-60	627	+
1944-45	573	1960-61	630	+
1945-46	491	1961-62	648	+
				22

The above data indicates that Central Junior High has had the highest enrollment during the past school year of any year since the school was organised in September, 1930. The Boys' Special Education class was transferred to Central in September, 1952, with 20 pupils enrolled in this class during that year. In September, 1954, the Girls' Special Education class was also transferred to Central. That year there were forty three pupils enrolled in the two special education classes. Both of these classes were housed in the Vocational School but were under the supervision of the junior high school. The girls' group was transferred to West Junior High for the school year 1961-62 and Central Senior High has need for the room now housing the boys' group for the school year 1962-63.

Central Junior High - 2

It is surprising how Central High has continued to grow in spite of all the redevelopment of the central area and dwellings being demolished to make room for business and industry.

<u>TOTAL ENROLLMENT TO DATE</u>				<u>TOTAL WITHDRAWALS AND TRANSFERS</u>			
<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Seventh	80	74	154	Seventh	9	18	19
Eighth	79	71	150	Eighth	7	3	10
Ninth	177	167	344	Ninth	10	10	20
TOTALS	336	312	648	TOTALS	26	23	49
Specials	22	0	22	Specials	4	0	4
TOTALS	358	312	670	TOTALS	30	23	53

Forty-two new pupils enrolled in the junior high school after the first week of school for the present school year as compared to forty-nine last year. Forty-nine withdrew or were transferred this year as compared to forty-eight last year and forty-six the previous year. Three pupils withdrew and reentered during the present school year. Twenty-five of the new enrollees were from schools out of the city; three were late enrollees and had not attended school at all this year until they entered here. Eleven were transfers from other Madison junior high schools; three pupils entered during the year from the city's parochial schools, and three pupils were withdrawals and reentries here at Central. Forty pupils enrolled at the beginning of the school year from schools outside the city and thirty-seven others enrolled from other public and parochial schools in the city. Twenty-eight of these were from schools in the Madison Public School system or reentries and one was from Wisconsin High School; one from the Seventh Day Adventist School and eight 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 fifty-eight other pupils who entered our junior high from the parochial schools this year, thirty-eight from Franklin and seventy-two tuition pupils from Badger, Silver Springs and Shorewood. These were pupils who enrolled last spring for the present school year. We have had a total of seventy-nine pupils who were tuition pupils at some time during the school year. Some of these were new enrollees moving into the Shorewood or Silver Spring districts.

During the present year, we have had 151 new seventh graders plus three pupils repeating seventh grade, twenty pupils new to our eighth grade and 212 new pupils in our ninth grade. A total of 383 of the 648 pupils enrolled in the junior high school or 59.1% were new to Central Junior this year as compared to 54.3% last year. The orientation of new pupils during a school year is a very difficult task for the school administrator, teachers 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 in the same building all making use of some of the same rooms such as shops and auditorium and having the 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. It was built for the traditional high school curriculum and does not meet all the needs of a modern school curriculum. The physical condition of our building is quite good and is being well kept for which I am pleased.

There are no facilities for basketball and 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 last three school years 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.

There is money in the budget for 1962 to provide for two Biology laboratories which will probably be taken care of this summer. The Science laboratories in the Senior High have been modernized the past two years. If the two Biology laboratories are modernized this summer, this should give us adequate facilities for a junior-senior high school of approximately 1500 pupils which is all the present facilities will accommodate.

Practically all of our serious disciplinary problems are those of children on probation or under psychiatric care or in many cases both situations apply. Each year we are getting more pupils who have had a history of being problem cases in school and in the community. I think this is partly due to a stricter enforcement of laws relating to juveniles and to somewhat better provisions for referring them for counseling through the Probation Department, Child Guidance Clinic and Guidance Center. About fifteen such children have taken considerable more than their just share of the time of teachers, guidance counselor, Mr. Brown, attendance workers and myself. I am beginning to wonder whether or not the funds spent for public education should have such a large proportion spent on such a few pupils to the neglect of some better supervision and administration of the total school program which might benefit the other ninety-seven to ninety-eight per cent of the student body.

Central Junior High - 4

REASONS FOR WITHDRAWALS AND TRANSFERS	1955	1956	1957	1958	1959	1960	1961	1962
Moved out of the city or working on farms.....	31	24	25	18	26	23	23	23
Transferred to other city schools or to special education classes.....	3	4	4	8	16	5	13	15
Placed in correctional institutions.....	2	2	0	0	0	1	0	1
Withdrawn to parochial schools.....	1	0	0	1	0	4	0	0
Vocational School and work.....	4	9	3	4	3	4	5	2
Doctor's permit due to accidents outside of school.....	1	0	0	0	0	0	1	0
Doctor's permit for other reasons.....	1	1	0	1	7	4	1	4
Married.....	0	3	2	0	0	0	0	0
Excused from attendance by Dr. Waller.....	0	0	1	0	0	0	0	1
Expelled by Board of Education.....	0	0	0	0	1	0	0	0
Entered Armed Forces.....	0	0	1	1	0	1	1	0
Legal age for quitting school.....	0	0	0	0	1	0	1	0
Diagnostic Center by court order.....	0	0	0	0	0	2	2	1
Excused from school attendance by Probation Dept. or Child Welfare..	0	0	0	0	0	1	1	2
Excused from school by court order.....	0	0	0	0	0	2	0	0
TOTALS	44	43	36	33	55	47	48	49

It is interesting to note that we have had a few more transfers this year than last. There were fifteen transferred to other city schools, one to Central Senior High, and one to the special education class. Eleven of these transfers were due to the family moving into another district or the child being placed in a foster home in another part of the city. Two pupils were transferred to Sherman School by the attendance department. One of these was placed at Central from East for non-school attendance and walked out of Central after two days' attendance. The other one did not attend school at Sherman any more than he did at Central and was finally placed on a farm out of the city by the Probation Department. We are likely to have more moving next year as more territory in the Marquette and the Triangle areas is taken over for commercial redevelopment. The number of pupils moving out of the city has been the same for the past three years.

We have had several pupils enrolled in our school for part or all of the year who have been receiving some definite case work done by the Child Study Department, the Probation Department, the Dane County Clinic or the Diagnostic Center. It is interesting to note how the number of suchcases is increasing each year. This is probably due to better diagnosis of the cases. Many of these are emotionally disturbed children who have been problems all through their school lives, growing somewhat worse each year and very little was done about them until the last two years. One of these pupils was unable to read first grade material and was promoted to our ninth grade. Our classes have been interrupted and disturbed by these children for part or all of the school year. Teachers have tried every approach possible to cope with some of these children, but have made very little progress. Teachers have not been able to do the kind of teaching they are capable of doing because of the continual interruptions and uncooperativeness of some of these pupils. The two pupils who were transferred to Vocational School were very poor pupils in as far as doing academic work was concerned and they were not interested in education. One of them should have completed his ninth grade work but refused to attend school. The Attendance Department and Probation Department could not enforce his attendance so the parents finally gave their consent for his withdrawal.

The anticipated enrollment for the junior high school without the special education groups will be approximately 586 as compared to a prediction of 613 at this time last year. The decline in anticipated enrollment is almost entirely accounted for by the loss in seventh grade enrollment due to the opening of Marquette Junior High School. While the seventh grade is decreasing by 46, the ninth grade is increasing by twenty-four pupils.

<u>SEVENTH GRADE</u>	<u>EIGHTH GRADE</u>	<u>NINTH GRADE</u>
Central repeaters... 5	Central Junior...13	Badger..... 15
Franklin..... 0	Repeating..... 2	Central Junior.137
Lapham..... 22	Parochial..... 2	Edgewood..... 0
Lincoln..... 16		Franklin..... 49
Longfellow..... 27		Holy Redeemer.. 2
Marquette..... 0		Madison Luth... 3
Randall..... 1		Shorewood..... 30
Washington..... 35		Silver Spring.. 20
Parochial..... 2		St. James..... 33
		St. Joseph..... 14
		St. Patrick.... 13
		St. Raphael.... 10
		Wash. Orth..... 1
		Repeating..... 16
TOTAL SEVENTH.....108	TOTAL EIGHTH....135	TOTAL NINTH....343
		TOTAL ANTICIPATED ENROLLMENT.....586

These failures in the ninth grade are an accumulation of failing one or two subjects each year from seventh grade through ninth grade and not attending summer school to make up their failures. Therefore, they do not have enough ninth grade credits to enter senior high. They will complete their ninth grade work and take as many senior high credits as possible. This is one of the advantages of the six-year high school.

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 South Park Street redevelopment area which is 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 and how many are given permission to attend West High School now that there is room available there. There is also the question of what school district the Badger, Silver Spring and Shorewood Districts will be placed in by the County Commission as of July first. If Wisconsin High does not take seventh graders next year, this may mean a slight increase in the number of pupils attending the seventh grade at Central Junior High.

II. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

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 some of these as I would like to have them do. Nevertheless, they are not doing badly for children of their abilities when compared with national norms. We must consider that our junior high school teachers are working with pupils where approximately sixty per cent of them are new to the school and many of them were with us from only a few days to less than two months when the tests were given. This is quite a different situation than having a junior high where the majority of pupils have been in the same school from kindergarten through ninth grade.

I was pleased to have the amount of money provided for texts and supplementary materials greatly increased the past two years over that of previous years. This has meant that we will be able to get most of the new texts which have been adopted by the Board of Education for use during the school year 1962-63.

The Student Council sponsored a party for the eighth and ninth grades which was very successful. We had twenty-three pupils initiated into the National Junior Honor Society this year.

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 came from very poor home environments. They have failed to reach some of these children just as we have failed to interest them in the field of education. I think this is largely due to the home environment and the fact that they have gotten by with so much at home, at school and in the community. The saddest thing about this is that some of these children have the ability to do satisfactory school work if they were willing to cooperate and put forth the necessary effort.

During the past two years we have had more children under the care of case workers in the different social and welfare agencies, the Child Guidance Clinic, the Diagnostic Center and the case workers at the Probation Department than ever before in the history of Central Junior High School. No doubt a part of this is due to a closer check on the activities of youth at an early age as a preventive measure for juvenile delinquency. I think it is a step in the right direction. However, unless we can get better cooperation from the parents of some of these children or more successful means of removing some of these youngsters from their present home environments, I cannot see that the case workers are going to bring about the desired results even though they are trying very hard to do so.

Probably our most important achievement has been that we have had a loyal, conscientious teaching and clerical staff who for the most part have given excellent service to the citizens of Madison who are paying the taxes to support our Madison Public Schools. Every child at Central Junior High has had an opportunity to make progress in educational, emotional, social and physical development to the maximum of his capacity if he and his parents have been willing to cooperate in taking advantage of this opportunity. Where we have not received that cooperation, the child has been the loser which he will recognize in the not too distant future.

The closer relationship between the School of Education at the University of Wisconsin and the Madison Public School system is to be commended. Dr. Mennes has been instrumental in bringing this about. The type of relationship is very wholesome for both the university and the public school system. We have much to learn from them and they need the use of our facilities in order to bring about improvement in their educational program.

The Central High Parent Teachers Association under the leadership of Mrs. James Dean has been very active the past year. I have been very pleased with the cooperation of the parents of the Shorewood children in making the P.T.A. a success. They have been most cooperative in every way and have done more than their share. It has been a real pleasure to work with the Shorewood children and their parents during the past four years. Only one family from that entire area has been any kind of a problem whatsoever. The Shorewood community has been most appreciative of the opportunities offered to their children at Central High School.

III. SPECIAL PROBLEMS

One of our main problems is to get over 600 pupils coming from twenty-six 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, government and world problems, but were disgusted when class time was spent on teenage problems. There are no teenage problems for these children who have been reared in their homes instead of just being permitted to grow up. 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. Practically sixty per cent of these children were new to Central Junior this year. The present school year it was 59.1% 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.

A few parents (for the most part those who have not reared their children) and some members of the Guidance Department have thought that I have been too strict with some of these children in trying to get them to conform to the rules of the school and of the social order in which they live. I have not heard this idea expressed by a single teacher, office worker or other administrator with whom I have worked. These people have known the entire circumstances which makes a considerable difference. The implied criticism of too strict discipline has not bothered me in the least as I know that we have not expected the impossible from any of these children. The children whom I have had to discipline most are the ones who always come back to Central Junior years after, and, some of them as parents now, express appreciation of the fact that we did not give up on them. Only this week two young men now in the Armed Forces came back to tell me that our discipline here at Central was like a "Sunday school picnic" when compared to what they got in the Armed Forces. I have received many letters from former pupils who realized as adults that all we wanted from them was the kind of work and conduct which would permit them to be employable adults and good citizens of the community.

There is still the problem of getting any kind of outside preparation or homework from some of our pupils. The number of such pupils is getting smaller each year, but it is still one of our major problems. Part of this is due to the inconsistencies of teachers in making and checking on the assignment. It is not the lack of mental ability or the lack of places to study as much as it is the desire to get by with as little effort as possible. It is necessary to have children develop a pride in accomplishment and joy in learning some new thing each day. The home environment and interest of parents does much to create this pride and joy. This should begin when the child enters kindergarten and should continue every day during his school life. It is very difficult to get the child to develop a pride and joy in doing school tasks well unless the home is also interested and holds these values high.

One of our biggest problems in education today is to get bright young men and women to enter and stay in the teaching profession after they have mastered the techniques for skillful teaching and harmonious classroom management. Madison is losing too many teachers who are just reaching the peak of their service to the community when they leave. Practically a third of the teachers who taught our junior high pupils this year will not be at Central next year. This is too large a turnover for the best interest of the pupils. It takes a full year of teaching for new teachers to become acquainted with our curriculum guides, supplementary materials available, and so forth, and then when a teacher stays only a year or two, it is a great loss to the community.

It has been a great disappointment to us to find that the Board of Education has not been able to make some provision whereby bus service could be provided for field trips to the School Forest. Several of our teachers and myself spent time at an evening class to learn about the educational facilities available at the Forest. We also spent time for two or more field trips out there to learn firsthand about the educational possibilities and then when we had classes ready to take field trips, we found that there was no bus service available within a reasonable price to charge our pupils. Therefore, the trips had to be cancelled. I have received information that more money is to be spent this summer for more classes to train more teachers to make use of the Forest as a teaching laboratory. I am wondering if that money might not be better spent on providing a means of getting classes (of those teachers already prepared to make use of the Forest) out to this wonderful natural laboratory.

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. Partly empty cartons are thrown in the waste basket and milk is frequently running out of them on the corridor floors. This is very likely to cause an accident.

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 and it was a real disgrace this year. The article in the newspaper regarding the condition around the building was not exaggerated in the least. I think that Central should definitely have a shorter lunch period. We are the only junior high school in the city which has an hour lunch period and the only one which runs until 3:30 in the afternoon. We have the poorest facilities for taking care of pupils during this long period plus the many added temptations for mischief in the uptown area. A shorter lunch period 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. I think we are more justified in having a shorter lunch hour than any school in Madison. 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 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 and who are capable. I understand that all the new junior high schools in Madison are contemplating an eight period day in the near future. Mr. Marsh and I attempted to work out a schedule with the Vocational School and Senior High School so that we, too, might be on this program, but we failed to succeed in doing so.

There is still a problem of too many teachers giving the kind of tests that are easiest for them to check without full consideration of the value of testing as an educational experience for the child. Pupils need to learn to organize, to write complete sentences, develop paragraphs, and express their thoughts concisely. Only practice can bring about these desired results.

Some of our junior high shop classes can meet only three days per week as the Vocational School uses the shops for apprentices two days each week. This is a particularly bad situation for a school system like Madison especially when West High School has more shop facilities and a smaller per cent of their pupils electing shop beyond the seventh grade.

Considerable valuable time is being wasted by having attendance workers make home calls on certain chronic absentees as long as there is nothing that can be done to enforce the compulsory attendance law. We should either have a means of enforcing this law or else get it off the statute books. The Attendance Department tells me that all they can do is to refer chronic absentees to the Probation Department and the Probation Department will not do anything if lack of school attendance is the only delinquent act of the child. If he has a record of misdemeanors with the Police Department, then they might bring some action. I would like to experiment by putting all the irregular attendance cases into an ungraded room and giving them units of work to do which they could continue working on whenever they were present. This would prevent them from interfering with the learning opportunities of those children who really want an education. This would free the teachers to work with those pupils who come to school to learn. This would mean extra teaching power but it might be worth trying. If parents realized that this was going to be done, I think they might be more concerned about keeping their children out for baby-sitting, and so forth. I have referred about a half a dozen of these chronic offenders to Mr. Brown this year to see if he could do any more for them than I could. He has spent many hours with them, with the attendance worker, with their parents, their probation officers and their teachers. We have had little cooperation from them in spite of all our efforts.

I think that giving the same kind of diploma to pupils who are not capable of doing secondary school work that we give 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 the same type of diploma as the pupils who have spent twelve years working on school tasks. I think we should provide for the educational needs of slow learning children and teach them as much as possible, but I do not think that they should get the same credit for doing easier tasks or none at all that the pupils do who work diligently for twelve years. The easiest

way is to give everyone the same diploma and then school administrators have no decisions to make and the Board of Education gets no complaints. However, the easiest way is not always the best solution to a problem. With our new duplicating process, it will be possible to furnish 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 still 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 periods 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. 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 any 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 judgment, but for the sake of uniformity in junior high school curriculum with that of other city junior high schools, we are giving eight or more periods of music to our best seventh and eighth grade pupils.

The new report cards used for the first time this year in the junior and senior high schools have been quite satisfactory. However, I am a bit skeptical about the ability of many new, inexperienced teachers determining the level at which a given child should perform. Since Madison has many inexperienced teachers every year and a large turnover of teachers not only at the end of each school year, but also during the year, there is a need of much supervision of the instructional program to see that these new teachers are well acquainted with the curriculum materials and the potential abilities of the children entrusted to their guidance so that they will not expect too little accomplishment of the average and low average 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 use and for after-school sports should be provided. The other alternative is to shorten the lunch hour to twenty-five 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. These sports can also be pursued after school days are over. I am glad to see golf, tennis, canoeing and the Summer Theater included in the Summer Recreation Program and hope as many pupils as possible will participate in some of the activities.
 - b) Bang boards should be erected at Brittingham and Tenney Parks to provide adequate facilities for teaching tennis.
 - c) 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 for either a squad room or a smoking room.
2. Smoking during the fire drills by Vocational School students and teachers is very undesirable when that school is connected with a junior and senior high school. There has been improvement in this respect over the past three years, yet we do occasionally see adults coming out of the building for fire drills with cigarettes in their mouths.
3. Stair rails should be fixed so that it would not be convenient for pupils to sit on them. They are a hazard as they are now. I do not expect anything to be done about this until we have a serious accident, and then it probably will be taken care of immediately.
4. 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 three days per week as the shop is used for Vocational School classes on Tuesday and Thursday. Therefore, our seventh and eighth grade classes have a study period to do their homework in academic subjects these two days. We have a Trades Course in senior high and these pupils get their first impression of what shop classes are like in the junior high school. If this first impression 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. We are having the largest ninth grade next year that we have ever had and the fewest boys electing shop.

7. Irregular attendance on the part of about twenty-five pupils has been a real problem at Central this year as it has been for the entire history of the school. 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 twenty 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 principal's position. To administer a junior high school in the same building with a senior high school, a Vocational School, a 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 which produces 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 that 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. It is always a pleasure to see these physically handicapped children being wheeled across the stage to receive their diplomas.
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. The string class is also smaller this year.
11. 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 materials so that we may requisition replacement of these materials each fall.

12. The dressing room facilities at Breeze Stevens Field are in poorer condition than previously and should be put in better condition and kept clean. All the men who make use of these facilities complain about them being unsanitary. These men inform me that these facilities and the way they are kept do not conform to Board of Health rules or state regulations.
13. There should be a definite policy established for the Madison Public Schools in regard to university students using names of pupils in our public schools when writing papers for university classes. Sometimes the remarks made are uncomplimentary and when Madison has as many students in university classes as we have, these remarks may backfire one of these days and spoil the very wholesome relationship that now exists between the university and the Madison Public School System.

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 1962

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1961-1962
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

Year	Number	Junior High School		Senior High School		Both Schools	
		Percent of Increase	Percent of Decrease	Percent of Increase	Percent of Decrease	Percent of Total	Percent of Increase
1933	956			1132			2088
1934	1003	4.9		1152	1.5	2155	3.2
1935	1046	4.3		1151		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		2396	1.0
1941	1062		3.19	1323	1.84	2385	.45**
1942	1091	2.7		1300		2391	.25
1943	1104	1.19		1325	1.9	2429	1.58
1944	1128	2.17		1189		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		2359	.21
1949	1083	.07		1212		2295	2.71**
1950	1042		3.78	1246	2.8	2288	.3 **
1951	1119	7.39		1223		2342	2.36
1952	1137	1.6		1184		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		2568	5.96**
1957	1453	9.9		1146		2599	1.2
1958	1440		.8	1204	5.06	2644	1.76
1959	1266		12.0	1370	13.7	2636	.03**
1960	1132		10.58	1451	5.09	2583	2.01**
1961	1063		6.08	1491	2.7	2554	1.1 **
1962	1085	2.06		1609	7.9	2694	5.4

■■■ Decrease

East Junior-Senior High - 2

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

<u>Grades</u>	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>	<u>1950-51</u>	<u>1951-52</u>
7	302	313	298	348	324
8	299	307	311	295	346
9	475	463	433	460	462
	<u>1076</u>	<u>1083</u>	<u>1042</u>	<u>1103</u>	<u>1137</u>
Remedial				<u>16</u>	<u>16</u>
				<u>1119</u>	<u>1153</u>

<u>Grades</u>	<u>1952-53</u>	<u>1953-54</u>	<u>1954-55</u>	<u>1955-56</u>	<u>1956-57</u>
7	318	377	439	460	443
8	324	329	367	409	486
9	528	518	565	439	524
	<u>1170</u>	<u>1224</u>	<u>1371</u>	<u>1308</u>	<u>1453</u>
Remedial	<u>16</u>	<u>17</u>		<u>14</u>	
	<u>1186</u>	<u>1241</u>		<u>1322</u>	

<u>Grades</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>
7	433	290	306	307	311
8	429	429	289	318	305
9	578	547	527	428	469
	<u>1440</u>	<u>1266</u>	<u>1132</u>	<u>1063</u>	<u>1085</u>

III. Enrollment

Our predicted enrollment for 1962-63 is as follows:

<u>Junior High</u>	<u>Senior High</u>
Grade 7 170	Grade 10 790
Grade 8 200	Grade 11 660
Grade 9 390	Grade 12 460
<u>760</u>	<u>1910</u>

Total Both Schools 2670

This will give us a slight increase in total enrollment.

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	63	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	225	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	331	335	1287	26.03
1954-55	4	325	329	1360	24.19
1955-56	4	384	388	1246	33.14
1956-57	5	325	330	1146	28.70
1957-58	3	316	319	1204	26.49
1958-59	4	326	330	1370	24.00
1959-60	5	380	385	1451	26.53
1960-61	3	449	452	1491	30.31
1961-62	6	424	430	1609	26.72

Total 10,400

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

Graduates 1932-1961 10400
 Total Graduates in 39 years 11867

East Junior-Senior - 4

V. Accident Reports 1961-62

4 Employee accidents

W.I.A.A. PUPIL BENEFIT PROGRAM

Athletic Injuries

51 Injuries reported to W. I. A. A.

1 Claim not filed

1 Claim denied

4 Claims not completed

45 Claims completed through W. I. A. A.

Amount Requested	\$1760.20
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(Claims not completed \$112.00+)

Amount paid by W. I. A. A.	746.93
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Pupil Injuries

93 Injuries not requiring doctor's care

105 Injuries reported to W. I. A. A.

4 Claims not filed

28 Claims not completed

73 Claims completed through W. I. A. A.

Amount Requested	\$1940.65
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(Claims not completed \$425.95+)

Amount Paid by W. I. A. A.	985.95
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The above statistics show an increase in the work involved in administering the W.I.A.A. Benefit Program. Because many families carry an insurance program there is a growing reluctance to pay the fee required by the W.I.A.A. The payment seldom covers the total claims filed, with the result that parents are dissatisfied. Some better method of informing the public needs to be found.

VI. During the 1961-62 school year there were no unusual achievements. Curriculum changes were continued to improve the school program. In the science area we offered for the first time a second year of Biology. Physical Science was also offered for the first time as a senior high school subject. The one semester course in Advanced Physiology was expanded to cover a full year.

The Madison school Internal Testing Program is now well established. Emphasis was placed on utilizing the testing results more efficiently. I feel this made our knowledge and understanding of the individual pupils more complete. Evidence of this improvement is shown by the number of June "Fails" in the five Academic Areas at the senior high school level.

	English	1477 pupils	55 failures	Percent of Fails	
Math	715	"	23	"	3.2
Soc. St.	1244	"	36	"	2.9
Science	673	"	22	"	3.2
Language	391	"	1	"	.25

During the coming school year we will offer 12th grade Economics and Sociology for Basic pupils. Four levels of instruction will be continued in English in grades ten, eleven, and twelve.

The National Merit Scholarship Qualifying Test was administered to 107 eleventh grade students in March. This comprises approximately 25% of the class and represents the more able students. The test is of three hours duration and covers five areas. It is given nationwide. Our students earned scores which placed them as listed below:

National Percentile Rank	Number of East Students
95 - 100	26
90 - 95	31
85 - 90	10
80 - 85	10
75 - 80	9
70 - 75	5
65 - 70	9
60 - 65	4
55 - 60	2
50 - 55	0
45 - 50	1
	107

These scores show over half of our better students placed in the top 10% on a national norm.

The school library facilities are taxed to provide for the increase in use and circulation that comes each year.

The members of the Business Education department have recommended a modification of the Stenographic and Clerical courses. The purpose of this is to provide more flexibility for students enrolled in these courses.

The employment of a woman by the Board of Health to supervise the nurses quarters during the school day is an improvement over the previous year. We still feel that a full time nurse should be provided for as large a school as we have at East.

VII. We have a problem of providing stability on our instructional staff. This is true particularly in the Industrial Arts department. We find that the salary schedule is not competitive in this area. At this writing we have two vacancies.

We still are not qualified to provide the kind of a program to handle the disturbed or socially maladjusted student. This is probably the most frustrating problem to the classroom teacher.

VIII. RECOMMENDATIONS

1. That mechanical data processing be installed in the Madison school system.
2. That the Madison school calendar in the future be modified to provide for an earlier opening date in September and an earlier closing date in June. This would conform with similar school systems in the area and also eliminate conflicts with summer school attendance by staff members.

Respectfully submitted,

ALPHONSE J. BARRETT
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER
June 1962

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1961-1962
EAST JUNIOR HIGH SCHOOL

I. Significant Statistical Data

The school year 1961-62 started with the following enrollment at the end of September:

Grade 7 -- 284
Grade 8 -- 286
Grade 9 -- 450
Total 1020 plus 5 in the special deaf class

As the school year ended June 15, 1962, our enrollment was:

Grade 7 --- 294
Grade 8 --- 280
Grade 9 --- 432
Total 1006 plus 5 in the special deaf class

However, the figures as presented by the opening and closing months of school do not indicate the changes which went on in between the school year from September to June. There were a considerable number of boys and girls who did not return in September which made it possible to accept the new pupils who appeared to register in September before school opened; 78 in number. Of these 34 were ninth graders (practically a home room); 20 were eighth graders. Also to be enrolled were 24 seventh graders; these had to be added to classes which already were large.

From September 15, 1961 to May 10, 1962 the following number of new enrollees came to East Junior High:

Grade 7	—	21
Grade 8	—	19
Grade 9	—	17
Total		57

This group of pupils who entered our school in September as well as those that followed during the year represented a wide variety of background. Some were from government schools in Germany, Japan, Ethiopia; some came from distant states in our country; some from near by areas and still others from a small rural school background.

Besides the wide variety of school experiences, these pupils were of varied abilities and had to be carefully placed in correct classes. The week following Christmas vacation brought

ten new pupils - among them were two from Texas, one from Colorado, one from Tennessee, and one from Alaska. Two of one family, another of three from one family from Northern Wisconsin joined us. This reflects the changes and adjustments that must be made by pupils and teachers in absorbing these pupils in a large school. The pupils who withdrew had similar problems to face in their new schools.

It is interesting to note in February 1962 our total enrollment stood at 1035. This naturally made for large classes second semester.

In making plans for 1962-63 the tentative enrollment at present is as follows:

Grade 7	—	190
Grade 8	—	190
Grade 9	—	299
Total		779

The new Junior High School at Marquette relieves East Junior High of the pupils that ordinarily came from there in seventh grade. In addition 108 seventh graders who finished at East Junior this year will return to Marquette as eighth graders to complete their two years of Junior High School. This indicates East Junior High School will be smaller than it has been since its beginning in September, 1932. Following is the school population in the 30 years of its existence:

1932-33	-	956	1942-43	-	1104	1952-53	-	1186
1933-34	-	1003	1943-44	-	1128	1953-54	-	1241
1934-35	-	1046	1944-45	-	1095	1954-55	-	1371
1935-36	-	1019	1945-46	-	1066	1955-56	-	1322
1936-37	-	1045	1946-47	-	1060	1956-57	-	1453
1937-38	-	1036	1947-48	-	1076	1957-58	-	1440
1938-39	-	1052	1948-49	-	1083	1958-59	-	1223
1939-40	-	1097	1949-50	-	1042	1959-60	-	1132
1940-41	-	1062	1950-51	-	1119	1960-61	-	1063
1941-42	-	1091	1951-52	-	1153	1961-62	-	1020

II. Achievements

A great deal of time is spent each year to program the boys and girls in East Junior High School. This starts with the information given us by the sixth grade teachers and principals of the elementary school. Our seventh grade teachers for the most part have their boys and girls for three classes, Mathematics, English and Geography. In this way the seventh grader meets with his class mates in Art or Band or Orchestra - as well as his group going to Physical Education and Home Economics and Manual Arts class in a body. This it seems to me does much to orient the new seventh grader in a large school. We again had an accelerated group in Mathematics; out of a class of 33, 8 were advised not to go into Algebra. This year there were 2 basic classes of seventh graders which worked out very well.

In eighth grade we have again had an accelerated Mathematics group - this time 26 pupils - in Algebra. From their own comments we gather they enjoyed being in the class; the teacher also was enthusiastic about them. The enriched group in eighth grade English expressed themselves in a poetry unit which reflected some of their pleasant reactions to the class. In addition there were classes for those of lesser ability - slower classes in Mathematics and English. In Science and History there was no grouping of pupils - but materials were adjusted to various groups within the class.

The basic group of eighth graders was larger than planned - due to some additions during the year. This coupled with several rather emotional problems made it a more difficult group to handle.

It is interesting to note that members of our first eighth grade basic group graduated this June.

Ninth graders who had started in the accelerated group in Mathematics in the seventh grade - (20 in number) completed their work in Geometry. An enriched Algebra class and a TV class were part of the 10 classes in ninth grade to take Algebra; there were only three general Mathematic groups.

The ninth grade enriched English group not only did creditable work which they apparently enjoyed, but on several occasions participated in informative programs for the underclassmen.

The basic group in ninth grade had a total of 18 pupils. Only one of this group withdrew - and this boy left late in May. Since many of these boys and girls are older, I think it is significant that they were relatively well adjusted to school.

The quality of work shown by the Music groups when they presented the Operetta "Trial by Jury" was most pleasing. Not only was it creditable work, but the spirit displayed throughout did much for the school.

While the Club program offered almost as many reactions as there were pupils - and some of them only passive reactions - there were boys and girls who apparently thought them worth while. From the majority of reports it would seem that more selectivity in the groups would help. Pupils who do not actively participate are most critical; they have a tendency to want to be entertained.

The program presented for the public on Sunday, May 20 by the Orchestra, Band and Girls' Glee Club not only was credit to the group and school, but it was evident it was a real satisfaction to the participants. The Girls' Glee Club has been a most active group under Miss Lois Kukuk's leadership.

For several years Mr. Robert Woollen and his assistants have presented a Parent-Teacher program demonstrating the growth in skills in Band and Orchestra as the year progresses. Pupils from seventh grade through ninth participate - with the final number a combined group. This has been a most successful and informative demonstration.

The deaf pupils despite their small and cramped quarters continue to be an accepted part of the school. It is amazing to see how some of these pupils are accepted in the large school and definitely are a part of it. Mrs. Mudgett works closely with our teachers and many of them worked hard to help these boys and girls.

This year at the close of school considerable time was spent going over the grades and checking on deficiencies. In all homes that could be reached by phone parents were told about summer school. Often a class made up at this time can save a real problem years later. Parents and pupils were appreciative of calls. More Junior High School pupils enrolled in the typing course this summer.

The school year 1961-62 was one in which ninth grade athletes did outstanding work in football, basketball and track.

III. Special Problems

With an increase in our enrollment and especially a more uneven proportion between Junior and Senior High - more problems tend to develop. There have had to be more teachers who had no room of their own for their classes; they are also denied the use of their own room during free periods. This too involves other problems - little use of bulletin board material; sometimes difficulties in use of class room texts and visual aids.

The music room which was used last year, became a part of the Business Education Department. Music was transferred to the former visual aids and driver training room. While this worked well for some classes it left no auxiliary room and some classes had to meet in the cafeteria. At best such a large room does not lend itself well to Junior High groups; books had to be transferred from room to room and generally time was wasted to get the class organized. Often there have been interruptions when another group needed to use a portion of the cafeteria. Miss Lois Kukuk and Mrs. Shirley Watterston worked diligently under some adverse conditions.

Substitute teachers - particularly in certain areas, have been hard to secure. We are grateful for these who have helped us out during the year; many of them did excellent work.

The library continued to be cramped for space for certain periods; but pupils made good use of the large number of books available.

Attendance for the most part was good. However, it is noted that in attendance problems there is a tendency for cases not solved in one grade or school to continue in the next. Poor attendance patterns are not easily changed. The serious cases have had special attention from the Child Study Department.

The time that various agencies, teachers and Child Study Department spend on a few isolated cases cannot be measured. A problem case which has not been fully solved in the grades tends to break wide open in Junior High School. We have had a number of instances this year where pupils were placed in the Diagnostic Center; a few spent considerable time in detention and failed to adjust to the school situation.

As has been indicated in previous reports more time needs to be given to classroom supervision. The day often starts with a firm resolution to devote the entire day to such an activity; however, before long a whole series of events have changed the pattern. It is through the work and help of the fine department heads that teachers in each area get much assistance relative to the work and their special problems.

Especially in departments like Manual Arts and Art it is important that a teacher continue for more than one year. Use of supplies and general care of valuable equipment plays a big part in this field.

Continued effort must be made to have teachers in all areas - not only English teachers - emphasize and give written work. Each teacher should orient pupils in their particular field and offer study helps.

In the early part of the year members of the Guidance and the Administrative offices were spending an unproportionate amount of time on health problems. The school nurse was available for set hours only; in the early morning and again at the noon hour. However, a school of our size needs to have attention directed to the health problem for more than a few definite hours. One cannot expect a high school teacher who has a full class program to take time out for an immediate health problem. Added to this it often takes considerable time to contact a parent in event a pupil must be sent home.

Finally in the mid-year, the services of a lay person were secured for the nurses' office; this alleviated the problem somewhat. However, the person in charge must understand the age group and the school situation thoroughly.

It has seemed to me that it would eliminate much duplication if the school nurse could make an occasional visit to the home, rather than delegate the problem to another nurse in the district.

IV. The Year 1962-63

The next school year will be characterized by changes. There will be a much smaller enrollment; this means there are definite changes for the staff. Some of the members of our faculty will be working in Senior High School; we will miss these members but appreciate that they will be working in the same building; others may find it necessary to adjust to new rooms and class assignments.

The fact the building will be more crowded will aggravate many of our problems.

To those of us who can remember the construction of the present Senior High School wing in the early thirties, the year 1962-63 will be characterized by many adjustments and little inconveniences which pupils and faculty members have to make before the present building plans have materialized into the planned new addition.

Respectfully submitted,

LOUISE H. ELSER
Assistant Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

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

July 1962

ANNUAL REPORT
EAST HIGH SCHOOL GUIDANCE DEPARTMENT
1961-62

The Guidance Department wishes to present briefly its activities for 1961-62 in the following report. With the growing world tensions, increase in school population and the emphasis on further education or training, there is a real need for more individual counseling. This cannot be handled entirely by the four counselors but is the responsibility of the entire faculty. We have been pleased with the interest and help shown by home room and class room teachers.

I. Significant Statistical Data 1961-62

A. Transfers and Withdrawals

<u>Reason</u>	Junior	Senior	Total	Total
	High	High	1961-62	1960-61
Transfers-				
To Madison				
Central High School	8	0	8	3
West High School	1	1	2	3
Monona Grove High School	0	1	1	4
Other Junior High Schools	7	0	7	9
To other towns	29	32	71	71
Total Transfers	55	34	89	90
Withdrawals-				
To work and Vocational (1 day per week)	4	9	13	14
To Vocational - full time	4	4	8	3
Over 18 - to work	0	15	15	20
Rural	0	0	0	4
Armed Service	0	14	14	7
Miscellaneous:				
Illness	4	5	9	12
Marriage	0	7	7	8
Industrial School	1	1	2	7
Court Order, etc.	4	6	10	6
Diagnostic Center	2	1	3	6
Death	0	1	1	2
Others	1	0	1	1
Total Withdrawals	20	63	83	90
Total Transfers and Withdrawals	75	97	172	180

A. Transfers and Withdrawals (Contd)

The numbers of transfers and withdrawals remain very much the same as last year's totals, with the largest group moving to other towns. This community is a very transient one because of Truax Field, local industries, and our University. The number of withdrawals indicates, in most cases, true drop-outs. This has become a national problem with much publicity. We are concerned here at East High School with each of these problems. Students are not allowed to leave without permission from their parents and a conference with the counselor. In most cases a definite alternate educational plan is worked out.

We have noticed an increase in withdrawals by court order, etc., especially in cases of serious emotional upset boys and girls. In each case school reports have been sent through the Child Study Department to the proper agency so that further plans can be developed.

Every student who withdraws must go through a routine procedure with a note or telephone call from his parents. He returns each book to the teacher so his record can be cleared. This is not always true when we learn of a withdrawal too late and much time and effort is spent to empty lockers, return books and settle records. Class room teachers are urged to watch for lack of early interest in school, leading to possible drop-outs. In many cases these can be avoided by early detection.

B. Testing Program 1961-62

1. Psychological Tests

The California Test of Mental Maturity was given again in September to Grade 9 in accordance with the Madison Test Committee plan. Because of our many new weekly enrollees the shorter Otis Test is administered at the time of enrollment. The Wechsler Bellvue Test is used where it seems best to have an individual psychological test.

All test scores are recorded on the permanent record card and lists are available for home room and class room teachers. Faculty members are urged to take advantage of this material for a better understanding of their pupils.

Number of Tests Administered 1961-62 California and Otis

Grade IX	435
New pupils in September	120
Transients	120
Madison Lutheran Grade VIII	25
Rechecks	40
 Total	 740

The distribution of I.Q.'s for East High School as indicated by the California Test of Mental Maturity, Henmon Nelson and Otis Test for 1961-62 is listed below.

I.Q. Scores	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
140-149	5	2	1	0	1	3
130-139	12	13	10	6	10	22
120-129	44	27	34	59	34	71
110-119	69	61	104	167	123	126
100-109	70	85	135	213	136	131
90- 99	57	64	104	145	87	66
80- 89	37	33	30	46	38	16
70- 79	3	10	16	21	8	7
60- 69	0	2	1	1	2	0
Totals	297	293	435	658	439	442
Q3	115	114	113	113	114	118
Median I.Q.	107	104	105	106	106	109
Q1	96	95	96	97	96	102

The annual Henmon Nelson University Prediction Test was given this year to Grade XI. Following is the distribution of percentile ranks for 1961-62.

Percentile Rank	Grade XI Number in Each Interval
90-100	91
80- 89	77
70- 79	49
60- 69	51
50- 59	31
40- 49	41
30- 39	43
20- 29	26
10- 19	25
0- 9	2
Total	443
Q3	86%
Median Percentile	68%
Q1	42%

2. Achievement Tests

According to the Madison Test Committee plan the Iowa Test of Basic Skills is given in the fall to all 8th grade English, Mathematics, and Social Studies classes. These tests are machine-scored and the results sent both to the class room and home room teachers. The students then receive individual booklets describing their results in terms of a profile. These scores are all recorded on the permanent record cards and are an important part of the student's record.

The following table indicates the results of the Iowa Test of Basic Skills in terms of grade equivalent and percentiles.

Tests	G.E.	P.R.
Vocabulary	8.6	67
Reading	8.5	68
Spelling	8.6	74
Capitalization	8.3	59
Punctuation	7.9	46
Usage	7.8	35
Total Language Skills	8.2	53
Maps	8.7	82
Graphs	8.5	75
References	8.6	73
Total Work-study Skills	8.6	79
Concepts	8.6	86
Problems	8.4	74
Total Arithmetic Skills	8.5	82
Composite Score	8.5	67
National Norm	8.3	

2. Achievement Tests (Contd)

Step Tests were given to the following classes: Grade 7- Mathematics; Grade 8- Science; Grade 9- Mathematics, Social Studies, Listening and Essay. Results were sent home to the parents with an explanation of the tests in relation to each child's ability.

The Cooperative English Test was administered to all 9th and 10th grade English classes in October. This is one of our most important scores to use in senior high school because it indicates vocabulary and reading comprehension ability. Again, teachers are urged to use the permanent record cards to obtain test information for members of their classes.

3. External Testing

The 4 national test programs have become an important part of our senior high school program with an extensive participation from our college preparatory students. Since ACT is now required by the University, all Wisconsin state colleges and many private schools, the students take it very seriously. An interview is held with each of the pupils to explain their results in terms of national norms and college-bound norms. These results are also interpreted in terms of the actual school grades and the young person's future plans. Following are the 4 tests:

National Merit Test (3-10-62)	-107 juniors
Preliminary Scholastic Qualifying Test (10-21-61)	90 juniors
College Boards (Scholastic Aptitude Test)	- 31 seniors
ACT (American College Test)	-165 seniors

C. Future Plans of 1962 East High School Graduates

At the beginning of second semester the seniors filled out questionnaires indicating future plans and from these a conference was held with every one of the 439 graduates. In some cases only one interview seemed necessary but for many seniors these were followed up as many as seven or eight times. Test results, college applications, suggestions for jobs were all discussed depending upon the plans of the individual student.

This year 40.1% of the group had rather definite college plans. With a new trend for required entrance tests, ACT, or College Boards, these seniors need more help than in previous years.

This year ten girls were accepted in nurses training institutions, a much larger number than ever before. The interest in full time technical courses at Vocational School has also increased.

The Wisconsin State Employment Service continued its project in February meeting with 42 seniors who felt they needed help in working out future plans. They spent a morning, the day of teachers' convention, taking interest and aptitude tests. This was followed by an individual conference with a member of the W.S.E.S. staff discussing test information and local job possibilities.

Table Showing Future Plans of 1962 East High School Graduates

	<u>1962</u>	<u>1961</u>
1. Future Educational Plans		
University of Wisconsin	119)	105
State colleges	34)	40
Other colleges and universities (St.Olaf, Luther, Carroll, Citadel Edgewood, Marquette, Colorado Capital University, etc.)	20) 175) or) 40.1%) college	28
Indefinite college plans	4) plans	10
 Nursing Schools:		
Registered	10	2
Practical	0	8
Nurses' Aid Training	11	13
Vocational and Adult School	30	25
Business College	6	8
Beauty School	25	15
Miscellaneous (Bible, Medical Asst.)	<u>2</u>	<u>2</u>
 Total Future Education	259	256
 2. Future Occupational Plans		
Office work, secretary, etc.	79	87
Merchandising	11	12
Telephone Office	5	4
Auto Mechanics	3	6
Apprentice Program	8	6
Trades (construction, etc.)	11	11
Agriculture	3	1
Miscellaneous (Waitress, Music, Tailor,etc.)	10	15
 3. Armed Service	32	34
 4. To be married	7	9
 5. Undecided	13	11
 6. No interview	0	1
 Total seniors interviewed	<u>439</u>	<u>463</u>

D. Scholarships

The scholarship program has developed into a time-consuming project in the guidance office starting early in the fall with the announcement of some of the first awards. These include many national, state, county, plus our regular local scholarships. Meetings are held with interested seniors and frequent bulletins sent to the home rooms during the year announcing these scholarships. Recommendations from teachers, school transcripts and countless letters are written during the year.

This year out of 33 seniors who applied for University of Wisconsin freshman scholarships, 17 were awarded, including 2 Kemper Knapp, 1 General Motors, and 3 Legislative.

We have been concerned about the problem of duplication in some of the local scholarships offered by Madison Service Clubs. Perhaps a committee could discuss this problem and make some recommendations.

II. Special Achievements

A. Orientation Activities

The problem of helping new pupils make a good adjustment to a large city high school is a big one, especially with as transient a population as we have experienced these last few years. In September 171 pupils who had moved into the East High area during the summer enrolled the week before school started. Each of these received special help from the counselors and teachers. During the year another large group (111) transferred into school, some each week, all needing special help.

This year the Student Council sponsored an orientation for the incoming 10th graders new from Sherman and Schenk Junior High Schools. The program which was given the Friday before school proved to be very successful. The same plan will continue next fall plus a similar orientation for the incoming junior high pupils. The counselors visited the sixth and eighth grade rooms of the feeder schools to talk with the boys and girls about programming and answer questions about East High School.

The responsibility of helping these hundreds of new pupils adjust to the new school must be shared by every member of the faculty. We have been pleased with the help given to this new group by their home room and class room teachers. Such a simple thing as helping find lunch partners, urging club participation, working out locker problems means a great deal to a new enrollee.

II. Special Achievements (Contd)

B. Tenth Grade Occupations Unit (Revised Plan)

This year the 10th grade occupations unit was revised with all four counselors sharing in the responsibility. One week was spent in each 10th grade English class with the following topics: Miss Collins, Monday and Friday, "Introduction to Unit Aptitude Test Interpretation"; Mr. Bachhuber, Tuesday, "Self-analysis"; Mr. Christensen, Wednesday, "Analysis of the World of Work"; Miss Fosse, Thursday, "Post High School Training Opportunities, College, Technical Schools, etc."

This week was followed up by an individual conference with each member of the class interpreting the young person's future plans in terms of his abilities, school course and interests. In this way 640 sophomores were seen during the year.

Mr. Christensen and Mr. Bachhuber continued their vocations unit in the 12th grade basic English class trying to help these seniors make some realistic plans. Several guest speakers met with the class on such topics as "Job Applications," "Local Job Opportunities," and "Self-analysis."

C. Career Talks.

East High School did not have a set Career Day but arranged speakers frequently. Students are invited and urged to attend meetings of special interest to their career plans. The Future Nurses and Future Teachers clubs are very helpful in this project with their excellent programs.

This year several meetings were arranged with special information on the state colleges and the University of Wisconsin.

D. Identification of Programming

One of the most important projects in the spring is that of working out identification of special classes to follow the Madison 4-track plan. Information is gathered on the students' scholastic ability, reading and mathematics ability, personality factors, grades, with the teacher recommendations still the most important factor.

E. Individual Counseling

Individual counseling has been mentioned in many of the above projects, namely, interviews with new pupils, withdrawals and transfers, 10th graders, and all seniors. Besides these many students are referred to the counselors for help with scholastic problems,

E. Individual Counseling (Contd)

family troubles and personality difficulties. Each case is recorded in the cumulative folder and wherever possible teachers are informed of the pupil's difficulty. Many parents and social agencies have been contacted during the year.

Mr. Carl Waller, director of the Child Study Department, has continued working here each Wednesday morning with many of our seriously disturbed pupils. We are very grateful for this help.

Respectfully submitted,

MARGARET FOSSE
Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1962

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1962

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

SPECIAL ACHIEVEMENTS AND COMMENTS

Pupils from our school have continued to do well in mathematical examinations and contests. They also ranked highly in placement tests wherever they have been given, according to the information we have. Some of our graduates were advanced and given extra credit in English and mathematics at a number of schools, including the University of Wisconsin and Stanford University. Others were given advanced placement without receiving additional credit. Our pupils performed well in the Wisconsin section of the Mathematics Association of America's final mathematics contest. Some of them received cash awards for their performance. I was pleased to note that the majority of the pupils in the advanced mathematics course, calculus with analytic geometry, performed well, and will be given advanced placement as well as college credit.

Six of our students were National Merit finalists this year. Ten others received National Merit letters of commendation. While this is not as high as last year, we are happy for those who were able to do so well.

Two of our pupils won writing awards in a national contest sponsored by the National Council of the Teachers of English.

Many of our youngsters won scholarships again this year—all the way from Harvard to the California Institute of Technology. Scholarships varied from \$50 to over \$1,000.

One of our pupils was a Medalist in the transparent water color division at the National Art Contest.

The German classes competed in the state German contest, and five of our pupils were winners. The school was presented a lithography by Robert Von Neumann for their good performance.

A Spanish professor from Spain visited our Spanish classes a number of times and indicated that he was especially pleased because the youngsters not only were able to converse in Spanish very well, but they knew the grammar.

West Senior High-2

A dean of a western school of engineering wrote and wondered what we were offering as a training for engineering at West High School at the present time. He was graduated from West High School over 20 years ago, and he expressed his pleasure because he was able to converse with a French scholar on the subject of French literature. He was appreciative of the training he had received while in school here, especially in the area of French culture.

We were gratified this year to note that many of our graduates won recognition and honors at a number of schools. Some that come to mind are:

Phi Beta Kappa

Dean's List at Smith, Harvard, and Bates Colleges

Sophomore Honors at the Wisconsin School of Engineering

Summa Cum Laude at Harvard

Advanced Standing at Stanford University

Beta Gamma Sigma - honorary society in the Wisconsin School of Commerce

Some of our top graduates were listed as being the outstanding Juniors and Seniors at the University of Wisconsin; another of our graduates won a Woodrow Wilson Scholarship in the 1961 competition.

We read from time to time that one of the greatest problems today has to do with drop-outs of talented youngsters. I wish to point out that Madison seems not to have this problem. The State of Wisconsin leads the nation in the number of pupils finishing high school, and Madison is among the leaders in the state. As a matter of fact, one of our most serious problems is having pupils insist on continuing in school when a learning activity outside of school would be more valuable for them.

Mr. Waller, in a survey, found that less than one percent, in grades seven through twelve, dropped out of school the first semester of this past school year. In a survey of 1961 graduates, made for the State Department of Public Instruction, we found that of the top quarter of the class, 55, or all of the boys, were taking advanced schooling in four-year colleges or universities; 60 of the 67 girls were doing likewise, and four additional girls were taking training in nursing, business college, or vocational school. In the second quarter of the class, 56 of 61 boys were taking training in four-year colleges or universities, and 48 out of 65 girls were doing likewise. Two additional girls were enrolled in nursing or vocational school. It is clear that our pupils not only complete high school, but go on to institutions of higher learning at a very high rate.

Radio Club is a fine outlet for pupils with an interest in that area. It also serves as an excellent stimulus for some youngsters who have found themselves restricted in other activities.

I am looking at a talk made by Peter Krug at the First Baptist Church in February this past year, during the fifteenth annual youth series. The maturity of its presentation and the fine thinking exhibited, indicate

that many of our present day youths are superior to my generation in altruism and in their ideals on a fundamental philosophy. Peter was president of the senior class, and is an example of what a fine job the youth does in selecting its leaders. We have been fortunate at West in this area for many years; and Peter is the latest of a long list of fine young men and women.

Our athletic teams had a very successful season. I believe each team had a winning record, and many championships were won. The two top efforts were by the football squad, which won the Conference title and had an undefeated record; and the golf team won the state title in golf for the third straight year. West also was the winner in the 25th anniversary of its own Relays.

Mrs. Steward will be returning to school next fall after having spent a year on the John Hay Fellowship Program at Yale University. Mr. Stanke, of our music staff, has received a scholarship to the John Hay Fellowship Program in the humanities at the University of Oregon this summer. Miss Betty Wislinsky was selected by the state committee of the National Association of Biology Teachers as the outstanding biology teacher in Wisconsin for 1962.

Mr. Ivor Thomas retired this past year. He was maintenance man, building engineer, or head custodian at West High School since its opening in 1930. He worked on the building in the original construction. His services at the school and his knowledge of the school plant and its construction, have been invaluable to the operation of the school, and have saved the taxpayers of the City of Madison a great deal of money in the past quarter of a century. We appreciate his services a great deal.

SPECIAL PROBLEMS

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

The time consumed in getting out transcripts and credentials for former students and seniors of a current year becomes greater each year. Over 900 transcripts were processed from July 1, 1961 to June 24, 1962. A large portion of the time of one person is given over to this service. The Armed Forces are also calling for more complete reports, and schools away from the Madison area, in some cases, call for four separate contacts during the year, or at the end of the year, on one individual. Some of the forms require a great deal of time on the part of many people in order to complete them.

We will be having an additional 200 pupils in the fall, and because of this, as I have indicated previously, we will need additional help this fall; and another person on our clerical staff at the beginning of 1963.

West Senior High-4

Some tenth graders elect chemistry in the 10th grade. We are making a follow-up on the pupils to see what they elect in subsequent years. It seems illogical for pupils to take science at an earlier time if they do not take additional science subjects in the later years of their school career. This past year, 20 of 25 pupils who elected science in the 10th grade are carrying a science course in 11th grade.

We held our commencement in the Field House again this year, and were well pleased with the facilities and help which we received from the University authorities. In order to take care of the large numbers of parents and friends who want to come, we would like to continue having our commencements at the Field House, if possible. It might be desirable to have the schools, especially East and West, stagger their commencement programs so that both of them could take advantage of the same facilities, and in that way cut down on the cost to each school. It is my feeling that it would be in the interest of better public relations, especially when the classes approach 600 or more.

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

Study halls have been a problem for us in recent years, until this year. Next year, however, I have a feeling we will be squeezed for places to study again, and we may be forced to use the auditorium for this purpose. We might possibly use the bold band room, but it is not too desirable.

We will have problems in handling our pupils during the lunch periods next year because of the increased size of our school population, and because of the difference in enrollments in the junior and senior divisions. We probably will need to use the auditorium as a place to eat bag lunches during approximately $5\frac{1}{2}$ months of the year.

Facilities for taking care of the lunch hour in the Junior High School are inadequate. There are 600 pupils in the school at the present time, and the Junior High cafeteria dining room can take care of about 175. No provision has been made for bleachers in the Junior High gymnasium, where bag lunches could be eaten. If folding bleachers were provided, there would be a continuing problem of getting them out of the way after the lunch hour. The same would be true if they were used for group meetings or athletic contests.

Respectfully submitted,

R. O. CHRISTOFFERSEN
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WEST JUNIOR HIGH SCHOOL

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

August 1962

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1961-62
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

Sept. 1961	June 1962	Sept. 1962 (anticipated)
7th grade - 218	7th grade - 215	7th grade - 196
8th " 154	8th " 153	8th " 212
9th " 206	9th " 209	9th " 210
totals 578	577	618

West Junior High School will increase its enrollment in 1962-63. The increase as indicated above will be in grades eight and nine. The ninth grade enrollment will be larger this fall because of a greater parochial influx. The eighth grade will be considerably larger than last year because of the open attendance policy followed in the seventh grade. This policy was again invoked for a short period at enrollment time this past spring and is a factor in the increased enrollment figure for 1962-63.

During 1961-62 there were no classes larger than thirty-five pupils per teacher. Class size will vary to a marked degree during the coming year. When grouping is attempted, combined with elective subjects allowing pupil choice, plus coordinating with senior high school personnel for instruction something has to be out of balance and this imbalance comes in class size. One Latin class in grade eight was very small but accelerated classes, it seems, develop this way. The choral music classes were reduced from approximately ninety in 1960-61 to forty-five in 1961-62, much to the pleasure of the music teachers.

CURRICULUM

There has been breadth of subject offering during the past year and this practice will be true next year. Latin and algebra have been available to academically talented pupils in grade eight. French was begun this past year in grade seven. There are sixteen pupils scheduled for Latin while they are eighth graders. These classes normally were reserved for grade nine. The second year of Latin will be taken by twelve ninth graders. This acceleration of the discipline for academically talented pupils has not been proved desirable or undesirable. Evaluation and research should be carried concomitantly to provide evidence for continuing or discontinuing accelerated courses. This school is attempting to collect some data related to these practices but this date will be insufficient and inconclusive. In 1962-63 a room will be specially equipped to handle eighth grade science and ninth grade biology. As the larger enrollments in grade seven move through the higher grades, facilities are over extended to serve the needs in certain areas. The present facilities handle six classes of biology and six of science. In 1962-63, the needs are seven classes of biology and eight classes of science.

It is recommended that research and development plans be put in motion to continually evaluate practices, policies and purposes currently in use.

One skill, reading, is being brought into focus in all areas of the curriculum. Specially developed skill is necessary to give leadership to this staff promotion. An English teacher, Mrs. UlaMae Bullington, has been working the past two summers at the University of Wisconsin to give West Junior High School the leadership it needs. The intent of this program is to develop and stimulate a deeper awareness of reading needs, arm the teachers of all subjects with the necessary skills to accomplish development of reading skills and to center responsibility for the program. By stimulating teachers it is hoped skills may be improved for a larger number of pupils.

Curriculum guides have been provided all teachers. These are very well prepared guides and staff members have been encouraged to use them as much as possible. West Junior High has had many staff changes and time is necessary to work into a pattern of utilizing materials such as these rather than the straight text.

Curriculum guides as they have been prepared dictate the use of many sources of material and the ultimate culmination of a resource unit. There should be well organized, flexible and available so teachers may provide learning experiences most acceptable to each pupil. This takes a number of years to achieve and a reference will be made to this idea when comments are entered about personnel.

TV will supplement classroom instruction in French and algebra during 1962-63. An earlier schedule of offerings from the producer has made it much more practical to coordinate with the regular schedule. These programs stimulate the classroom teachers and give enriched instruction to pupils because of novelty, organization with other groups, variety of teachers and much keener evaluation of the program being presented.

A part of the total curricular offering in junior high school is the co-ordinating activities of sports. The school has a separate gym for basketball practice but original plans indicated track and football should use senior high school facilities for dressing rooms. This is very impractical and compels junior high school boys to be closely associated with senior high school boys. Studying the needs, programs, psychology, social maturation, characteristics and/or general educational objectives for junior high school youth indicates some of these building plans removes the possibility of effectively pursuing a program for junior high school youth as it is generally understood throughout this nation.

A second problem of common utility of facility is in the music rooms. The junior high school passes pupils one city block through the senior high school four days per week for the purpose of music education. Common utilization is strongly endorsed when facilities can be constructed between the sharing parties. Costs of efficient and effective use over a long period of years are as important as initial costs. The loss of time, the inconvenience, the disturbance to senior high school and the inter-association of junior and senior high school pupils are negative elements that rank high in costs.

The academic classrooms are attractively finished and furnished for utility and comfort. The teaching staff has been very pleased with the teachers' room and this room has contributed much to the esprit de corps of the junior high group and in turn has contributed to the learning of pupils because of the sharing of ideas and knowledge.

PERSONNEL

During 1961-62, West Junior High School had thirteen new staff members. During 1962-63 there will be nine new members on the staff as replacements and additions. The researchers currently working in the field of biology made an assumption..." that it takes at least five years of experience to develop a top-rate biology teacher..." If this assumption is accurate in all fields, the experienced members should be increased. The staff next year will consist of seven teachers with less than one year of teaching experience.

The staff this past year has been very capable but generally inexperienced. The facilities were new which added to the problems of inexperience. Resource units, organization of materials and a degree of routine are necessary ingredients for the teaching personnel to function best. Last year the staff had thirty-five percent men and sixty-five percent women; next year the staff will consist of approximately fifty percent of each sex. Junior high youth need a majority of male teachers and it is hoped that in the future the ratio may reach 60-40 with the greater number men.

EVALUATION

This word has been mentioned a number of times in this report. It seems that our society changes so rapidly that evaluation must be emphasized more and more. Evaluation suggests that some type of study is continually taking place. There doesn't seem to be a place for status quo in our present day society. What is asked is that more evaluation should be done, more studies should be encouraged, more coming to grips with status quo situations to see if they are appropriate today or just the heritage of the past. This will up-grade our educational system. Some practices presently being pursued are subject to question but there doesn't seem to be questions raised of few facts sought that would help to substantiate an opinion one way or another. This does not suggest that they are right or wrong only that questions should be continuously asked.

WHAT ARE OUR NEEDS?

We need a fresh understanding of the junior high school - the gifts and limitations of the age group it serves, the enthusiasms and discouragements of its staffs, the experimental nature of its programs, and the strengths and weaknesses of its organization. Sympathetic study of this changeable age group, intelligent guidance, adaptable differentiation and teaching techniques based upon the best we know and can learn about, how these young adolescents learn (and for what purposes they should learn), can enable the junior high school to make the greatest contribution to the Madison School System. If we can face up to these needs through careful evaluation practice and policy then each Madison Junior High School youth will be served best.

Respectfully submitted,

N. L. Lammenschloss, Principal
West Junior High School

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Counselor
WILLIAM H. SLEMMING

August 1962

ANNUAL REPORT

WEST JUNIOR HIGH GUIDANCE DEPARTMENT
1961-62

In reflecting upon the work of the past year a counselor might find solace in Justice Holmes's observation: "Every year, if not every day, we have to wager our salvation upon some prophecy based on imperfect knowledge." In an attempt to make that knowledge more perfect, this report is offered. Since the goal of such an annual report is the improvement of instruction, I will not waste the reader's time by recounting the obvious day by day activities of the counselor, but will focus attention on a few areas which seem significant in relation to the total school program.

TESTING

A testing program is only as valuable as the results are valid and give meaningful information about individuals in relation to others. There appears to be an increasing awareness generally of the unreliability of test scores alone to predict scholastic success. This was underlined at West Junior High School in several ways during the past year.

A poor correlation was found between grades in the accelerated 7th grade math class and the Iowa Test of Basic Skills arithmetic section and also the California Test of Mental Maturity I.Q. scores. The best correlation with a test score and grades was the STEP Math Test given in grade 7, which is too late for screening pupils for acceleration.

There was an even more graphic example of the unpredictability of such standardized tests at the lower end of the ability range. Near the end of the school year the 9th grade class labeled "below grade level" was given the Henmon-Nelson intelligence test. The results were compared with the California (in some cases the Otis) Test of Mental Maturity administered in the first part of the school year. In every case there was an increase in total I.Q. points; this ranged from 3 to 33 points, the mean increase being 14.2 and the median increase was 13 points.

I think several factors account for this phenomenon:

1. The testing situation. For the administration of the California test in the fall, we were forced to consume a class period for two successive days and this particular group was tested with another civics class meeting at the same time in the cafeteria. These low achieving students generally did not take the testing situation seriously and could have well lost interest over the long testing time. The Henmon-Nelson was administered in their regular classroom during part of one period with a teacher and counselor with whom they were now very familiar.
2. Motivation. I think the most important cause for improvement was the experiences these pupils had during the year which resulted in a new attitude toward such tests and their own self-concepts. They were made painfully aware that they were the "dummies" by being together all day with a group who generally placed little value on scholastic achievement, and in case there was any doubt about it, the report card spelled it out for them and their parents. While the placement in this class was deemed essential because of their past poor performance and was educationally advantageous, it was demoralizing and sobering experience for some.

TESTING - continued

While studying the guidance unit in the civics class they learned about tests and their uses, their own scores were interpreted to them, in some cases for the first time. As they explored the world of work they became keenly aware of the many doors closed to the poor achiever and for the first time had to face the future in realistic terms of their ability.

In the second testing situation they were given an opportunity to improve their self-concept and those who had the ability, but previously lacked motivation, did so. We need an instrument which will yield an attitude or motivation quotient, which could well be more significant than the narrow intelligence quotient. The practice of giving local norms for these tests has enhanced their value to pupils and their parents and is well worth the effort.

ACCELERATION

A survey of pupils enrolled in accelerated classes (math and foreign language) was conducted to learn of individual reactions and characteristics in these classes. A significant number (though still a minority) was found taking the class "to get it out of the way." Some disliked math in grade 6 and wanted to actually take less math rather than more. Others took the program because they felt proud to be selected for it. Most indicated this was a decision jointly arrived at with their parents, and averaged $2\frac{1}{2}$ hours of homework per night. These findings were presented to a P.T.A. meeting.

Further thought and investigation must be made of the acceleration program. The teachers in grade 6 need to know the characteristics the senior high teachers are looking for in the advanced math program. These may be demonstrated in situations and skills other than computational. There is a need for better articulation for these pupils entering the senior high where they are no longer considered accelerated. An organized program of enrichment might well be considered for the gifted pupils who really may not benefit from acceleration but would profit from greater depth of content rather than compression. This should apply to the English and social studies as well.

PARENT CONTACTS

A counselor naturally has many contacts with parents and rightfully so. I realized, however, that informing parents about the school extends beyond the work of an individual counselor. There is an amazing lack of information, numerous misconceptions and general concern about the schools. Since there are so many notions and philosophies and practices of education afloat nationally, it becomes imperative that the citizens know more specifically what the Madison philosophy is and why. The support and respect of the schools in the home based upon knowledge would, I believe, have a marked effect on behavior and attitudes of boys and girls in school.

Increased counselor-parent conferences can help in this; in addition more parent teacher conferences, more provocation and penetrating P.T.A. meetings and increased use of mass media could be explored. As a profession we all have an obligation to shed more light on a subject about which too much heat has already been generated.

PARENT CONTACTS - continued

With increasing enrollments, more decision to be made both educationally and vocationally and a great need for self-understanding, guidance services will be of increasing value. In short, a counselor is attempting to prove Disraeli wrong when he said, "Youth is a blunder; manhood a struggle; old age a regret."

Respectfully submitted,

William H. Siemering
West Junior High Counselor

THE MADISON PUBLIC SCHOOLS
MADISON, WISCONSIN

Thirty-first Annual Report
WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by
Betty Jane Perego
June 1962

ANNUAL REPORT - 1961-62

This has been a year of change for the guidance department of West High School. First, the junior and senior high services are entirely separate, with senior high counselors helping only when a specific need arose, i.e., to administer an individual intelligence test or to share information gathered earlier on an individual pupil. Another change involved our physical environment, since we moved into our new quarters at the beginning of the year. Here, with three counselors' offices, a testing room and a reception room, all activities could easily be coordinated. Then, too, our staff was enlarged to four full time counselors, one of whom spent his entire time in the junior high. With three counselors able to devote their time to pupils in grades ten, eleven and twelve, we were not only able to maintain our usual services but could do research on several problems we've long wanted to study.

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

GUIDANCE SERVICES - Senior High

Individual Counseling: As is always true, most of the counselors' time has been spent with individual pupils who needed assistance with a personal problem. Such problems are extremely varied, involving 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 find a solution to these problems, it is our desire to teach him problem solving techniques which will better equip him to handle future troubles. When we find that pupils' problems have grown too severe or involve home situations too complex for us to handle, we have referred them to community agencies or to the Child Study Department for more intensive study and counseling. Naturally, in the majority of our counseling cases, we have worked with both parents and teachers in an attempt to improve pupil adjustment.

Orientation of new pupils: The orientation of incoming sophomores from West Junior High, Cherokee and Van Hise takes place in the spring of their ninth grade. Counselors visit these feeder schools to acquaint future tenth graders with what West is like. Curriculum offerings, general school policies and regulations, and club activities are discussed with pupils in their homeroom groups. Once again, arrangements were made for the Student Senate to present a panel discussion at an auditorium program at each school on the extra-curricular offerings. In fact, the counselors visited individual tenth grade home rooms to serve as resource persons for questions the sophomores wished to discuss.

Students who transferred to West Senior High from other cities were followed up individually, to make certain their adjustment to their new school was progressing. In cases where pupils were found to be having difficulty, it was necessary to make program revisions, to ask that teachers give these new pupils extra attention and interest, or to offer them extensive counseling.

Home rooms: One of the major functions of the home room teacher in senior high is to assist pupils with their educational planning. To do this effectively means that the teacher must be acquainted not only with the curricular offerings, graduation requirements and University of Wisconsin admission requirements, but

also with each pupil's needs and capacities. By spring, when this program planning is done, the home room teacher has had ample opportunity to learn about a pupil's strengths and goals, through the cumulative records and through daily contacts with him. Frequently pupils turn to their home room teachers for advice on many kinds of problems. It is often the home room teacher who first detects serious problems developing and refers such students to the counselor for help. The activities of the home room are left to the discretion of the teacher, since both teachers and pupils prefer this to a prescribed series of programs. It is also the responsibility of the home room teacher to keep each of her pupil's cumulative record up to date and to help handle administrative routine whenever necessary.

Program planning: The organized program of educational planning falls into two categories; one, that for prospective juniors and seniors and, two, for incoming sophomores. As has been mentioned above, the educational counseling of pupils planning for grades eleven and twelve is done by home room teachers assisted by the counselors. Each spring, before home room teachers begin to work on pupil programs, there is a meeting to review curriculum offerings and to discuss new courses or revisions. This year, each new home room teacher was assisted by one of the counselors who not only visited the home room regularly but conferred with the pupils and the teachers on individual questions.

An entirely separate program is carried out with the incoming sophomores in conjunction with their orientation. In the spring, the West High counselors confer with the teachers and/or counselors of the feeder schools to arrange for pupil and parent meetings and to acquaint them with West's curriculum. The West High counselors meet with parents in evening meetings and with individual home room groups in the junior high schools, explaining such things as graduation requirements, curricular offerings and college entrance requirements. These groups are purposely kept small so that pupils will not hesitate to ask questions. Then, with the guidance of their home room teachers and parents, the pupils make out a tentative three year plan, as well as their tenth grade programs. These plans and programs are carefully reviewed by the West counselors to make certain that they are appropriate to each pupil's abilities and needs. Cumulative records, teacher recommendations and all significant data are used as a basis for this evaluation.

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

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

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

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

After careful screening of outstanding pupils, it was found that there were twenty-three pupils eligible for and interested in advanced English 12. There were too few pupils eligible for advanced chemistry to form a class. The mathematics 12 xx class will be a continuation of the advanced eleventh grade class. The latter, mathematics 11 xx, will no longer be organized since it is being replaced by the program of rapid progress in mathematics which enables the gifted mathematics students to study seven years of mathematics in six years, beginning with mathematics 7 and 8 in grade seven.

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.

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

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

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

Vocational unit: The English and guidance departments decided to continue to offer the vocational unit as a joint project in English 11. This year, to facilitate the test administration, the Differential Aptitude Test battery was given by the counselors to all juniors during the same week early in October. Scoring was done partly by the West Service Club and partly by hired help. The actual introduction of the unit of work was done by the English teacher at the time the class began the related writing projects. Some classes wrote

autobiographies, some wrote philosophical essays, and some wrote groups of paragraphs about themselves. In all classes, the emphasis in the writing was on self analysis, on how the pupils' interest may have changed since the ninth grade vocational study in civics, and on newly discovered abilities. These compositions were made available to the counselors when the individual interviews began.

At the time that an English class was ready for its interviews with the guidance personnel, the counselor visited the class to review the steps one takes in making a sound vocational choice, to show pupils how all the activities in the unit contribute to this choice, and to explain the meanings, values and limitations of the aptitude test data.

Following these class activities, each junior met 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. As was true in the classroom discussions, the counselor again used the philosophy that the important thing for the pupil, at this time, is to learn how to choose rather than what to choose.

One of the most valuable outcomes of this vocational unit is the pupil-counselor relationship which develops so naturally. Not only did pupils accept this contact as something all juniors do, but many showed real concern that they might be overlooked. In several instances, formerly undiscovered problems of social and educational adjustment came to our attention and extensive counseling followed.

In order to develop a better coordinated, continuous vocational guidance program, the counselors from West senior and junior high, Cherokee and Van Hise agreed that the emphasis in ninth grade would be on learning how to study occupations while that in eleventh grade would be on self analysis and developing individual talents and interests. It was decided that the ninth grade occupational themes would be sent to West for review later in the eleventh grade unit.

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

We again had a series of vocational talks during activity periods this year. The questionnaire that Mr. Siemering completed last year relative to the students' areas of interest was followed up to select career areas for the vocational talks.

Speakers were asked to introduce their career and then to devote a major portion of the time to answering questions from the students. Most speakers did this and it seemed to stimulate student interest.

Junior and senior students were invited to attend the vocational talks. It may be well to change this in the future to sophomores and junior students. It would seem too late for a senior to make major changes in high school course selections if some other career field interested him. Also, most seniors use this to obtain information on a career they have already selected, while sophomores and juniors could use it to survey various career fields.

The speakers were introduced by members of Mrs. McCarty's speech classes. These classes also evaluate the speakers and this is an invaluable aid in selecting future speakers. Mrs. Schoff's senior English classes wrote letters of appreciation and we wish to thank all for their cooperation.

The following is a list of topics and speakers:

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student sponsor</u>
Jan. 9	Introduction	C. H. Waller	
Jan. 16	Elementary Education	Prof. Virgil Herrick	Georgia Curless
	Mathematics	Stephen Willoughby	Ed Mayland
	Forestry & Conservation	K. Roberts	Ron Bessire
Feb. 20	Engineering	Dean Kurt Wendt	James Liska
	Law	Prof. James Hurst	Tom Hurst
	Beauty Culture	Leonard Schoor	Sharon Vandeberg
Feb. 27	Nursing	Mrs. Muriel Wagner	Francis Fiedler
	Trades	Richard Winfield	Tom Olson
	Commerce	Dean Irwin Gaumnitz	Steve Cox
Mar. 6	Civil Service	Carl Wettengel	Ted Tarkow
	Medicine	Dr. David Williams	Martin Preinler
	Physical Therapy	Margaret Kolhi	Patricia Hanson
Mar. 13	Stewardess	Carl Guell	Judy Merten
	Architecture	Nat. Sample	Sharon Sites
	Secondary Education	Philip H. Falk	Judy Ghastin
Mar. 20	Interior Decorating	Jane Caryer	Lynn Atwood
	Physics	Prof. Joseph Dillinger	Bill Bohl
	Radio-TV	Anthony Moe	Jim McMullin
Mar. 27	Secretarial	Dean Kammer	Susan Ruklic
	Commercial Art	Wil. Guerther	Ellen Mickelson
	Social Work	John E. Vick	Madeline Wright

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

Publicizing scholarships has proved to be most difficult in spite of the fact that we have used every possible means of doing so. The first attempt was a meeting early in the fall to which all interested seniors were invited. At this time, the many kinds of scholarship programs were described -- not only local and state awards, but national plans (i.e., General Motors, National Merit, Sloan, et al) and college programs as well, with particular attention given to the scholarships offered by the University of Wisconsin. Application procedures and sources of publicity were carefully explained. It was emphasized that during the year the guidance office would use the daily calendar, the High Times, special announcements to home rooms and the bulletin board outside the main office to announce the availability of scholarships. This year, to be doubly certain that scholarship announcements would be brought to the attention of seniors, each home room elected a representative to serve on a scholarship committee. This group met to learn about general scholarship information, as

well as the details of specific programs as they became current. They acted as resource people in their home rooms in addition to being responsible for reading scholarship announcements. They also kept a file of data sheets of pertinent information (i.e., occupational interest, college choice, etc.) for people in the home room who had B averages or better. They used this file for scholarships in special fields such as nursing, teaching, et al.

With respect to scholarship selection, three of the counselors and three teachers served on the West High Scholarship Committee. This group evaluated the qualifications of applicants for awards when it became necessary to select candidates for local or state competition. A sincere effort was made to distribute awards evenly. In addition, one of the counselors met with scholarship committees of other organizations to assist in selecting award winners.

About seventy-five pupils took the Scholarship Qualifying Examination in March 1961 in conjunction with the National Merit program for 1961-62. Of this group six became finalists and ten received letters of commendation. Of the eighteen who participated in the General Motors competition, three became semi-finalists. Other scholarships and awards are listed below.

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
F. S. Brandenburg	1	\$300.00
Gillette Award	1	
Gisholt Award	1	50.00
Gisholt Scholarship	1	200.00
Theodore Herfurth Efficiency Award	1	50.00
Ralph B. Jones Memorial Award	1	50.00
Madison Education Association	1	150.00
Madison Board of Realtors	2	300.00
McPyncheon	1	40.00
Madison Alumnae Panhellenic	1	120.00
PTA Welfare	5	450.00
Rotary Club of Madison	1	50.00
J. B. Ramsay Ray-O-Vac	1	400.00
Allan Shafer Memorial Award	1	50.00
Shaw Essay Contest	2	
Christian R. Stein	1	26.89
Thorpe Finance	1	25.00
West Service Club	3	250.00
West Service Club and Peter Reul	1	50.00
California Institute of Technology	1	1100.00
Colorado College	1	
Connecticut College	1	600.00
Hardin-Simmons College	1	320.00
Harvard University	1	2000.00
University of Wisconsin	12	2700.00

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

Mathematics acceleration: A follow-up study was done on the fifty students who were accelerated in mathematics 11 (taking it in the tenth grade). Eighty percent of these students received a grade of A or B during the first semester of mathematics 11. Thirty-two students elected to continue mathematics by taking mathematics 12, fifteen decided not to continue mathematics and three dropped mathematics 11 at the end of the first semester. It is interesting to note that all eighteen who did not continue mathematics were girls. Of the ten students who received C or D grades, eight were girls.

College admission policies: Because a number of pupils have begun Latin, French and algebra in grades seven or eight, a question arose regarding the attitude college admissions offices would have toward these credits. A representative group of colleges were asked to comment on questions like: What recognition would be given for French I and II taken in grades seven, eight and nine. A majority of the colleges agreed that this would be accepted as two years of study in the respective field but several stipulated that they would expect such pupils to continue for at least one more year. One-third of the colleges indicated that they would not recognize courses taken below grade nine.

Study of tenth and eleventh graders taking five subjects: Each year a number of students at West Senior High School take five subjects, which is one subject in addition to the normal load. This group was studied quite extensively to enable the school to better counsel students who wish to take five subjects in the future. Approximately fourteen percent of our present juniors and eleven percent of our sophomores took five subjects this year. All of these students were required to have a B average the preceding semester in order to take the additional subject. Twenty-three percent of the juniors and five percent of the sophomores withdrew from the fifth subject at the end, or before the end, of the first semester. Further study indicates that individual counseling for the people choosing to take the additional load would be more appropriate than the use of the arbitrary grade point average. Specific information and results of the study are available in the guidance office.

College representatives: West High School will begin a new plan for the appointments of college counselors next fall. To make it possible for parents to attend the conferences and to cut down on the hours of class instruction pupils are missing under our present system, we will conduct a series of weekly evening meetings. These have been arranged so that three or four college counselors will be scheduled each evening. Each college representative will make three half-hour presentations, enabling pupils and their parents to visit one to three representatives at each meeting. At the close of the evening, an additional one-half hour will be set aside for individual conferences.

An additional advantage of such a program will be that parents who wish to do so may spend part of the evening talking with the West High counselor in charge of the meeting about college planning or other problems.

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

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

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

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

College and job recommendations: As has been true in the past, the demands made on teachers, counselors and office personnel in filling out college, scholarship or job recommendations has steadily increased. The press for college admission still prompts students to make multiple applications. This year over nine hundred college applications have been processed so far.

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 meet necessary school expenses. About sixty dollars was spent for items such as coupon books, fees, loans, lunch money, clothing, medical examinations, extension course fees and summer school fees. The Parent-Teacher welfare committee decided this year to give five scholarships, ranging from \$50.00 to \$150.00, to promising seniors who needed assistance with their college expenses.

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

WEST SENIOR HIGH SCHOOL

West Guidance - 9

November 1961

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	10	11	12	Total
X	41	160-164	0	0	0	0
		155-159	0	1	0	1
		150-154	1	0	0	1
		145-149	0	1	2	3
		140-144	5	0	1	6
		135-139	15	5	1	21
		130-134	17	16	12	45
		125-129	40	24	39	103
		120-124	56	51	75	182
Y	50	115-119	71	72	93	236
		110-114	94	93	59	246
		105-109	88	78	64	230
		100-104	67	65	40	172
		95-99	31	43	19	93
Z	9	90-94	21	27	12	60
		85-89	14	12	5	31
		80-84	11	10	10	31
		75-79	2	5	1	8
		70-74	2	3	0	5
		65-69	0	0	0	0
		60-64	0	0	0	0
		55-59	0	0	0	0
		No test	0	0	2	2
			535	506	435	1476
Median		111.66	115.32			
		110.51		112.16		

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

Percent of withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 15, 1962 shows the following comparison with former years.

<u>Cause of withdrawals</u>	30	40	50	55	57	58	59	60	61
<u>by percentage</u>	<u>31</u>	<u>41</u>	<u>51</u>	<u>56</u>	<u>58</u>	<u>59</u>	<u>60</u>	<u>61</u>	<u>62</u>
Over 18	14	10	9	0	9	2	6	8	16
Work	6	3	0	3	0	0	1	0	0
Vocational School	17	3	4	3	2	11	15	8	2
Work and Vocational School	0	0	9	3	0	7	3	2	2
Left city	19	41	34	58	42	55	55	50	50
Post Graduates	8	4	0	0	0	0	0	0	2
Married	3	3	2	3	5	2	4	5	0
No report	1	0	0	0	0	0	0	0	0
Rural district	0	4	7	0	2	5	3	0	0
Graduates	0	4	11	6	2	0	4	0	0
Armed Forces graduating	0	0	2	3	0	0	0	0	0
Armed Forces not graduating	0	8	7	5	7	2	7	5	6
Transfers	29	10	9	6	13	11	6	4	4
Deceased	0	0	2	0	0	0	0	2	0
Court cases	0	0	0	0	16	0	0	0	0
Directed by Child Study	0	0	0	0	0	0	0	0	0
Illness	3	10	4	10	2	5	0	8	8

June 1962

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

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. to UW</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	187	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.56
1947-48	359	222	.62	202	.55
1948-49	301	191	.63	171	.57
1949-50	237	140	.59	141	.59
1950-51	251	134	.53	128	.51
1951-52	234	143	.61	141	.59
1952-53	260	147	.57	142	.55
1953-54	268	156	.58	147	.55
1954-55	281	144	.51	135	.49
1955-56	290	141	.49	142	.49
1956-57	285	144	.51	127	.45
1957-58	337	177	.52	167	.50
1958-59	338	200	.59	165	.49
1959-60	420	224	.53	206	.49
1960-61	486	301	.62	212	.44
1961-62	417	219	.53		
Total	9539	5458	.57	4848	.51

The total of 5458 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 4848 represents the total, to date, who have entered the University.

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1961-62

FRANK ALLIS SCHOOL

Presented to the Board of Education
by the Principal

Walter Barr

June 1962

THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN

ANNUAL REPORT
For the School Year 1961-62

FRANK ALLIS SCHOOL

I. ENROLLMENT (January 1962)

<u>Grade</u>	<u>Number of Teachers</u>	<u>Number from Woodvale</u>	<u>Tuition Pupils from Monona</u>	<u>Anticipated Enrollment September 1962</u>
Kgn.	3	0	29	120
1	4	0	17	116
2	5	15	23	86
3	4	10	23	88
4	4	10	14	93
5	4	10	23	106
6	4	15	19	90
7	4	0	14	109
8	4	0	20	100

II. DEDUCTIONS FROM THE ENROLMENT DATA

It is quite obvious that our total enrollment will be reduced considerably in September 1962.

Menona School District will provide educational services for its own approximately 185 pupils whom we have had on a tuition arrangement this year (except for eight pupils entering eighth grade next fall who were granted permission to remain at Allis next year).

All of the Woodvale pupils currently enrolled in Frank Allis will be provided for in the new Buckeye School, now under construction.

This means that with reduction of enrollment in Frank Allis the staff will likewise be effected. It appears as though six present staff members will need to be transferred to other schools in the City.

Our Junior High (grades 7 and 8) carry on a departmentalized program with four sections and four teachers for each grade.

Twenty-four pupils participated in the accelerated Math program.

III. SPECIAL SERVICES, ACHIEVEMENTS, ACTIVITIES

Testing - Being a "new-comer" in the City System, naturally we were especially anxious to see how our pupils compared objectively with the pupils of other buildings in all of the City.

We were very pleased to note that in every grade our pupils ranked equal to or far above the building averages for the City.

ART - Art is for everyone! ...is in our everyday living and all around us.

In addition to our creativeness in our daily art classes, much art is carried on in the home rooms by the room teachers correlated with the various subjects which they teach.

In our school, art work can be seen not only on hall bulletin boards, but in lovely glassed in showcases, on the walls of our school cafeteria, and in the school office.

Extra activities involving art work which Frank Allis participated in during the past school year are:

Jr. Red Cross - We are and always have been a most active school in this type of work. Mrs. Margaret Kufrin is our Jr. Red Cross teacher sponsor and has been for the past four years. She has set up a Council of Students from grades 5 through 8 and they have participated in an active program throughout the year. Beginning in the Fall, a broadcast over the school's inter-communications system informed the school children of the projects to be carried out through the year, namely, holiday decorations, gift boxes, council meetings, and the purpose of Jr. Red Cross.

Bicycle Safety Posters - A program sponsored for many years by the East Side Optimists' Club, most worthy of doing good for all! Children in grades 5 through 8 participated. Bicycle safety posters helped them to learn much about good safety, the making of good posters, and the posters stimulated originality and creativity.

Several other schools participated in this venture, and we are proud to say that again both the boy's and the girl's bicycles were won by Frank Allis students. Margaret Rortvedt and Stephen Zelinske, 7th grade students, had the winning posters and were

Frank Allis - 3

presented with their new bicycles at one of the noon luncheons of the East Side Optimist Club.

City Art Salons of 1962 - Although this was our first year in the City School System, we were happy to take part in the wonderful Art Salons of 1962. It was most difficult to select art work as we feel all of our boys and girls try their best and do some fine work. The Art Salon is indeed a fine way to display and give special recognition. We look forward to next year's Salons.

Children's Spring Film Festival - Our school was represented at the Children's Spring Film Festival at Central High School. Our fourth grade boys and girls did crayon interpretations of some of the library books they had read. Approximately 15 pictures were selected and mounted and sent for display.

Scholarships - What a wonderful opportunity for students to be able to apply for an Art Scholarship!

Linda Sunday, one of our "terrific" 7th grade art students, will study for one week at the Art Workshop in Wausau, Wisconsin.

Jeanne Anderson, an 8th grade girl, received a scholarship for a two week study at the University of Wisconsin.

Both girls are greatly excited and happy for the chance to further their interest in Art.

These are just a few of the highlights of our Art Program, and with the wonderful help and co-operation of our City Art Supervisor, Miss Ruth Allcott, and our principal, Mr. Walter Barr, we look forward to another good year in 1962-63.

Respectfully submitted,
Mrs. Margaret Kufrin, full time art
teacher
Mrs. Nancy Seefeldt, part time art
teacher.

LIBRARY

The Frank Allis 1961-62 library book collection is composed of 10,017 books, of which 9,892 are generally circulating and 125 are special reference titles. Included in the latter figure are the three new sets of encyclopedias: The World Book, Crabtree's Pictured Encyclopedia, and Young Peoples Science Encyclopedia. Approximately one thousand new books were added to the collection this year.

A total of 46,728 books, pamphlets, and periodicals were circulated this year. Of this number 16,791 were reference books, and 29,937 books were fiction. The Library subscribed to sixty-seven magazines and three newspapers. "The American Observer", an entirely new weekly publication is one of our most useful up-to-date references since it includes nearly all subject areas.

Classes are scheduled to come to the library ones each week; primary grades for one half hour, intermediate grades for three quarters hour, and upper grades for one hour periods. All unscheduled periods are used by our students for reference and supplementary reading.

The library is open everyday during the noon hour for circulation and reading.

A pamphlet file has been started which will supplement our book and periodical collection. Students now trained in the library science skills of the Research Method depend upon these materials for current facts about ever-changing subjects; however, the limited physical aspects of our library prevent the maximum use of our reference materials.

Respectfully submitted,
Frances Kelly, Librarian.

RECREATION AND SPORTS

Allis School boys and girls are fortunate to have excellent facilities for recreation and sports activities available for them. We have a ten acre playground, a large gym, and black-topped areas which are fine for muddy weather activities.

Much credit is due Mr. Holmes and his co-workers for their co-operation in setting up a good recreation and intramural program.

In our Saturday morning program we served more than one hundred elementary youngsters each week and a great many Junior High boys from both Glendale and Allis participated in the basketball program.

Our after school intramural sports program served hundreds of youngsters in touch football, basketball, volley ball, softball, and track.

The culminating event of the year was a track meet where races of various sorts were held for all ages of both sexes.

SAFETY PATROL

Some twenty-eight boys and girls served as safety patrols for our school.

Buckeye Road which runs in front of our building is a busy truck route and we are very proud of the way our patrols have guided, especially the little ones, across the street during all types of weather during the school year. As a reward for a job well done, the whole patrol was sent to the Patrol Congress at the Wisconsin Dells and one member was sent to Washington, D. C.

JUNIOR HIGH DANCES

Our seventh and eighth grade students have enjoyed a series of dances in the gym immediately after school throughout the year. This program was under the guidance of the Physical Education, Music, and other staff members.

PARENT-TEACHER ASSOCIATION

Our P.T.A. is one of our most valuable allies. It has always been interested in all activities related to the school, however, it has always concerned itself with P.T.A. affairs only, and has not tried to dictate school policy.

SCHOOL LUNCH AND MILK PROGRAM

We consider our lunch program a "learning" program rather than a "feeding" program.

During the 1961-62 school year 58,969 lunches were served to children.

During the "milk break" or recess periods 226,685 half pints of white milk were consumed in addition to those served with the noon lunches.

IV. SPECIAL PROBLEMS

The greatest special problem at this time has to do with the transition period that we find ourselves involved in at the present time, that being the transferring of some one hundred eighty-five pupils back to the Monona School system and another group to the East Buckeye School. This, of course, necessitates the placement of several staff members in other schools and adjustment of time allotments and assignment of special staff members.

The temporary curtain partition in the gym offers no sound barrier. This magnifies discipline problems and reduces teaching effectiveness greatly.

V. RECOMMENDATIONS

Perhaps there are some schools which are "overloaded". Perhaps some of their pupils could be transferred to Frank Allis, and thereby alleviate their problem and allow the present Allis staff members to remain intact.

VI. ACKNOWLEDGEMENTS

Our first year in the Madison City School System has been very pleasant indeed. Everyone with whom we have come in contact has been more than kind to us.

All connected with the Frank Allis School wish to extend their sincere thanks and appreciation to the Board of Education, to the Superintendent of Schools, to the Supervisor of Art, Music, Physical Education, Curriculum, Library, and to the Child Study Department and the Health Department for their assistance and many kindnesses during this transition year.

Respectfully submitted,

Walter Barr, Principal
Frank Allis School.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

CHEROKEE HEIGHTS SCHOOL

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the school year 1961-62

CHEROKEE HEIGHTS SCHOOL

Enrollment at Cherokee Heights during the school year 1961-62 was as follows:

Grade	September 5th day	End of First Semester	Close of School
Kind	33	32	33
First	33	32	31
Second	29	28	28
Third	26	26	28
Fourth	36	34	33
Fifth	32	32	31
Sixth	32	33	34
Seventh	206	214	213
Eighth	235	238	238
Ninth	<u>273</u>	<u>280</u>	<u>281</u>
	935	949	950

During the year we enrolled 40 pupils new to Madison, and had 9 transfers from other Madison schools. Twenty-five pupils withdrew to schools outside of Madison and 12 pupils transferred to other schools within the city. Our gross enrollment for the past year was 977.

Cherokee Junior High - 2

Elementary Organization 1962-63

<u>Grade</u>	<u>Room</u>	<u>Enrollment</u>	<u>Teacher</u>
Kgn	10	35 a.m. section	Mrs. Hoops
First	11	32	Mrs. Struck
Second	12	31	Mrs. Ferrill
Third	15	28	Mrs. Morris
Fourth	14	28	Mrs. McSherry
Fifth	17	34	Miss Dahl
Sixth	20	31	Miss Herreid

The Cherokee elementary area continues to develop with a number of new homes being completed each year. The most recent addition has been the completion of the fifty unit apartment building located across from the Brookwood shopping area. Approximately fifteen new houses will be built during the next ten months in the area across the railroad track and bounded on the west by the golf course. This will complete that development.

With the enrollment that we now have in our elementary grades, it will be difficult to enroll new students from the new homes without over-crowding some of our classes. Perhaps the only solution to the problem would be to adjust the boundary lines between the Midvale and Cherokee districts. Our elementary district may be thought of as three separate areas:

1. A triangular area bounded by Nakoma Road, beltline and Whonona Way.
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.

Cherokee Junior High - 3

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

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

Cherokee Junior High - 4

Our anticipated enrollment by grades for the school year 1962-63 is:

1962-63

7th	261	(ten sections)
8th	205	(eight sections)
9th	251	(eight sections)
	717	

Cherokee Junior High School will have an increased enrollment for 1962-63. The increase is due mainly in seventh grade where approximately 260 pupils will feed into our seventh grade. The rapid growth of the Orchard Ridge area has caused an increase of about 40 additional students in our junior high grades. This increase will make a total of about 200 students from that area.

To accommodate the 1962-63 organization and enrolments, it will be necessary to combine three homerooms and two junior high teachers will conduct their classes in several different rooms.

It is very urgent that the new junior high school addition at Orchard Ridge be constructed during the next two years.

Achievements: This has been another good year at Cherokee and the analysis of objective test data in the elementary and junior high school indicates that academic achievement has been good. Considerable thought and time has been given in the interpretation of all test results and class performances so that students may be more accurately placed in accelerated, above average, average or basic groups.

As it is impossible to describe all activities of a school year in its entirety, the following briefly presents a few of the innovations carried on this year.

In our third grade at Cherokee, Mrs. Morris conducted an experimental change over in handwriting from manuscript to cursive. The Zaner-Bloser letter forms were used with some variations in capitals. Third grade students began the cursive writing the latter part of November and it was completed by the end of the first semester. The words November, Arithmetic and Spelling were the first taught. Then each child was taught individually to write his own name. After that the children used these words on their papers at all times. The next thing they learned were their spelling words. The class tried to tie the writing into the curriculum in a writing lesson in the spelling, science or social studies areas. From the results obtained in this experiment, we felt that the changeover to cursive writing should definitely be made at the third grade level.

Mrs. McSherry's fourth grade again participated in the T.V. program "Patterns in Arithmetic," with very favorable results. Tests given periodically indicate very satisfactory progress. Present plans for next year are to use the T.V. program at the 4, 5, and 6th grade levels.

A new teacher makes the following comment on the T.V. Arithmetic program at the 5th grade levels

"I found T.V. arithmetic to be a challenging and interesting experience for my pupils and me. Since my children had arithmetic on television in the 4th grade they already were accustomed to many of the methods and ways of the program. The course of study covered the material to be learned in the fifth grade plus some enrichment programs which were enjoyed by all. The greatest merit of the program is that the children learn to understand their arithmetic. They see and understand why a certain process is used, then follow an orderly sequence to obtain the answer."

VALUES:

1. Understand the whys of arithmetic.
2. New concepts are explained in a concrete manner.
3. The children understand the new concepts, not just rote memorization.
4. The suggestions for follow-up exercises that are sent to the teachers are excellent.
5. Enrichment programs added interest and challenge to the better students.

PROBLEMS:

1. No "give and take" as with classroom teacher when a question arises.
2. It is difficult to use the text even as supplementary material.
3. Pacing is difficult with some students.
4. Since such a short time is allowed for responses it is difficult for the slower students to respond.

Last year at Cherokee we were privileged to participate in the B.S.C.S. biology program. This course was a definite improvement over the traditional courses and was well received by students. It was necessary to drop the program this year due to the very late resignation of our biology instructor, Mr. Knipping. We returned to the traditional type program with Mr. Beavin and Mr. Sommers in charge, but it is their desire to attend the summer program at the university which will qualify them to participate in the B.S.C.S. at Cherokee during the next school year.

The French program has met with considerable popularity and success again this year. Two classes of French 8 (43 students) using the aural-oral method have continued from last year. To accomodate these people next year as ninth graders, two classes of French II will be offered for the first time. Considerable emphasis has been placed on reading and writing skills as the natural outgrowths of listening and speaking. There also have been two classes of French 7, and because of the availability of two teachers at the same time, both have been able to take advantage of the WHA T.V. program as a basic part of the course. Of the 47 pupils enrolled at this level, 16 came to Cherokee from Nakoma where a substantial French orientation course was presented in sixth grade. The people were programmed in the same class in order to facilitate teaching and learning. The standard French 9 (beginning) course was also offered and chosen by 45 students. In all classes considerable satisfaction was voiced, both with the texts and with the method used.

Cherokee Junior High - 6

We also had one section of German with 24 students enrolled, and two sections of Latin with 32 and 31 students enrolled. We had fewer drop-outs this year because of more selective programming.

Opportunity was again provided for some students to participate in advanced mathematics. This course is designed for seventh graders who appear to have above grade level ability and interest in mathematics as judged by their sixth grade records in daily work and achievement tests, by teacher recommendations, and by results of a mathematics Step Test taken early in the first semester of seventh grade. Pupils remain in the class as long as they maintain no lower than a B average. During the first semester the students pursue seventh grade subject matter. This is followed by eighth grade content in the second semester. Traditional mathematics is supplemented with modern topics, and the approach is calculated to help the pupils recognize the why and the structure of mathematics. Upon completion of the year's work, the members of this group will be ready for a course in algebra.

Provisions were also made in mathematics for slower pupils in our seventh grade. Since two groups of seventh grade pupils were found to be functioning at an average level of from fourth to fifth grade arithmetic, this course was designed to meet their needs. Much board drill, parts of the seventh grade textbook, many worksheets, and materials and workbooks being used with a fourth grade Patterns in Arithmetic television series were most helpful in getting the pupils to establish better thinking in applying our number system, in performing the fundamental operations, and in solving story problems. The use of ratio and writing equations for all problems enabled most of the pupils to get a better picture of the procedure needed for solution. Using a subtractive method in division was enlightening for an operation that had been especially difficult for many of the youngsters.

At the end of the first semester the two classes were regrouped with fourteen pupils continuing to move slowly, and twenty of them progressing more rapidly and completing almost all of the seventh grade curriculum. A portion of the latter group should be able to participate at grade level in eighth grade mathematics. It appears the slower group will continue to have difficulty in comprehending mathematics, but because they have achieved a degree of success in their attempts during the past year, their attitude and interest have improved markedly.

The accelerated mathematics program for the 8th and 9th grade has 26 students studying Algebra and 50 students studying Plane Geometry. The course of study for Algebra is a combination of our traditional work with the modernization suggested through the television course. These students are completing more than the required content of the 9th grade with excellent results.

The Geometry students are following a more traditional approach without the set theory and the notations of modern mathematics. All students have indicated that they intend to elect at least one more course in high school mathematics.

Cherokee Junior High - 7

During the school year 1960-61, two groups of capable students experimented with a world geography course designed with a topical rather than the traditional country by country approach. Because the results were most rewarding in terms of pupil interest, challenge, and attainment, this plan was further developed in the present school year for two similar groups of youngsters. The course consists of a set of eighteen questions dealing with basic physical and cultural aspects of geography. The subject matter is organized in progressive units devoted to using the tools of geography to discover who man is, where he lives and why, the nature of his environment, and how in satisfying his basic physical needs and in progressing culturally, he is influenced by this environment and how he alters it. Source materials are any helpful books, magazines, newspapers, television programs, educational films, illustrated lectures by university of Wisconsin professors, and any materials or experiences the students themselves can contribute.

Contract plans, study guides, map work, note-taking, research papers, oral reports, class discussions are some of the techniques used to help the boys and girls master the subject matter and gain much practice in oral and written expression. In the process it is hoped they will gain an increased understanding and appreciation of the world in which they live.

During this past year much emphasis in general science has been placed on the use of materials in several texts rather than a single reading source. Current science sources such as the Science World and Current Science and Aviation have been used wherever their content would supplement and enrich existing material. Much attention was given to improving our evaluation instruments in hopes that they would better reflect the elements we were striving to teach. New unit tests have been constructed throughout the course. Demonstration equipment at Cherokee is in very good condition due to the generous budget allowances and we feel that we are doing a satisfactory job in providing stimulating experiences for all ability students. Next in line of objectives will be to provide some limited experiences for students of an individual laboratory type. This will be accomplished over a period of years and each year a different area or unit of science will be provided for. Next year we shall procure equipment and develop some problem situations in the field of machines. It is hoped that by next year suitable work tables will be in each one of our science rooms so that work of the type mentioned above can be carried on.

Physical fitness was emphasized within the total physical education curriculum and tests conducted in accordance with the National Fitness Council and the Madison Physical Fitness Committee. Test scores of boys' performances indicate that Cherokee boys are well above the national and British averages except in pull-ups where they fall in line with the national averages. Girls' performances on five tests were well above national averages, while pull-ups were even with United States averages. These test scores indicate that Cherokee boys and girls rank high in speed, agility, leg strength, and abdominal strength. Equipment allocations for 1962-63 should provide opportunity for both boys and girls to improve in shoulder-arm strength.

The program of evaluation of new teachers at Cherokee was continued with success this year. The purpose of the program is dual. Both teachers and the administration benefit from mutual understandings. The teacher becomes aware of the goals of the education program in his school and learns of new methods that might be employed to achieve these goals. The administration becomes increasingly aware of the caliber of teaching in the building and relates it to other classroom situations. The method of evaluation is based on visitation where the administrator may observe content of instruction, methods of pedagogy including use of teaching materials, teacher-pupil relationships, and the attitudes relating to the goals of the course. The use of the informal interview is the climax of the evaluation. The use of rating sheets, filled out in advance by both teacher and administrator, helps both parties to reach an objective, fair, and candid result. The opportunity to have a clear-cut discussion is of great benefit. The evaluation program has been favored by our teachers. They like to know where they stand on their weak, as well as, their strong points. They appreciate visitation and prompt discussion of specific teaching situations.

There has been a good spirit of loyalty and cooperation on the part of our staff. Experienced teachers have been very active on the various curriculum committees and in other professional meetings. As in former years, many members of our staff have cooperated with the university in serving as cooperating teachers in their training programs. During the past year many of our teachers have continued their professional training by earning credits towards an advanced degree. A total of 39 study credits have been acquired. Fourteen teachers plan to attend summer school in 1962 and anticipate earning sixty-four credits.

A new teacher comments on the orientation at Cherokee as follows: "The orientation which I have received at Cherokee Heights was excellent. At our first meeting in the fall the general policies of the school were discussed with the entire faculty. The meeting we new teachers had with our principal proved to be most helpful for here many of my specific questions were answered. An experienced teacher was assigned to help me whenever new questions or problems presented themselves during the year and this help proved itself invaluable. I think that Cherokee Heights has an excellent orientation program."

As in the past, the W.I.A.A. insurance continues to be very time consuming. A total of 65 accidents have occurred at Cherokee and have been reported to the superintendent's office. Forty-one of these required medical attention and were reported to the W.I.A.A. As of this date, \$248.10 has been paid to students with 13 cases still pending.

We have again provided a hot lunch program for all students who want to participate. Students also have the opportunity to bring sack lunches and to purchase milk if they desire. A total of 31,554 lunches was served to students and 4,453 lunches were served to adults. For the second straight year our program has gone into the red even though our price per lunch was increased from 25 cents to 30 cents. In analyzing the deficit, the two main causes seem to be the cost of labor, and some very unwise buying. It would seem wise to consider central buying for all lunch programs for the next school year.

Several student organizations are among the extra-curricular activities offered at Cherokee Heights. The main purposes of such organizations are to serve the school in a unique manner; to teach skills of group participation and leadership; and to teach skills involved in the functional area represented by the nature of the club. Most active of the clubs are: drama club, stage crew, student council, newspaper staff, yearbook staff, French club, history club, camera club, and the recreation committee.

Our attendance checking system continues to give us very satisfactory results. A complete morning check is made at the beginning of school and a summary provided each teacher. From this summary the teacher provides a running, period by period, check of students absent during the day. The homeroom teacher and office staff work together in giving teachers information concerning reasons for absence from school and in many cases work is provided a student, when in the judgment of the parent, the student is capable of limited home study. Students have been made aware of prompt attendance to class and the value of good attendance records. We have appreciated the help of the Child Study staff in situations which required more careful study. Many parents voluntarily call regarding absence of children and only a few cases require further follow-up.

The new report card which requires that students be placed on a scale of ability has been successfully used. This has made possible, for the first time, communication of the school's evaluation of the student's ability to the parents of the student. Parents have been pleased to receive this evaluation of their child, and should have a better concept of the child's ability in planning his future. Perhaps the most important result of the new report card is the development of an increasing awareness on the part of teachers of the variations in ability of their students. In the new form, the report card implies more than simple awareness of individual variations of ability. It implies a variation of instructional content and techniques to match the variations in ability. Where teachers have a single level within a class, no doubt, instruction has been geared to that level and each child is thus taught at his level. However, it is doubtful if the same is true in a class where there is a mixture of levels. Teachers make attempts to account for differences in heterogeneous classes, but no group can be served as well with present teacher loads and orientation in a mixed group as in a group containing a single level of student.

Library

The library has been responsible for the following functions during the past year:

I. The selection of books and materials to enrich the classroom teaching.

Conferences were held with the teachers to learn their methods of approach to units of work so that the necessary books and pamphlet materials could be ordered to best achieve their goals. Suggestions were made on how library materials could be used. The teachers were also asked to recommend materials which they particularly wanted.

Cherokee Junior High - 10

II. Preparation of bibliographies:

Bibliographies of available library materials were made for the eighth graders to correlate the literature with the social studies unit. Bibliographies were also made for ninth grade civics and English classes.

Collections of books were sent to the classrooms and others were put on reserve in the library for special classes. New materials were called to the attention of the teachers. Also books which the teachers might enjoy for their own personal reading were made available to them.

(Schirer: Rise and Fall of the Third Reich)

III. Instruction in the use of the library:

Throughout the year, classes were instructed in the use of the library. New references were introduced and their use explained.

IV. Encouragement of individual and recreational reading

Students were helped and encouraged to further their own reading interests. An effort was made to know the students individually so that a more accurate appraisal of their needs could be made.

V. Solving the problem of overdue books.

Overdue books became quite a problem. The Improvement Committee recommended and followed through on the following proposal; namely, that anyone with an overdue book would have detention after school. This has been very effective.

VI. Placing current magazines in the Teachers' Lounge

Professional and current magazines for the use of teachers are placed in the teachers' lounge so that they are available for professional and recreational reading.

Mrs. Angeline Dempsey

Health Report

The overall health of Cherokee this year seems to have been good. 83% of the blanks recommending physical and dental exams for kindergartners, some first graders, and third, sixth, and ninth graders were returned, indicating that these children had had the recommended care. In the dental survey, findings were discovered in 62 children; 6 of these were referred to Longfellow Dental Clinic. Findings in those students participating in the audiometric screening indicated 4 children should have further evaluation by a physician. 13 more of these students will be retested next year. One case of ringworm of the scalp was found. Presently, a scalp survey is being conducted to see if there are other cases. Appropriate steps in the clean-up are also being taken with the anticipated full cooperation of the teachers and staff.

Guidance Services

The main emphasis this year, as in former years, has been placed on the need of the individual pupil with a problem. These problems were many and varied. Each year, however, it seems necessary for more group work, especially in grade 9 where a formalized curriculum unit of about nine weeks was carried out in civics. The purpose of this unit was to assist each student with his future educational planning, self appraisal, as well as his social and academic adjustment. The main emphasis on the counselor's part was in the educational planning for our ninth grade students. Senior high counselors at West worked with the junior high counselor in this important undertaking.

Group guidance work at the seventh and eighth grade level appeared to be quite satisfactory. Each 7th grade instructor spent a certain amount of time on planned instructions in such areas as: orientation to junior high, study skills and social adjustment. In the eighth grade, planned discussions on social and study skills, self appraisal, and much emphasis on education planning took place. Two meetings were held with parents involving students of the present 6th, 7th, 8th and 9th grade level about the various aspects of school life. These meetings, we feel, were very necessary and we plan to continue them. Parent contact by group approach and individual contact increased considerably this past year.

Considerable thought and time was given by the principal, Mr. Bainbridge, the counselor and the teachers in the selection of pupils for the advanced classes in eighth and ninth grade as well as for average and below average classes. Such things as psychological test scores, achievement scores, class grades, study habits and other kinds of class performance, as well as teachers recommendations were used for the purpose of the proper class selection. Teachers are encouraged to request that pupils be re-classified whenever they feel that a pupil is misplaced. More reclassification took place this year in our junior high than any other previous year. The leveling of students became a big project at Cherokee.

We are very fortunate to have the services of the Department of Child Study at our disposal. Whenever a suspicion arises that a student's emotional involvements are extremely complex and have progressed beyond normal limits, we have the services of the department available to us. They have been extremely cooperative in all cases.

Miss Ruth Seaman has been most helpful this past year in giving assistance and making recommendation to those students with a reading problem. We certainly plan on using her assistance in the future in this complex area.

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 throughout the year. The splendid cooperation from Mr. Bainbridge, the teachers, as well as the office staff has been greatly responsible for much of whatever success has been achieved.

Sherman Krauth

Speech Therapy

During the first semester 21 children were enrolled for speech correction. They were selected as follows:

Survey of first grade (33 children)	4
Survey of seventh grade (213 children)	5
Teacher referral	9
Retained from previous year	3
Total	21

20 children had articulation problems and one, cleft palate.

At the end of the first semester 11 children were dismissed - 9 were corrected and one dropped. One new student, a stutterer, was enrolled. This brought the total of children to 12 at the beginning of the second semester.

At the end of the second semester 7 children were dismissed as corrected, 1 transferred out of town and 4 children are being retained for additional help next year.

Mrs. Sara Pollak

School Psychologist

The school psychologist assists with a variety of pupil problems referred to him for psychological evaluation and treatment. He confers with the principal, the counselor, teachers, and parents as specific instances may require. Again, he may interview the pupil alone or observe him in the classroom setting; or he may employ specific clinical tests and techniques in which he is qualified. Referral to other community agencies or private practitioners is attempted whenever the problem as diagnosed is particularly serious and needs prolonged therapy.

In fulfilling this role, the psychologist makes a weekly visit to Cherokee Heights School. During the school year 1961-62 a total of fifteen pupils were referred for study. These consisted of eleven boys and four girls, ranging in grade placement from first to ninth grade. The number of professional contacts in these cases ranged from one to sixteen. Two pupils required special psychological and diagnostic testing. The parents of six met one or more times with the psychologist for guidance and counsel in handling their children, or for affecting further referral. Other parents were contacted via telephone. Of the total of fifteen cases, four were referred to outside resources for psychiatric treatment.

Mr. Kermit E. Severson

Problems and Recommendations:

1. The problem of book storage in our library is becoming acute especially during the summer months. In future planning it might be well to consider including the adjoining room as a part of our library facilities. This would necessitate the removal of the existing wall between the two rooms.
2. Having only one art room in our building is a great disadvantage in conducting a worthwhile art program. The schedule for next year provides for ten classes in junior high art in addition to our elementary program. At the present time we are using a regular classroom as our second art room.
3. When the junior high addition is completed at Orchard Ridge we hope that the lack of classroom space for both our elementary and junior high sections will be less critical.
4. We need more laboratory tables in our two general science rooms so that teachers may provide for more individual science experiences.
5. Budgetary procedures should take care of such problems as a leaky roof, and repairs to ceilings in many of our classrooms and corridors.

We have been very fortunate in having an excellent secretarial staff for the greater part of the year. However, Mrs. Kreutzmann, who has been our full time secretary since Cherokee opened in 1955, resigned at the end of May and is leaving the city. It is needless to say that she will be greatly missed but we are fortunate in having Mrs. Knops who will work full time for the remainder of the school year.

I wish to express my sincere thanks to the Cherokee staff and to all who have contributed to the success of the school year. I especially want to thank Superintendent Falk and Mr. Glen Holmes, who are leaving us this year, for their help and cooperation, as well as for their many helpful considerations too numerous to mention.

Respectfully submitted,

Emery C. Bainbridge

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

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

June 16, 1962

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Franklin School
1961-1962

Enrollment

Our gross enrollment was 718 for the year. We had 39 withdrawals and 41 transfers out. Our net enrollment for the year was 637.

Our gross enrollment for 1961-62 was as follows:

<u>Grade</u>	<u>No. of Sections</u>	<u>Gross Enrollment</u>
Kdg.	4	119
1st	3	94
2nd	3	82
3rd	2	87
4th	2	72
5th	2	66
6th	2	67
7th	2	65
8th	2	66
Total		718

Transportation

We have 151 children being transported by bus from the Waunona Way area. Another 60 pupils from the Burr Oaks area were transported to Franklin by bus and 7 pupils came to us from Waubesa Beach by cab.

At its regular meeting May 21, 1962 the Board of Education approved the recommendation that pupils (K through 6) being transported to Franklin from the Burr Oaks area, be transported to Longfellow School for the school year 1962-63.

Lunch Program

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

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. Without exception, every member of our teaching staff belongs to the local and state associations. For many years previous to 1958 Franklin had 100% membership in the National Education Association. Since 1961-62 we had about 90% enrollment in all three organizations. This next year we hope to reach 100% enrollment in all three educational organizations again because this is one measure of a professional staff and especially for Madison which rewards teachers with a professional salary schedule which is the envy of many a school system. Thus Madison should be an example for the State of Wisconsin.

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

New staff members this past year were: Mrs. Eleanor Thorp, grade 1; Mrs. Judith Benson, grade 2 and 3; Mrs. Patricia Tucker, grade 3; Mrs. Margaret Harrington, grade 4; Mrs. Shirlee Bell, Junior High English and French; Mrs. Linda Thompson, Junior High Mathematics; Mrs. Karen Sandvold, girls' physical education grades 1 through 8; Mrs. Bettie Radue, secretary; Mrs. Marion Owen, nurse.

Staff member replacements for 1962-63 will be; Mrs. Clara Potter to replace Mrs. Thorp who will transfer to Glenn Stephens School; Mrs. Bailey will succeed Miss Musser who is planning to continue her professional studies at the University of Wisconsin; Miss Farr, who will be in charge of an additional classroom of third and fourth graders; Mrs. Sylvia Smith will replace Mrs. Mary Harrington in grade 4; Mrs. Geffert will replace Mrs. Bell in Junior High English and French. Mrs. Esther Carswell, upper grade art, who is retiring will be replaced by Mrs. Rewey. Mrs. Carswell is another of those career teachers who will be sorely missed. Yet to be named are successors to Mr. John Dovaras, instrumental music instructor who is leaving to assume a college position; Mrs. Koepcke, speech correction; Mrs. Owen, school nurse.

Our teacher improvement committee was 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. This year some attempt was made to implement the ideas and the importance of "teamwork." "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. Effort will be directed toward principal-teacher conferences to evaluate instructional methods and procedures.

Special Reports

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

"The remedial reading program at Franklin involved working with small groups of children who had been enrolled in the program in previous years. Twenty children participated. Their problems had been identified--these children typically come from a deprived environment and need reading, language, and concept enrichment beyond what the classroom was able to provide.

The principal and teachers were very cooperative in arranging times which varied from week to week. Without their cooperation and consideration, the program would have been very difficult to arrange. It would be desirable to have remedial reading help reinstated on a regular basis at Franklin."

Ruth Saeman, Remedial Reading Teacher

"The library had a total circulation of 33,585 books, pamphlets and periodicals. This was an increase of 1,970 over last year. Of the total number, 12,437 were number books, so they were informational books to supplement the units being studied in the classrooms. Of the 21,148 fiction books, many had settings in a period or country being studied, so the child learns of the customs and habits as he does reading of his choice.

We continued to use reading designs so the children will make a more varied selection of books--not just horse stories or fairy tales. The new "I Want to Be", "I Can Read" and the "Dolch Series" with their controlled vocabulary and attractive illustrations and format, were really used and appreciated by the primary grades.

The outstanding books for Social Studies such as The American Heritage "The Civil War" or "American Indians" and the Fideler Series, each on a different country, really made history come alive. Mrs. Gilbert's classes kept up-to-date in world affairs with many periodical topics. The science classes in Junior High had reference topics and the NDEA books were in great demand.

We have books to meet all hobbies and interests. The great advantage of a centralized school library is that there is material on any topic to help both the slow student and the above average student, so he may work up to his mental ability.

The cooperation between the classrooms and the library is excellent."

Helen Moss, Librarian

Special Achievements

Our eighth grade excursion to Chicago has become an annual event. The trip is financed by class dues and other money-raising projects. A group of sixty-seven went this year on June 7, including four teachers and four mothers. A tour of the Museums, the Prudential Building, the Aquarium, Skid Row and

Maxwell Street, ending with dinner on the train, made this a memorable day for our eighth graders.

Spelling has always been important at Franklin School. We have participated in the city-wide spelling bees ever since they were begun in 1949, but our interest in better spelling goes back much farther. Our concern has been and shall continue to be, improved spelling for all, rather than to train a handful or an individual to "compete" in any contest, however worthy it might be. I have been very glad to devote spare time to consulting with the State Journal staff, compiling the lists of words for city, county and state bees, conducting several county bees on Saturdays and evenings and also conducting a number of bees in our own Madison Schools, plus, serving as official advisor here and at the National Bee. 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, Craig Johnston won the spelling bee. He was our representative in the city bee held on May 19.

A COMPARISON OF SPELLING STATISTICS

Final Second Semester Scores Franklin School 1946 and 1961

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

1962

Grade	Enrollment	Perfect Scores	Scores below 90%	Scores below 75%
2	73	42	9	6
3	73	13	24	8
4	63	20	16	5
5	60	16	7	4
6	59	12	7	3
7	59	4	58	22
8	60	0	47	34
	447	107	178	78

The larger number of high scores are made by the pupils in the lower and intermediate grades. Conversely, the larger number of low scores are found in the upper grades. There is no doubt that these weaknesses are cumulative plus the fact that some pupils fail to maintain their spelling skill on a high level in the upper grades. We hope that the adoption of the new spelling program in all grades for 1962-1963 will help future 7th and 8th graders to develop and maintain greater spelling skill.

This summary of standard spelling test results for Franklin School first semester, 1961-62 shows: (1) individual scores, (2) range

ade om	2 112	2 10	2/3 108	3 201	3 203	4 205	4 206	5 207	5 210	6 5	6 6	7-G 130 120	7-B 130 120	8-G 126	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	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	98
	100	100	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	96	100	98
	98	100	98	100	100	100	100	100	100	100	100	98	92	98	98
	98	100	98	100	98	100	100	100	100	100	100	98	92	98	98
	96	100	98	100	98	98	98	100	100	100	100	98	92	98	96
	96	98	98	98	98	98	98	98	100	100	100	98	90	98	92
	90	98	98	98	98	98	98	98	100	100	100	98	90	98	92
	88	56	98	98	94	94	98	98	100	100	100	98	88	98	88
	86	40	98	98	94	94	98	98	100	100	100	98	86	96	86
	84	26	96	98	94	94	98	98	100	100	100	96	86	96	84
	78		96	98	94	94	92	98	100	98	98	96	80	96	84
	78	3rd	94	98	94	90	98	98	100	98	98	96	76	94	84
	76	gr.	94	96	92	92	90	98	98	98	98	96	74	94	82
	70		92	96	92	92	90	98	98	98	98	96	74	94	82
	70	100	92	96	92	88	96	98	98	98	98	96	70	94	80
	70	100	92	94	90	88	88	96	98	98	98	96	68	92	78
	64	100	90	92	88	86	96	98	98	98	98	96	66	90	76
	62	100	90	82	88	86	92	98	98	98	98	96	66	88	76
	60	100	90	80	84	82	92	96	96	96	96	94	64	84	74
	60	100	86	80	82	82	82	90	96	96	96	94	62	84	70
	54	100	82	80	82	82	82	88	96	96	94	94	60	82	68
	50	98	82	80	80	80	80	88	96	96	94	94	54	78	68
	48	96	74	70	76	74	84	90	90	88	92	92	42	76	64
	46	94	68	66	68	72	72	68	88	88	86	94	36	74	60
	46	70	66	60	66	62	62	54	86	86	38	94	2	80	58
	40	4	50	58	66	52	42	44	44	44	38	94	80	74	44
	38		48	54	60	40	42	42	42	42	38	88	80	70	36
	24		44	52	46	40	40	32	32	32	32	84	78	60	34
	14			42								82	74		
lin ges	97.7	71	87.2	87	85.1	85.6	84.1	89.8	97.7	94.4	96.1	92.7	77.4	90.	78.5
ter															

This summary of standard spelling test results for Franklin School second semester, 1961-62 shows: (1) individual scores, (2) range.

Grade Room	2 112	2 10	2/3 108	3 201	3 203	4 205	4 206	5 207	5 210	6 5	6 6	7-G* 130	7-B* 130	8-G* 126	8-B* 125
	100	100	100	100	100	100	100	100	100	100	100	100	100	98	96
	100	100	100	100	100	100	100	100	100	100	100	100	98	98	96
	100	100	100	100	100	100	100	100	100	100	100	100	98	98	96
	100	100	100	98	100	100	100	100	100	100	100	98	96	96	96
	100	100	98	100	100	100	100	100	100	100	100	98	96	96	92
	100	100	98	100	100	100	100	100	100	100	100	98	96	96	90
	100	100	98	100	100	100	100	100	100	100	100	98	96	96	90
	100	100	98	100	100	100	100	100	100	100	100	98	96	96	86
	100	100	98	100	100	100	100	100	100	100	100	98	96	96	78
	100	100	98	100	100	100	100	100	100	100	100	98	94	88	78
	100	98	100	98	98	100	100	100	100	98	98	98	94	82	76
	100	98	94	98	98	98	98	98	98	98	98	98	92	82	74
	100	98	98	98	98	98	98	98	98	98	98	98	92	76	68
	100	98	96	96	94	94	94	94	94	94	94	94	92	76	64
	100	98	3rd	94	94	94	94	94	94	94	94	94	90	68	62
	100	96	EF.	94	92	92	92	92	92	92	92	92	90	68	60
	100	96	94	94	90	98	96	96	98	98	98	98	98	88	76
	100	96	100	94	88	96	96	96	98	96	96	98	98	88	76
	100	94	100	94	86	96	94	94	96	96	96	96	96	86	76
	100	94	98	92	84	96	94	94	96	96	96	96	96	86	76
	100	94	98	92	82	94	94	94	96	96	96	96	96	84	74
	100	90	98	90	80	94	92	94	94	96	96	96	94	84	74
	100	90	96	90	74	92	92	92	92	96	96	94	94	80	50
	100	82	96	90	70	92	88	92	92	96	96	94	94	80	64
	100	80	94	90	68	90	84	92	92	96	96	92	92	78	48
	98	78	92	88	64	90	84	92	92	96	96	92	92	76	38
	96	76	86	88	60	88	84	90	94	94	94	92	92	58	36
	96	76	80	88	50	86	82	88	92	94	94	90	90	72	36
	96	72	8	86	20	86	76	84	88	92	92	88	88	68	28
	96	72	82	20	82	74	72	84	88	94	94	86	86	52	22
	92	64	80	80	80	80	58	62	74	72	72	84	84	44	10
	90	58	80	80	48	68	25			14	14	60	60	38	8
Franklin verages ond ester	98.7	90	93.3	91	83.	94	89.3	92.8	97.1	94.3	95.8	83.9	71.7	74.6	57

* - Girls **B** - Boys

Acceleration at Franklin

During 1962-63 we plan to continue French in 7th grade in conjunction with the television programs available. We plan also to participate in the television programs in arithmetic, grades 4 and 5, French 4, 5 and 8. Some 7th graders will accelerate by taking 8th grade mathematics, thus enabling them to study algebra in grade 8 the year following.

Our PTA

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

On Halloween we held our fourteenth Hallowe'en 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 a program 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-fifth Father and Son Banquet was held in November. This event, which includes fathers and sons of all ages, is given annually by the ladies of our PTA and is one of our big events of the year.

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

This year we raised PTA dues from \$.50 to \$1.00 per membership in order to raise money for our Lyceum programs and other expenses. In 1960 an educational television set was purchased. Last year a fine aluminum and glass display case was purchased and this year the PTA has earmarked up to \$250 toward the purchase of a new movie projector.

In May we held our Mother and Daughter Banquet for the twenty-third year. This dinner is given by the South Side Men's Club in co-operation with our PTA, and they served 400 a roast beef dinner with all the trimmings. This is a very special, dress-up affair for our "little" and "big" girls.

Our PTA has for a number of years sponsored the Girl Scouts. Cub Scouts were sponsored again this year. Boy Scout Troop #4 met in the school during the year.

Citizenship

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

The first presentations were made June 8, 1959, the second awards day was June 10, 1960, the third year's awards day was June 12, 1961 and this year's was held on June 14. Our present PTA President, Mrs. Lewis Johnston and former President, Mrs. Sam Motisi, participated in the program. We believe that this citizenship plan has merit and the PTA has funds earmarked for the purchase of certificates, seals, and other merit awards for the future.

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

**Organizational Plans
for the year
1962 - 1963**

The plans for next year shape up like this:

<u>No. of Sections</u>	<u>Teachers</u>	<u>Grade</u>	<u>Room Nos.</u>	<u>No. of Pupils</u>
4	Cors, Peterson	K	5 - 107	110
3	Cartwright, Potter, Walsh	1	101-103-106	81
3	McDaniel, Benson, Purcell	2	8-108-112	78
2	Bailey, Tucker	3	201-203	62
1	Farr	3-4	213	25
2	Smith, Harrington	4	205-206	60
2	Fuller, Goldman	5	210-207	56
2	Fenn, Ralph	6	6 - 10	60
2	Gilbert, Geffert	7	128-130	62
2	Barnett, Thompson	8	125-126	64

Band will have to use Room 213.

Needed Improvements Being Realized

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

We have badly needed some sound-proofing of doors between the gymnasium and the corridor in the new wing.

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

Acknowledgments

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

One of our boilers is in need of repair or replacement. This is a major item which is being taken care of this summer.

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

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

Many of us, I am sure, appreciate the fact that Superintendent Falk will remain at the helm for another semester. The Board of Education is to be commended for its action in making this possible. To both Mr. Falk and the Board of Education, we are deeply grateful for their wise and helpful planning.

Respectfully submitted,

Armand F. Ketterer, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Glendale School

Presented to the Board of Education
by the Principal

JERRY F. JOHNSON

June 1962

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

For the School Year 1961-1962

Glendale School

I. Annexation

On July 1, the Glendale School became a member of the Madison Public Schools. This came about through the City of Madison annexing the Town of Blooming Grove, which Glendale School was a part of. This area is now within Madison's newest ward, the 22nd.

II. Enrollment

Glendale School has one of the largest net and gross enrollments for an elementary school within the city system. This enrollment is growing and is soon expected to reach 1000 students on a net enrollment basis.

As of June 1, 1962 our net enrollment was 851 and our gross enrollment showed 912.

<u>Grade</u>	<u>No. of Sections</u>	<u>Net Enrollment</u>	<u>Gross Enrollment</u>
Kindergarten	6	168	183
First	5	156	167
Second	5	112	120
Third	4	107	115
Fourth	3 $\frac{1}{2}$	97	98
Fifth	2	59	64
Sixth	2 $\frac{1}{2}$	65	70
Seventh	1 $\frac{1}{2}$	47	52
Eighth	1 $\frac{1}{2}$	40	43
		<u>851</u>	<u>912</u>

When looking at these figures one can readily see that as of now we are enrolling 4 times as many children in Kindergarten as we are graduating out of eighth grade.

III. School Staff

The staff at Glendale School numbers 50, which includes full and part time members. This takes into consideration, office, teachers, custodians, kitchen, specials and nurse.

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

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

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

0-3 years' experience	18
4-6 years' experience	6
7+ years' experience	8

Even with more than $\frac{1}{2}$ of the full time teaching staff falling in the 0-3 range, they functioned harmoniously and purposefully together. Cooperation was above all noticeable and necessary, as changing over from one school system one year to another type system the following year, as you can well imagine, is not an easy task.

IV. PTA

The 1961-62 Glendale PTA was successful in every way possible. Memberships totaled 483, fund raisers produced \$400 and the entire program centered around the school.

They were sponsors of Scouting, 4-H, Safety Patrols, and Santa Claus. They contributed handsomely to the Scholarship Fund and were one of only two Madison Schools that actually contributed to sending Safety Patrols to Washington, D.C. They also sponsored our entire patrol unit and chaperons for a two day trip to Wisconsin Dells.

Our PTA in the 1962 "School Bond Issue Vote" worked hard and diligently, as the results in our precinct within the 22nd Ward will certainly bear out!

V. Mothers Club

Our school is particularly fortunate in having a Kindergarten Mother's Club, which is affiliated with the PTA. Besides bringing the parents closer to the school and the school program, they assist in producing a very elaborate Kindergarten Handbook which becomes an integral part of our Kindergarten Round-Up Program, held annually in May. At the Round-Up this year, 132 Glendale and 37 Woodvale children were registered. We estimate registration to be 8% completed at the Round-Up Program.

VI. Bus Transportation

In the 1961-62 school year, 149 students were transported daily. In addition to these students, the Board of Education granted permission to transport 82 kindergarten pupils from November 15, 1961 to April 1, 1962. During the period we found that totally better than 1/4 of our entire student population was being transported.

VII. Ungraded Primary

Glendale, upon joining the city system was allowed to keep it's ungraded primary department.

A teacher of ungraded primary has three distinct groups within her room. These groups are 1st and 2nd grade children. If the 1st grade starts with a teacher as a group they remain with her as second graders also. This means the teacher has the group for a two year period. We feel at this early age it has many advantages, such as a shorter period needed for back tracking, never having an entire room of non readers, leadership you can count on, etc.

The third level of our primary department corresponds to a straight third grade. Since we believe a child should progress at his or her level of ability we do not use a system of failure but one of constant progression--this means the child could spend four (4) years in primary, through retention but never repeating a grade. The fourth year decision is compensated for at the 3rd year level. A child may also go through the primary in only two years, and without missing any processes as they would in straight grades.

Our entire philosophy on this subject would fill a book, and I have tried to cover only the high spots in the last three paragraphs. However, Madison city wide test results, show our children rate high on ability to do work, commensurate with their I.Q.'s--past records also showed our program seems beneficial to students.

VIII. Scheduled Parent Reporting

By consent of the Board of Education, Glendale was allowed to keep it's Parent-Teacher Conferences as a part of the reporting system. We have used this type of reporting system since Glendale was first built in 1957.

The conferences are scheduled to correspond with the city wide reporting times of the 1st and 3rd quarters. All scheduling is done through the Glendale office. Parents are assigned times, after they have indicated which one of four time blocks they would prefer. The number of children in a family helps decide scheduling, as the larger families are scheduled first.

Conferences run two afternoons and two evenings. By holding conferences in the evening more fathers are able to attend. Our fall conference period showed 99.1% of the conferences were held. 42.6% of the conferences had fathers in attendance. In addition to the 835 classroom conferences; the special teachers held 60 conferences.

This type of reporting brings the home and school closer together! Even though it is much more work for the teachers, they are very enthusiastic about this way of reporting.

IX. Hot Lunch Program

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

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

Mr. Hackbarth, of the board office, has indicated that our program has served more "Hot Lunches" during this school year than any other Madison School. A total of 85,533 were served. We also served 211,131 half pints of milk.

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

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

X. University Education 31 Program

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

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

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

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

XI. United States Saving Stamp Program.

For the fifth straight year, Glendale participated in this wonderful "Thrift Program." And for the fifth straight year our program grew in the number of students involved, as well as in total sales.

Our program is conducted on Friday mornings, for a period of 29 weeks. The program is run by our 8th grade math class. We feel this gives them a class a week in very good practical math.

Our totals this year showed \$7,681.10 of stamps being purchased 326 stamp books being converted to bonds an average pupil saving of \$9.73 and 38.2% of our students purchasing a bond.

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

The most gratifying part of the program is to see the number of students now in high school that continue to participate by sending money with younger brothers and sisters.

The Monona Grove Bank has also informed us that since our "Thrift Program" began, the number of children's savings accounts has risen sharply. They (the bank) attribute this to our teaching of thrift.

XII. Library

Before joining the city system Glendale had individual room libraries with a total inventory of over 4,000 library and reference books. This year 737 circulation books were added, along with 53 reference books. Our total inventory now shows 4,884 books. The circulation for this school year was 32,558.

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

We are looking forward to the building addition that will include proper library facilities.

XIII. Pilot Program

Through the efforts of our local PTA and in cooperation with the Glendale Art Department a Summer Art Enrichment Course was planned. The planning, organization and program was presented to the Board of Education for approval.

At the Board meeting of May 21, 1962 permission for this program was given. It will run for a three week period and will have two classes meeting daily. The make up of the classes were determined by age level; one class would contain 8-10 year olds and the other class would be made up from the 11-14 age level. Each class would be limited to 15 students.

The total cost of the program will be paid for by the parents; \$8.00 per student.

Application blanks were sent out to all parents explaining the program. On this our first attempt at any type of summer program, we were wondering what the parental response would be to the project. The response was terrific, not only from our parents, but from other parents in the city who represent other PTA organizations. Both classes were filled quickly and applications are still coming in. The other PTA's desired more information on organization, in anticipation of starting something similar at their own school for the following year.

We anticipate the 23 week pilot program to be very successful and hope to expand on the idea of local summer enrichment courses in the future.

XIV. Organization for 1962-63

The plans for the educational program at Glendale for next year in its make up appears sound and also exciting: 1) continue ungraded primary; 2) one-half of the fourth year children will be under a team teaching situation; 3) the entire sixth year program under team conditions; 4) expansion of our departmentalized program for grades 7 and 8; continued Parent-Teacher Conferences and expansion of the use of multi-texts.

XV. Problems of the Future and Recommendations.

The April, 1962 "School Bond Issue" provided the necessary money for building additions and land improvements. These items should be taken care of at the earliest possible time.

The expected net enrollment in September for 1962-63 will be over 900. In order to house these students, it will be necessary to use as classrooms our present music room and to remake our present physical education room into a classroom. This means that music classes will have to move into a windowless storage room and physical education classes will have to be transported to a near by school.

At present, with a substandard central library area, only half classes can be handled. From the above information, one can readily see that the program of the special areas will have to be greatly curtailed. In so cutting back on these areas, the State Standards for Intregated Aides K-12 will not be met because of conditions at Glendale School. I therefore recommend the immediate building of the necessary facilities to bring Glendale up to State Standards. The money for this building program was a part of the "School Bond" which passed last April.

Glendale School grounds has a total acreage of 10.8 acres. Most of this area is undeveloped because of storm sewer drainage problems and of areas of ground fill conditions that were necessary at the time Glendale was built. The fill areas have now settled the necessary time and land improvements can now be made. The money for land improvements was a part of the "School Bond" which passed last April.

Respectfully submitted,

Jerry F. Johnson
Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

HERBERT SCHENK SCHOOL

Presented to the Board of Education
by the Principal

Ansgar Svanoe

June 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1961-62

HERBERT SCHENK SCHOOL

ENROLLMENT DATA

At last we have reached a plateau in enrollment! An artificial one it is, due to the fact that no longer are any more classrooms available. The setting of boundary lines by the Board of Education has permitted us to shrink the area which we serve. In addition, the Woodvale area is now being served by our neighbor school, Frank Allis, for seventh and eighth grades.

So for the school year 1962-63 our enrollment may be down just a little. This is good for we have had unusually large enrollments in several sections of both grades seven and nine the past school year.

The average elementary enrollment for this, our ninth year of operation, has been 1167, and the average junior high enrollment has been 529, 84 over the previous year.

Following is the record of total net enrollments and the anticipated September 1962 registration:

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

A total of 1782 children have attended during the year. There have been 23 transfers in, 52 new enrollees, 38 transfers out, and 74 withdrawals.

End-of-Year Enrollment Data

	<u>1953-54</u>	<u>1954-55</u>	<u>1955-56</u>	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>
Kdg	81	129	186	211	223	224	246	231	215
1st	106	98	129	169	201	203	194	170	141
2nd	59	120	114	144	172	195	195	161	157
3rd	41	63	136	110	144	171	181	193	148
4th	38	50	83	146	111	151	176	186	173
5th	46	45	58	89	142	116	135	162	165
6th	33	53	54	63	81	134	116	141	148
7th						114	177	155	191
8th							110	180	153
9th	404	558	760	932	1074	1308	1530	111	179
								1690	1670

Organization plans for the school year 1962-63 are as follows:

<u>Grade</u>	<u>Sections</u>	<u>Approximate Enrollment</u>
Kdg	8	216
1st	6	150
2nd	5	140
3rd	5	150
4th	5	150
5th	5	170
6th	5	150
Subtotals	39	1126
7th	6	185
8th	6	180
9th	6	160
Subtotals	18	525
TOTALS	57	1651

We will continue to use only four rooms of the second floor for junior high purposes. We would desire very much to have one more room, but the pressures of the elementary enrollment dictate otherwise. This, in spite of the fact that the local parish school plans indicate the establishment of a fourth grade in September 1962.

SPECIAL ACHIEVEMENT

Instructional Program -- Elementary, Mrs. Avis Calabresa

The scope and sequence of our elementary work were determined and directed by curriculum guides in the various subject areas. The units developed at grade levels were similar to organizing centers suggested in the guides. However, within this framework many attempts were made to provide rich and varied learning experiences. The list below gives a sampling of the type of activities carried out:

Special Projects

Kindergarten Level:

A circus was planned as part of the kindergarten curriculum. A performance complete with costumes, was given for parents. It was felt that the project was most successful in providing opportunity for creativity, dramatization, and rhythm.

In relation to the development of color concept one kindergarten class mixed food coloring and created the basic primary colors. It was felt that this project capitalized upon interests, sense experience, and activity thus strongly motivating the children to acquire useful knowledge.

First Grade:

All first graders took a train trip which proved to be an original experience for many. The children were driven to Stoughton by school bus. There they boarded a train enroute to Madison. Various train workers were identified and introduced. Many concepts dealing with transportation were developed.

Second Grade:

Units on Community Helpers (fireman, policeman, postman, baker) etc. were part of our second grade curriculum. Most second grade classes made visits to the fire station, a bakery, and the post office during the year. Excellent guides were provided at all places and the teachers reported that each excursion was well worth the time spent on it.

Some of our second grades visited the University Farms. The trips were made in connection with a Farm Unit carried out at second grade level.

Special Projects (cont.)

Third Grade:

Units on Space Travel were carried out in most third grades as outgrowths of the study of the universe and as areas naturally motivated by current times. A jet pilot added reality to the project by speaking to the children about man's progress in space and demonstrating the use of clothing worn by John Glenn.

Some classes found the Wisconsin Historical Museum a ready resource in developing concepts about early shelter and Indian-pioneer life.

One third grade class planned and presented a fashion show. The children made puppets and dressed them to illustrate proper clothing to wear in various types of weather and on special occasions. Health concepts were stressed.

Fourth Grade:

The fourth grades made use of various TV programs this year. One class developed a rather elaborate unit arising out of the TV program "Learning Our Language." Exploration of books led to the creation of skits from stories especially enjoyed. The skits were presented in the auditorium for parents and for children from other classrooms.

One fourth grade participated in the TV French program. The children produced original French dramatizations.

Two fourth grades enrolled in the TV Arithmetic program. In this modern approach problem-solving ability is taught through the use of simple equations. The child develops meaningful use of numbers and is challenged to discover many methods of solving problems. The teachers involved reported satisfaction with progress made.

For some fourth grades a trip to Little Norway added to experiences concerning the study of cold and mountainous lands.

Fifth Grade:

One fifth grade class corresponded with a girl from Greece. Each week a committee of children wrote and edited a letter to her.

All fifth grades took a trip to the Circus Museum at Baraboo. The trip developed the appreciation that Wisconsin rates first in the original homes of the circus among all states of the union. Numerous historical spots in Baraboo were also visited.

In connection with the study of Wisconsin at the fifth grade level, one class constructed notebooks which involved collection of material from many sources

Fifth Grade (cont.)

followed by reorganization and evaluation of the material. Booklets of a high degree of excellence were the result. They included factual material about our state today, history, government, etc.

Sixth Grade:

The School Forest was widely used in our sixth grades as a resource in connection with nature study and conservation.

Foreign students from the University contributed much to the sixth grade social studies curriculum. Speakers were obtained at intervals throughout the year by individual teachers.

One class visited the University Planetarium in Sterling Hall. Parents cooperated by transporting the children to the demonstration on a Friday night. The topic was the winter sky with emphasis on constellations. It was a fitting experience for extension of experiences dealing with an astronomy unit being studied.

Instructional Program -- Junior High

At the junior high level, we have continued to demonstrate our concern for creating patterns of work within which pupils could work to their greatest advantage, regardless of ability. This has been implemented by the creation of a reporting system and the subsequent adoption of a report card for the entire city. This report card employs the usual A B C D F, with the addition of an exponent number indicating as follows: 1--accelerated; 2--above grade level; 3--at grade level; and 4--below grade level.

The B.S.C.S. Program -- Mr. Sherman

Herbert Schenk Junior High completed the second year of testing the new biology course prepared by the Biological Sciences Curriculum Study (BSCS). On the basis of weekly feed-back the course is to be prepared for final publication in September of 1963.

The new BSCS biology was found to be exciting and challenging for most students. The primary emphasis of inductive scientific investigation was characterized by the large number of laboratory experiments performed by the students. The students were stimulated to further scientific inquiry through these first hand experiences with biological investigations. Areas of classroom discussion especially enjoyed were the cell and cellular chemistry, developmental biology, genetics and evolution. These areas gave students an understanding of current concepts and research in biological sciences.

This is the last year of testing this course. It has been a pleasure and a privilege for students and teachers to have a role in the development of this new curriculum.

Instructional Program --- Junior High (cont.)

Mathematics -- Mrs. Douglas, Miss Lewis, Mrs. Ferrell

Grade Seven: Accelerated Mathematics Program

We have spent a considerable amount of time studying the surface areas and volumes of many types of solid figures. The boys and girls made mobiles to illustrate these.

We also spent about eight weeks on a modern mathematics program patterned after the Scott Foresman Modern Mathematics series.

Grade Eight:

An average ninth grade algebra class watched the TV program, Patterns in Mathematics, which is produced by WHA TV and is under the direction of Dr. Henry Van Engen. The program is based on the "why" rather than "how" approach to learning algebra. This course presents what has come to be called "modern algebra," which is based on the theory of sets.

Grade Nine:

Though this accelerated group had three different teachers during the year, they achieved in plane geometry, learning from all. Stress was placed mainly on concept, and application of theorems to problem solving.

English -- Mrs. Cooper

A pilot program, the eighth grade enriched English class concentrated on the more difficult aspects of English composition, grammar, and critical analysis of literature. The students' work included use of Practical English, a magazine designed for senior highs, a speed reading program, concentrated outside reading on different types of literature, and class reading of selected books. In addition they were exposed to different types and styles of writing--from regular narratives to poems.

Modern Languages -- French, Mrs. Rank

As a culmination activity in French, we presented a "French Revue" for parents and friends. We attempted to present highlights of the year--songs, skits, poems, tongue-twisters, and an attempt was made to show some of the mechanical aids in teaching foreign languages. The program, I feel, was worthwhile, for it provided a motivation to memorize dialogues, to write original ones and, most important, for review. The children planned a display of supplementary materials and used their imaginative powers to create background scenery and to act out the skits.

Guidance Services -- Mrs. Schenk

A program similar to the past year was carried out with group work done in multiple-period classes of seventh, eighth, and ninth grades. The counselor was encouraged by rise in number coming in for help on a

Guidance Services (cont.)

voluntary basis, although the majority of cases were referrals from teachers. Individual conferences with ninth graders and parents concerning high school program received good response (95%).

A new series of meetings with parents was held monthly in the morning by the guidance counselor to promote better communication between school and home. The group averaged 25-30 and met informally around tables with coffee served by the social committee chairman. Special topics such as testing program, reading at junior high level, college plans, and summer opportunities were presented by outside speakers, films or the counselor. These meetings were received most favorably by those attending, and plans to continue them are being made.

Industrial Arts -- Mr. Randall

1. The ninth grade Industrial Arts classes planned several group projects during the year. An open counter was enclosed with oak cabinet doors to match existing woodwork. Doors were constructed, hardware attached, finish applied, and doors were hung, all by ninth grade students as a class projects.
2. The ninth grade classes also planned a production line which helped to increase our knowledge of some phases of industry. The boys planned the production line from beginning to end, the instructor acting as consultant.

Some of the problems involved were in organizing time, materials, personnel. The boys encountered and worked with problems of the assembly line, labor management, inspection, tooling jigs, plant layout, time study, and profit margins.

3. As a culmination of the year's activities, the Industrial Arts department, in cooperation with the Art department and the Home Economics department, prepared a coordinated display of work done by seventh, eighth, and ninth grade students. Invitations were sent to Mr. Falk, Board members, supervisors of departments, and Industrial Arts teachers of Madison.

Home Economics -- Mrs. Kuepper, Miss Usher

Grade Seven:

During our child development unit, the girls had good opportunities to observe the physical and social development of young children of various ages. We had visits from a one and a two-year-old during classes, and on each occasion the students observed the young child's reaction to the group of strangers, his preferences in playthings, speech, physical skill, and clothing, and then organized their observations for a written report. Each of the seventh grade classes also planned and gave a party for ten three and four-year-olds. The knowledge they had gained during previous

Home Economics (cont.)

Grade Seven: (cont.)

study gave them a good basis for planning appropriate playthings, games, stories, and lunch for these children, and for anticipating the children's behavior during their visit. The students were surprised and interested to find the one through four-year-olds were very much as they had anticipated during their previous study.

Grades Eight and Nine:

The eighth and ninth grade home economics program followed the outline of the emphases set up by the curriculum council, proving this curriculum to be quite effective. A style show was given as a learning project combining fashion, grooming, clothing construction, food preparation and service, and gracious manners.

Several outside programs were given for the girls on hair styling, proper manners, and poise.

Music Department -- Miss Babler, Mrs. Schorr, Mr. Vesely

A Christmas concert and a spring concert were presented by the mixed chorus, the boys' chorus, and the girls' chorus of the junior high. Each group sang for a P.T.A. meeting. The mixed chorus also presented music for several school assemblies and had an exchange concert with the Monona Grove Junior High School chorus.

Two special groups which sang several times this year were a boys' barbershop quartet and a girls' triple trio, both composed of ninth grade students.

Emphasis this year in the elementary music classes was on music fundamentals (key signatures, music symbols, etc.), note-reading and part singing.

We also studied about famous composers such as Mozart, Haydn and Bach. Film strips, encyclopedias, and library books were used for additional information along with listening to recordings of the music of these composers.

In grades one through four we danced creatively to compositions such as "The Nutcracker Suite," Tchaikovsky; "The Moldau," Smetana; "Grand Canyon Suite," Grofe; "El Salon Mexico," Copland; and "Concerto for Orchestra," Bartok. After dancing to this type music a few times, the children lost their self consciousness and were able to move about freely without any embarrassment whatsoever. Creative dancing was probably the favorite music activity of the children in these grades.

At Christmas time, certain rooms from grades one through six performed at a special program for P.T.A. The theme was "Christmas Traditions." Each class portrayed a certain American tradition observed each year such as Gifts, Santa Claus, Christmas Cards, the Nativity, etc. In addition, the fifth and sixth grade glee club, composed of one hundred selected voices performed at this time.

Music Department (cont.)

The glee club gave another program for P.T.A. in May and a final program on June 8 for the student body.

The junior high school concert band, consisting of over fifty eighth and ninth graders presented Christmas and spring concerts, and performed most creditably in the Memorial Day parade. The seventh grade band played a concert of very high quality at the May P.T.A. meeting.

Physical Education -- Mr. Grubb, Miss White, Mrs. Berke, Mr. Lindberg

On March 13, a program was presented to over five hundred parents by the physical education department. The purpose of the program was to demonstrate different phases of the physical education curriculum and give emphasis to the importance of physical education in the all-around development of the child. Over three hundred students from all grades one through six participated.

Elementary Art -- Mrs. LaDuke

The workshop type of art program was continued under the handicap of large classes. The children worked independently on projects using a wide range of materials and media that appealed to them. They soon discovered for themselves whether their abilities were better in the fine arts or in the handicrafts.

Some of the art experiences available were: block printing, lithography, oil, water, wax and brayer painting, felt tip markers, Austrian, colored tissue paper, Oriental mosaic tile, copper enameling, sculp-metal, copper modeling, ceramics, sculpture, foampglas, laminated plastic, castoglas; balsa wood, cray-pas, colored ink, colored pencils, wood construction, the use of power tools, stitchery and the use of the sewing machine, etc.

The all city school art salon was held at the Wisconsin Center, Scanlan Hall, and the Grace Church gallery. No prizes were given; it was just a fine honor to be in the show.

Remedial Reading -- Miss Saeman

Small groups were scheduled regularly on Fridays at Herbert Schenk School. This grouping was based on teacher recommendation, on past participation in the reading program and on the results of recent reading tests. Thirty-four children participated. The work focused on word recognition skills, on comprehension and on successful experiences in reading at appropriate levels to promote interest and enjoyment of reading. Because the time was limited to one period weekly with each group, reinforcement and application rather than dismissal were the goals.

Speech Therapy -- Mrs. Sprague

Sixty-six children have been in corrective speech classes at Herbert Schenk School this year. Two of these children were from a nearby parochial school and came to Schenk twice weekly for speech help. Of the total number of children enrolled, thirty-one were dismissed as corrected, and thirty-four were improved and were recommended for additional help next year. One child who was unimproved and who was unable to benefit from therapy was withdrawn and has since been placed in the class for emotionally disturbed children.

Many parent and teacher conferences were held throughout the year. There was also a good turnout of parents visiting speech classes. Since both parents and teachers are of great help in the speech correction process, their aid and understanding is greatly appreciated by the therapist.

Two senior students in Speech Therapy and Education from the University of Wisconsin did their supervised student teaching at Herbert Schenk School during the year.

Library -- Mrs. Gritzammer, Mrs. Ely

Total Circulation, 1961-62:

Total non-fiction	30,345
Total fiction	<u>33,786</u>
Grand total for year	64,131

As I look back at the 1961-62 school year at Herbert Schenk School, I cannot think of any one particularly outstanding project or unit about which I can write. There were some good ones in which the library played a major role, but even disregarding these for a moment, I cannot help but feel that the year as a whole was a successful one. I think that Mrs. Ely and I preserved an atmosphere of freedom in the use of the library. I think that students felt welcome to come there at any time, before, after, and during school. I'm sure that they felt unhampered in their choice and use of materials, and were not fettered by rules other than those of common courtesy and good sense.

The general messiness which we found in September is, for the most part, cleaned up. The magazine files are in order and boxes neatly labeled, so that effective use can be made of them for research. Files which were incomplete were passed on to teachers. Work has been done on the vertical file, and it will be beautiful when finished (perhaps too beautiful).

Specific accomplishments in sixth grade and junior high

I have felt that my relationship with the sixth grade classes has been very satisfactory, and I hope they feel the same. Our grade-level meeting

Library (cont.)

in September gave them an opportunity to tell me what they would like to see accomplished and vice versa, so that we understood each other from the start. These channels of communication remained open, and I think we all did our best to cooperate with one another. - - - -

Junior High does not use library effectively

Junior high teachers and students, as a whole, do not use the library as it should be used. Perhaps something could be done about this if the librarian could establish a more personal relationship with the teachers. Other factors play an important role, however.

1. The need is great for a separate junior high library in a room of its own located centrally in the junior high wing.
2. The junior high schedule of classes is not advantageous by any means (to the library program). All students are free during one period (fifth period). The library can handle only a small percentage during this time, and with everyone coming and going, the atmosphere is not always good for study. True, students may come directly from classes any time during the day, but many teachers say they want them in the classroom during classes--that they see them little enough as it is. So--there you are--too many trying to use the library during one fifty-minute period each day, a few really ambitious ones after school (when we resemble Grand Central Station), and a few from classes during the day when there are almost always elementary groups in the library also. Because of the presence of so many elementary classes, it is difficult to schedule special junior high group visits.

With such a junior high set-up as this, the only answer is to encourage teachers to arrange more class visits and to issue more passes directly from their classes--then to "cut" the elementary-scheduled visits as junior high increases its attendance. A step was made in this direction this year with a cut in some elementary classes, thus opening the library more to junior high. It is too bad to find it necessary to curb one or the other (junior high or elementary) in order to have a full program in one of them. The only real solution is separate libraries.

Experimental filing system a failure

We have felt swamped (at times) this past year by the volume of routine work. Checking books in and out and shelving them proves to be a tremendous task in a school of this size. Obviously, more clerical help is needed to free the librarians for work with students and teachers. However, it is my personal feeling that much more could have been done this year had we not experimented with a new filing system. I am as much at fault as anyone for having agreed to it. I hope it has been proven that the new system does not work well. At first I thought it might have some advantages. Now I think there are probably none at all. The disadvantages are legion.---

Library (cont.)

Teachers should come to the library often

It's always easier to say what should be done than it is to carry it out; particularly under the set of circumstances which exist at Herbert Schenk. The school will be disappointed in its library program for just as long as it expects its two librarians to do the work of a staff twice as large. The administration and teachers must recognize the fact that the librarians have too much to do, and be willing to go at least half-way to help them carry out a satisfactory program. They do not help by staying away from the library because they "don't want to give us any extra work." That is not the solution to the problem. A much better approach for teachers is to come often to discover and to use materials and to plan for maximum use of the facilities. If teachers would do this, they would make the librarian very happy to take on the extra work it would create for her. It is, after all, much easier for each teacher to come to the library to work out a unit of study for her classes than it is for an over-worked librarian to somehow carry the library to each teacher. Sending students to see if there is any material on a certain subject is nearly always ineffective. Students usually do not bother to confer with the librarian, so she doesn't even know when a certain demand exists. With their insufficient knowledge of library resources and tools, the kids make a cursory inspection, and report back to the teacher that there's nothing in the library on the desired topic. (I feel that this is happening at Herbert Schenk.) The teacher tends to believe the kids, and the librarian is not even aware of the incorrect picture of inadequacy which the teaching staff is receiving. Teachers must be interested enough in the possibility of using library materials to walk to the library and actually talk to the librarian, who knows many sources of material which cannot be found by a quick glance at the card catalog. Perhaps the administration could do more to make teachers aware of this--instead of expecting the librarian to do it all, why not expect the teachers to make themselves acquainted with library materials and to use them. Of course it is the responsibility of the librarian to make teachers aware, but she can't do it alone. Why not help! - - - - -

The librarian must respect the wishes of the teachers

On the other hand, one cannot place all responsibility on the teaching staff for things that do not go well. We, as librarians, cannot smugly sit back and say, in effect, that eighty-five teachers are in error while we are right. Better feeling will be created at Herbert Schenk School when the librarian is the kind of person who can listen to and respect the wishes of the teachers. It isn't right for the librarian to continually talk about what the teachers ought to be doing. The librarian must show that she is willing to adjust to the demands of the teaching staff and to cooperate with them on their own terms at least occasionally. Only then will they be willing to cooperate with her on her terms. The key word is "co-operation," and co-operation is never one-sided. If the librarian loses sight of this, if she does not respect teachers and what they are trying to do, she will certainly fail in her relationship to them.

SPECIAL PROJECTS

Patrols

This year the Safety Patrol consisted of fifty-three sixth grade children who supervised eighteen door and street posts. Over 1100 children passed through or crossed at these posts four times daily. No accidents occurred.

In recognition of the services of the patrol boys and girls, the Herbert Schenk School Elementary P.T.A. paid expenses for the entire patrol group to the annual Wisconsin School Safety Patrol Congress at Wisconsin Dells.

One child, chosen by the patrols, represented Herbert Schenk School at the National Assembly of School Safety Patrols in Washington D. C.

Science Fair and Chicago Trip -- Mr. Moore

The Science Fair demonstrations were a culmination of much research, experimentation and planning on the part of the students and the staff.

Early in the school year the students selected topics to investigate or explore. From time to time during the year our usual class work was suspended and we discussed the progress of our projects--the achievements, the failures and the changes of ideas.

On May 7, the students of the eighth grade General Science classes exhibited their science projects. The exhibition took place in the auditorium and included seventy some displays. Such things as refraction of light, air pollution, micro-organisms, physical fitness and radio astronomy were demonstrated to some 1300 elementary students and 1000 adults.

The museums of the city of Chicago offer many opportunities for students of General Science to indulge their interests. It seemed important to make these opportunities available to them.

Student, parent and teacher committees were organized to plan the trip to visit these museums, and on Saturday, June 2, 150 students, four teachers, and eight parent chaperones successfully completed the excursion. The trip included visits to the Shedd Aquarium, the Adler Planetarium, the Field Museum, the Museum of Science and Industry and a few extra points of interest in the time allowed.

Student Council -- Mr. Spanbauer

Several activities were sponsored by the student council during the year. The Student Council sponsored a dress-up day January 2, and one on April 30.

Student Council members collected two cents from each student to pay for a flag which had flown over the National Capitol building. This flag was presented to the principal at Awards Day, June 13.

Student Council (cont.)

School class officers were elected January 12. The elections were conducted by the Student Council.

The Student Council initiated the purchase of a school banner for the marching band. This banner was presented to the school by the ninth grade class president on June 15, as a gift from the class.

The selection of the ninth grade boy and girl for the American Legion Awards was charged to the Student Council.

Student Day was sponsored by the Student Council May 4. Seventy-eight students from the junior high school acted as student teachers or teacher aids on that day. The Student Council conducted an election in which the student body elected a student-principal and student-guidance counselor.

Lunch and Milk Program

Nearly two hundred pupils brought bag lunches. A very large percentage of the elementary pupils participated in the mid-morning milk program. A total of 174,978 half-pints were sold during the entire school year.

Because of the increasing requests that elementary youngsters be permitted to bring bag lunches to school, an attempt was made this year to more adequately provide for and supervise their lunch hour.

The children who brought bag lunches were teacher supervised in the auditorium from 11:30 to 12:00, a time found sufficient for eating. At 12:00 they went to the library where they participated in a free reading period under the librarian's supervision. This arrangement appeared satisfactory to all.

Student Teachers

Seventeen student teachers from the University of Wisconsin were assigned grade level one through six placements in our elementary section during the first semester. Sixteen student teachers were assigned equivalent positions the second semester. Six student teachers worked at the junior high level.

The teachers who worked with these students judged the year a successful one.

SUMMER READING PROGRAM

Herbert Schenk School is a center in the summer reading program for the first time this year. Thirty-five elementary children and thirteen junior high pupils from Schenk alone are enrolled in the program. We are pleased that these youngsters find obtaining help and remediation possible and convenient this summer.

COMMUNITY SERVICES

P.T.A.'s and Mothers Club

Both the elementary P.T.A. and Mothers Club assisted in various school functions. Cooperation was given in the fall orientation sessions, the Family Fun Festival, and Kindergarten Round-Up. A P.T.A. newsletter, "Schenk On Parade" was published and sent to Schenk district homes. It contained news of school programs and activities and met with favorable community reaction.

The junior high P.T.A. supported generously the Honor Roll system, the Science Fair, various scholarship funds for student teachers, and art and music scholarships for the junior high students. Contributions were also made towards equipment for teacher use, as well as sharing in the publication costs of "Schenk on Parade."

Miscellaneous

The parting event for our ninth grade class was a dinner-dance on Saturday, June 9. Arrangements were extremely well handled by the officers of the ninth grade and by a group of homeroom mothers under the leadership of Mrs. Lawrence Lynch. Special guests at our dinner were the Reverend and Mrs. Hector Gunderson, Mr. Herbert Schenk, and Mr. and Mrs. August Vander Meulen.

The junior high social program sponsored by the Recreation Department, under the local leadership of Mr. Moore, consisted of afternoon dances for grades seven and eight, and evening dances for grade nine. We did very much appreciate the spacing of these events over a longer period of time.

The Vocational and Adult School increased their offerings from five to seven classes, and it is hoped that an eighth class, woodworking, can be offered the next season.

ADMINISTRATION

The Staff

The report to the superintendent indicates that five staff members were enrolled in extension or university classes during the year and that twenty would be attending school during the summer of 1962.

Of the eighty-one faculty members on the payroll during the year, fifteen had perfect attendance, and twenty missed one day or less. Another twenty were absent one and a half to five days, and fifteen missed from five and one half to ten days. Ten faculty members were absent for ten and one half, eleven, twelve, fifteen, nineteen and thirty-three days, and one secured a leave of absence.

ADMINISTRATION (cont.)

The Staff (cont.)

Replacements of staff occurred as follows: seven in the elementary, and five in the junior high. One of these was necessitated by the call to duty of the 32nd National Guard.

Special Problems

Plans for the organization of the school year 1962-63 have already been submitted to the superintendent. Indirectly involved have been such items as:

1. Establishment of boundary lines to curtail enrollment in grades seven and eight, especially the former.
2. Requests to parents to enroll their children at Marquette, East or Frank Allis in grades seven or eight.

We continue to be faced with the lack of storage facilities. Especially serious is the lack of a storage and work-project area between the general science and biology rooms (80 and 82). Such a facility is a reality in most junior high schools, even in Madison, yet the request for remodeling at a cost of less than \$1000 continues to meet opposition and obstructionist tactics. Some of the work, such as the creation of the work-project area, with subsequent needed equipment can be done under Title III of N.D.E.A. Funds are available which can meet this expense, and the project ought to move ahead.

In less detail, other problems needing solution are:

1. Leveling and repair of football field.
2. Additional blacktop:
 - a. jungle gyms
 - b. north junior high
 - c. band exit
 - d. west-gym exit
 - e. elementary art room exterior
3. Improvement of water drainage at north junior high exit. A veritable lake forms there when heavy rains occur and when ice and snow melts. Surely someone can come up with a solution. "Where there's a will, there's a way."
4. Fence along west boundary of playground.
5. Ventilating fan for the biology room.

ADMINISTRATION (cont.)

Special Problems (cont.)

6. Erection of language laboratory.
7. Bleacher facilities for the junior high gymnasium.
8. The request for additional secretarial help has been made. We find it very difficult to operate the office with two full-time and one half-time secretaries, and not involve one or the other in considerable overtime. The obligations of a 1700-pupil school necessitates three secretaries.

We have had a splendid year at Schenk. Numerous staff members who left us expressed much appreciation for the opportunity to work here. I express deep gratitude to Mrs. Calabresa, to members of the staff, office and custodial personnel for work well done. To the Board of Education, the Superintendent, the assistants and department directors, a thank you for their cooperation and understanding of our school problems.

Respectfully submitted,

Ansgar Svance, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
SHERMAN SCHOOL

Presented to the Board of Education
by the Principal
Anthony A. Farina

June 1962

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

ANNUAL REPORT

For the School Year 1961-62

SHERMAN SCHOOL

THE COMMUNITY

Sherman Park continues to remain rather static in its school population and in numbers of housing units available. The only place where there has been a steady growth in housing is on Brentwood Parkway, where a dozen 4-unit apartments have been built in the past two years. This makes a total of 30 apartment buildings on Brentwood Parkway, Fremont Street, and Trails Way that have gone up in three years. Rental is fairly high, however, and only about 20 pupils are enrolled in our school from that area.

A new street has been opened north of Sachtjen Street, on the east side of Sherman Avenue, across from Warner Park. This street is named Elka Lane, and is the first street in the new subdivision called "Bruns Farm". There are three houses completed on this street, only one of them occupied.

The Bruns Farm is quite a large area, about the size of Brentwood Village. Lots are quite expensive, so growth in this new area will probably be slow, as it was in Brentwood. More expensive lots result in more expensive houses, and fewer children. This has certainly been true in Brentwood, where, after several years, we have 57 pupils. Part of the Bruns Farm is slated for a shopping center, and part for a fairly extensive apartment project. The major part, however, will be zoned Residential A.

Occupations of parents remain quite the same as several years ago. A comparison of occupations with those of 1955 follows:

	<u>1955</u>	<u>1962</u>
Professional workers	12%	9%
Semi-professional and sales	10%	13%
Skilled workers	50%	45%
Unskilled workers	20%	23%
Armed forces	5%	6%
Own their business	1%	4%
Miscellaneous	3%	-

It is interesting to note that about one out of every five mothers works at least part time.

ENROLLMENT

It's quite amazing how constant total pupil enrollment has remained this past year, both in our elementary and junior high sections. At the end of the year, our elementary enrollment was 602, exactly the same as the 602 on the fifth day in September, 1961. Our junior high pupils ended the year with 546 pupils, compared to 558 on the fifth day, a drop of 12.

In our elementary school, 51 pupils were transfers in or new and 51 were transfers out or withdrawals. In grades 7-9, 36 were transfers in or new, and 48 transfers out or withdrawals.

Enrollment figures for the year follow:

<u>Grade</u>	<u>June, 1959</u>	<u>*June, 1960</u>	<u>June, 1961</u>	<u>June, 1962</u>
Kindergarten	121	189	128	104
First	129	164	92	101
Second	98	141	88	82
Third	98	116	92	90
Fourth	96	103	71	84
Fifth	89	125	68	71
Sixth	98	112	75	70
Seventh	102	169	184	183
Eighth	-	113	179	184
Ninth	-	-	115	179
Total	831	1232	1092	1148

*Includes pupils slated for Gompers and Lakeview Schools

Anticipated enrollment next fall is as follows:

<u>Grade</u>	<u>Elementary</u>		<u>1962</u>	
	<u>1961</u>	<u>Sections</u>	<u>No. of Pupils</u>	<u>Sections</u>
Kindergarten	104	4	112	4
First	101	4	80	3
Second	82	3	101	4
Third	90	3	82	3
Fourth	84	3	90	3
Fifth	71	3	84	3
Sixth	70	2	71	3 ^{1/2}
	602	22	620	23

*Will use one junior high classroom

ENROLLMENT (Continued)Junior High19611962

<u>Grade</u>	<u>No. of Pupils</u>	<u>Sections</u>	<u>No. of Pupils</u>	<u>Sections</u>
Seventh	180	6	184	7
Eighth	188	7	186	7
Ninth	180	6	176	7
	<u>548</u>	<u>19</u>	<u>546</u>	<u>21</u>

Our junior high school is very comfortable, with its 546 pupils. I anticipate that we will have no space problems until 1966, barring a sudden surge in pupils in our feeder schools. Even in 1966, with 782 pupils, our only problem would be in furnishing locker space.

Based on 5th day attendance in the four schools which attend Sherman Junior High, anticipated junior high enrollment is as follows:

<u>Grade</u>	<u>Sherman</u>	<u>Mendota</u>	<u>Gompers</u>	<u>Lakeview</u>	<u>Total</u>	<u>Year in 7th Grade</u>
1	100	97	63	73	333	1967
2	89	102	39	60	290	1966
3	87	76	38	57	258	1965
4	87	69	35	43	234	1964
5	71	71	21	38	201	1963
6	67	45	26	39	177	1962

Junior High totals (Grade 7-9)

1961 - 558
 1962 - 553
 1963 - 570
 1964 - 612
 1965 - 693
 1966 - 782
 1967 - 881

STAFF

Fifty three teachers made up the Sherman School staff in the 1961-62 school year. Of this number, 18 were men, two on our elementary staff, the others in the junior high.

There was quite a variance in years of experience among our staff members.

No previous experience - - - - 6
 1-2 years experience - - - - 12
 3-5 years experience - - - - 19
 5-10 years experience - - - - 7
 More than 10 years experience- 10

STAFF (Continued)

Fourteen of our teachers will not return in 1962-63.

New job	- - - -	5
Follow husband	-	2
Pregnancy	- - -	4
Other	- - - -	3

Two teachers who left were first year teachers, with whom I spend the greatest amount of time. They, plus the other twelve who are leaving will be replaced by fourteen new teachers, 7 of whom will have no previous experience.

We've been quite a healthy staff. Two teachers broke elbows in falls, and were out 8 days each. The others were out a total of 123 days for illness, or an average of about $2\frac{1}{2}$ days per teacher. There were 12 teachers who had perfect attendance for the year.

THE JUNIOR HIGH

No sooner had school begun that it was necessary to begin thinking of the first report period when the new junior high school report cards would be used for the first time.

The new report card describes how the child achieves in relation to all children of a given grade level, as well as how he achieves in relation to his own capacity. This is accomplished by placing the pupils in one of four levels; accelerated, above grade level, at grade level, below grade level.

The first step was to place each pupil in the proper level. This was accomplished by determining, through the use of achievement and mental maturity tests, classroom work and teacher evaluation, the potential ability of every pupil.

Next was the explanation to the pupils of the report card and how the levels were determined. The faculty agreed that it would be best if all the teachers gave the same explanation. A committee was formed to prepare such an explanation and after considerable discussion a final draft was completed and presented to the students. A variety of questions were posed and teachers spent many homeroom periods answering them and succeeded in dispelling all the doubts, fears and frustrations the students may have had.

A meeting was held for the purpose of explaining the card to parents. A series of cards with diagrams showing the various possibilities that could arise in report cards along with explanations was flashed on a screen by means of the opaque projector. This was followed by a question and answer session which proved to be highly successful as many excellent questions were raised by the parents.

THE JUNIOR HIGH (Continued)

Throughout the school year not one complaint has been raised about the report card. In fact the day after they were sent home for the first time, a phone call was received from a parent who stated: "I think this new report card is wonderful. I know now what my daughter is capable of doing and what she is actually doing."

Guidance

Because of an increase in the number of ninth grade sections, counselor time was increased from 5/7 to full time. The seventh and eighth grade multiple period classes handled the guidance on a group basis with the individual teacher discussing such areas as Orientation to Junior High, Study Skills, Self Appraisal, and Social Adjustment.

In the ninth grade a unit stressing educational planning and career studies was a part of the social studies curriculum.

After the completion of this unit, the counselor held individual conferences with the students and parents. Parent cooperation was excellent as 171 out of 182 parents made appointments for conferences. Time was made available in the evening for those parents who could not come during the day--- two hours per evening for a period of two weeks greatly increased the number of parents who could schedule a conference. The main purpose of these conferences was to plan a tentative senior high program. This was not the sole accomplishment, however, as achievement and mental maturity test results were explained to students and parents. Parents were very appreciative and expressed the hope that this would be continued in the future.

The major portion of the counselor's time was taken up with individual conferences, both those students the classroom teacher referred and the increasing number who sought help on their own.

Special Programming

A special program was arranged at the beginning of the second semester for one of our eighth grade boys, who was rapidly becoming a discipline problem. His composite scores in the Iowa Test of Basic Skills placed him the 9th percentile. His attitude was, in his own words; "I'm stupid so why try, I can't read good enough." He balked at attempts by teachers to give him easier material. However, he greatly enjoyed and did extremely well in industrial arts. His program was changed allowing him to work with the parochial students who came here three afternoons a week for industrial arts. He also began working with Miss Ruth Saeman and by the end of the school year had made strides toward improving his reading. He was of great assistance to the industrial arts instructor and an immediate change in his attitude was noticed as his work in other classes improved.

We feel that this type of special program has proved to be very successful, at least in this one instance, and plans have been made to arrange another such program for this same boy next year.

Group Guidance

Mr. John Thrower conducted a weekly group guidance session with four boys we felt could benefit from such a situation. It was a chance for the boys to talk and express their opinions on a variety of subjects. It is difficult to evaluate this program since the conferences were kept strictly confidential, however, the boys stated many times that they enjoyed these sessions and got a great deal out of them. So on this basis, the program must be termed successful. If Mr. Thrower would have the time, I would like to see this program continued next year.

- - - French

Out of the 31 seventh graders who began taking French in the fall, 29 completed the course, and one of these 29 won first place in the state French poetry reading contest for junior high. 21 eighth graders completed French I which they began as seventh graders. They will be our first group to complete French II as 9th graders.

- - - Mathematics

27 eighth graders completed the algebra phase of the accelerated math program and will move into 9th grade geometry next year. They will be replaced by 38 7th graders who will be taking algebra as 8th graders. 24 9th graders completed geometry and they are looking forward to more challenging mathematics in senior high school.

THE HOT LUNCH PROGRAM

For the first time in the three years that we have operated a hot lunch program for our junior high, we finished the program with a profit instead of a loss. There were several reasons for our good financial showing:

- 1) Our daily lunch count was high, averaging about 240 from September - May.
- 2) The cost of the lunch was raised from 25¢ to 30¢.
- 3) I limited our grocery buying primarily to two companies, and was better able to judge comparative prices.
- 4) This was an excellent year for government surplus items, especially chicken and turkey.
- 5) Experience enabled us to use some shortcuts, and cut down on expenses.

THE HOT LUNCH PROGRAM (Continued)

<u>Months of Profit</u>		<u>Months of Loss</u>	
November	\$ 367.40	September	\$ 600.12
February	295.79	October	197.05
March	458.84	December	3.35
April	124.43	January	298.50
May	297.58		
June	181.58		
	<hr/> \$1725.62		<hr/> \$1099.02

Net profit: \$626.60

Two teachers supervised the hot lunch program regularly, and two other teachers the bag lunch students. All pupils were able to go outside for about 20 minutes during the lunch hour, or to go to a supervised study hall if they preferred.

PHYSICAL PLANT

Our school is in good physical shape, generally. The main problem is the occasional loose ceramic wall tile in the junior high wing. Because replacement is a minor job to a tile company, we've never been able to get this tile replaced, and the places from which tile has fallen are ugly eyesores.

One of our more serious problems is keeping our building warm during the coldest part of winter. When our junior high wing was built, a third oil burner was added to the two we already had. However, it is impossible to have all three burners on at the same time: either the two old ones are operating, or the one new one. The reason is that the two systems' water pumps are not coordinated, and when both are running, one burner loses its water supply, and cuts out. To correct this error, a new condensate system for the boilers is being requested in the 1963 budget, at a cost of \$3800.

Our four full time and one half time custodians do a good job in cleaning and maintaining our building. They do not begrudge the dirty jobs and the heavy jobs. Their teamwork, under the head custodian, Mr. Ted Pavlus, is remarkable.

Respectfully submitted,

Anthony Farina, Principal

THE MADISON PUBLIC SCHOOLS

Annual Report

VAN HISE SCHOOL

Presented to the Board of Education
by the Principal

Walter H. Argraves

July 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1961-62

VAN HISE SCHOOL

ENROLLMENT

	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63 (Est.)</u>
Kgn.	124	133	124	120	138	130
1	86	116	100	125	106	112
2	75	98	110	112	129	112
3	68	83	102	120	112	134
4	78	77	88	116	110	116
5	54	74	79	99	111	116
6	<u>52</u>	<u>62</u>	<u>83</u>	<u>95</u>	<u>99</u>	<u>116</u>
Total	537	643	686	787	805	836
7			250	226	203	200
8			166	251	221	200
9	—	—	—	<u>155</u>	<u>234</u>	<u>225</u>
Total	—	—	416	632	658	625
Grand Total	537	643	1102	1419	1463	1461
Total No. of Sections	19	22	38	50	50	50

The elementary and junior high wings of the building are full. There is no more classroom space to accommodate additional children. If more come to us, larger classes would be the only alternative. In order to avoid oversize classes, it seems certain that some portion of the optional areas on both the east and west sides of our district may have to be transferred to a neighboring school district for the school year 1963-64. Even though the rate of growth in the district has slowed down, we are still growing.

STATISTICS

Accidents

There were 125 student and 8 adult accidents in the elementary and junior high school this last year. Seventy-two were reported to W.I.A.A. - with sixty claims completed. \$757.10 has been received on completed claims. \$998.30 was paid as premium.

Milk Program

Grades kindergarten through six received mid-morning (or mid-afternoon) milk from October to mid-May. During this time, 186,848 half pints of milk were consumed. Note: children living over a mile from school bring sack lunches from mid-November to the first of April. In zero weather, many living closer brought lunches too. These children purchased milk on a daily basis.

School Lunch

The school lunch program proved very successful during the past year. The menus were very well planned and the food was very palatable. We were able to accommodate all junior high pupils who wished to participate by scheduling three thirty-five minute lunch periods. A total of 51,235 pupils and 1,871 teachers were served lunches during the past year. The cost to the pupils was \$1.50 per week and the teachers paid \$1.75 per week.

GENERAL ACHIEVEMENTS

Junior High Curriculum and Its Evaluation - Ron F. Fox, Vice Principal

The curriculum in the junior high included French, Latin and Geometry. The seventh grade French pupils and one ninth grade class in Algebra participated in the T.V. programs under the Wisconsin Improvement Program. Five sections of Biology continued to participate in the biological sciences curriculum study sponsored by the National Science Foundation.

We were especially pleased with the results of correlating the guidance units with the core subjects. Under the leadership of Mr. William Haugan, team planning and team teaching methods were followed in the presentation of the guidance units. Many large group meetings were scheduled to present materials and to utilize community resources. As a culmination of the eighth grade unit on "General Educational Planning", one P.T.A. meeting was devoted to a discussion of the topic led by the guidance counselor and the junior high principal.

Junior High Curriculum (continued)

The social science and English block time teachers spent a great deal of time discussing, planning and improving the instruction in this area. The outcome of these discussions was that the teachers at each grade level planned together and used many of the ideas of the team teaching approach in the presentation of units. It was possible to do this by arranging the class schedules of the block time teachers to correspond so that it was a simple matter to bring one hundred or more pupils together for a large group meeting. Many people were invited to present discussions on pertinent topics. Especially valuable was the utilization of foreign students studying at the University, who presented to the geography class first-hand information on their native lands.

The staff spent many meetings discussing the evaluation of pupil growth and reporting to parents. General philosophy of evaluation was agreed upon. At the beginning of the year, pupils were placed in one of three levels: above grade level, at grade level, or below grade level. During the year pupils who were not achieving as expected were counseled. Changes in placement were made to obtain optimum achievement for each pupil. Teachers realize that level grouping does not provide for individual differences, it only reduces the range of individual differences. Careful screening and constant studies were kept on all pupils in advanced placement areas.

Enrichment

Each junior high pupil has one period per day during which he may enrich his program of studies. During this period he may study or participate in music (band, chorus, orchestra), newspaper, yearbook, dramatics, debate, reading improvement, or elect to take French as an extra subject in the seventh and eighth grade. (Approval by the principal is required to elect French).

1. Newspaper - A limited number of issues were published. Quality rather than quantity was the primary objective.
2. Yearbook - Emphasis on a simple memory-type book rather than a miniature senior high yearbook.
3. Student Council - Emphasis on teaching the function of student government and providing experience in governmental procedures.
4. Dramatics - The group was conducted as a workshop in theater. Considerable group work was done. The pupils attempted to put into practice the material discussed in class. It was felt that a general survey on many aspects of the theater was more appropriate at this level than a study of only one area.
5. Debate - The goals of debate club were few in number. Thinking and speaking before a critical audience was probably the most important objective. Topics and debates having to do with such varied subjects as disarmament, a Madison civic center and others were debated within the group.

6. Reading Improvement - The program was introduced on the ninth grade level for the purpose of improving the reading ability of average or above-average ninth grade students. This program will be expanded next year to include both the seventh and eighth grade.
7. Music - Choral and instrumental groups presented various programs during the year.

Instructional Activities - Elementary

1. This year the fifth grade participated in the T.V. arithmetic program from station W.H.A. - two fifteen minute periods per week. Generally, the emphasis on meaning in arithmetical processes whereby new relationships are discovered that aid understanding was again the hallmark of this "new arithmetic". It is felt that this is an in-service training experience for teachers as well as a benefit to students.

2. Library Report - Alice Erney, Librarian

The Van Hise library situation was somewhat relieved by the addition of another librarian to concentrate on the needs of the junior high school. This has tended to emphasize the inadequacies of the physical facilities of the library. Each elementary class was scheduled in once a week in such a way that each period was left open twice a week for the junior high classes to come in. The size of the classes, the number of individuals coming to the library and the size of the room have made it hard to have good library instruction and work periods.

Heat and lack of ventilation, particularly in the fall and spring months, is a major problem to the library. Located on the sunny side of the building with a large glass area but tiny window openings, the library is over the basement and the school chimney forms one wall of the room. It becomes unbearably hot and stifling, which makes extremely poor working conditions.

Junior high school use of reserve books, which can be checked out for only two nights at a time, has grown this year and seems to work well. The use of the library for research by elementary classes as a whole and by individuals has also grown this year and is something I would like to encourage in the fourth, fifth and sixth grades.

The book collection has grown rapidly in the past year with the addition of 1132 books, approximately 440 fiction, 617 non-fiction and 75 reference books, including a new Collier's Encyclopedia. This gives the library a total of 5901 circulating books and 237 classed as reference books, or 6138 books in all.

The total circulation for the year stands at 13,408 volumes, of which 26,970 was fiction and 16,438 was non-fiction.

3. The general teacher and pupil response to the newly-adopted speller (Basic Spelling Goals - Webster Publishing Company) has been most favorable. It does an excellent job in developing word attack skills that are useful in both spelling and reading. Also, the optional words and activities provide a challenge for the more able students.

4. Records, tapes, strip film, slides, and movies all provided supplementary learning experiences for students at every level. However, visitors who had had first-hand contact with places, processes, or media provided a very rich supplement to geography, science and art. Parents and student travelers, both civilian and from the military, told of their first-hand observations of far away places. Many times slides illustrated these presentations on Hawaii, India, Norway, Germany, Alaska, England and Japan.

Three doctors took time out to speak to science classes. Also, two artists showed and demonstrated work in specialized media to art classes.

5. Informing parents - took on two new aspects this last year. An evening meeting was held for all sixth grade parents from the schools that feed into the seventh grade at Van Hise. The attendance and interest was excellent. Report cards, curriculum, dress, dances, homework, noon lunch program were among the topics discussed. The evening gathering of eighth grade parents - started last year - was continued. This is essentially an aid to planning the four years of high school.

The second innovation was the sending home of percentile rankings in the academic areas. Parents of sixth and eighth graders received this information at about the end of the first semester. These rankings were obtained by the Iowa Test of Basic Skills.

6. The reading program of the school was aided by two kinds of new material this year. The "reading laboratory" of the Science Research Associates was used with slow fifth, sixth, and seventh grade children. Skills improved according to test scores and interest was increased by the element of self-competition.

The reading pacer, manufactured by the Educational Development Laboratories, was used in second, fourth and ninth grade this year to speed the reading process of good readers within reasonable limits. Efforts here met with success that we will follow up on next year.

7. While routine to a degree, excursions to points of academic interest in the community provided another supplement to the curriculum. In addition to the dairy, post office, airport, zoo and bakery, several new trips were taken this year. Four groups utilized the school forest after using the very excellent guide books as preparation. Two groups participated in art programs televised by a local station. Three grades went to the Health Fair and countless other students attended on their own with their parents.

CIVIL DEFENSE

The Van Hise P.T.A. committee on civil defense held over twenty meetings this year. The over-all committee was divided into groups which gleaned information on transportation, fallout shelters, blast shelters, school shelters, evacuation, warning systems, etc. This information was "winnowed and sifted" and finally jelled into a school plan for civil defense emergencies consistent with the directives from the Board of Education and the Superintendent of Schools, the City Council and the Mayor's Office, and the State Civil Defense Office. A complete resume was mimeographed and sent home to each family.

The intra-school movement and warning plan was kept simple in general procedures. However, many details will have to be ironed out and developed farther as the federal government's survey and help come into the picture.

Intra-School Movement and Warning

Situation -

TAKE IMMEDIATE COVER - we would be notified by Conelrad radio, telephone from Office of Superintendent of Schools, and/or siren mounted on building.

MOVEMENT TO HOME - we would receive notification of this in the same way as the TAKE COVER notice.

Signal in building -

TAKE COVER - intermittent ringing of the passing bell for three to five minutes.

MOVEMENT TO HOME - a long continuous ring of the passing bell for three to five minutes.

Movement of students -

TAKE COVER

- a. Initially students would move to the corridors, away from classroom windows.
- b. Next, as rapidly as possible, students would move to more sheltered areas in:
 - underground utility rooms
 - underground tunnels
 - the gyms
 - the auditorium

MOVEMENT TO HOME - students would be dismissed to go directly home. Each family is urged to make Civil Defense plans as stated elsewhere in the report.

Intra-school Movement (continued)

Note: Plans are being worked out to:

- a. intermix older boys and younger boys; and older girls with younger girls.
- b. provide some entertainment and game material.

The Federal Government's survey will recommend and perhaps supply facilities that would permit about half of our students to remain here for a period as long as two weeks.

PROBLEMS AND RECOMMENDATIONS

1. To provide adequate classroom space for those students that live in the district and for those that have the option of attending Van Hise is an increasingly difficult problem as stated in the beginning of this report. Several junior high teachers have no assigned classroom. This necessitates scheduling these teachers to teach in classrooms assigned other teachers who have a preparation period assigned. This shifting around disrupts the daily program of ten to twelve teachers. This problem will be solved when the enrollment in the elementary school decreases.

2. Inadequate drainage on the drive from the upper junior high breezeway to Waukesha Street. After a rain or winter thaw, the children must walk through four to six inches of water. A road drain with an underground tile should be installed to drain the water off. This would solve the problem for all seasons of the year.

3. Non-school sponsored baseball activities have created a real problem for property owners along the Richland Lane boundary of the school grounds. It is recommended that an adequate fence be built along this property line.

4. The small piece of blacktop provided for a wet weather playground is the same size as the area provided for an elementary school half this size. It is recommended that this be increased as requested in the budget.

5. A perusal of the temperature reports submitted from the library indicate 90° as common in the spring and fall in this room. The department of Buildings and Grounds has undertaken to increase the ventilation to bring the temperature down.

Appreciation is expressed to the sincere and conscientious efforts of the school staff to improve instruction. Mr. Fox, our vice principal, has worked diligently with the junior high staff in this field.

Thanks is expressed to the Superintendant and the central office staff for their ready assistance this past year.

Respectfully submitted,

Walter H. Argaves, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1961-62

CRESTWOOD SCHOOL

Presented to the Board of Education
by the Principal

George A. Blackman

June, 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1961-62

CRESTWOOD SCHOOL

I. SCHOOL ENROLLMENT GROWTH: (As of September of each year)

Year	<u>1944</u>	<u>1948</u>	<u>1949</u>	<u>1950</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954</u>
Enrollment:	165	218	241	274	301	336	389	430
	<u>1955</u>	<u>1956</u>	<u>1957</u>	<u>1958*</u>	<u>1959*</u>	<u>1960*</u>	<u>1961*</u>	
	476	547	555	517	438	466	453	

* Enrollment losses during these years are due to change of boundaries in the Crestwood area or to the transfer of our seventh and eighth grade youngsters to Van Hise. Such changes have been somewhat timely. Without them we would have been seriously overcrowded.

II. SPECIAL SERVICES, ACHIEVEMENTS OR ACTIVITIES:

Our Staff has again worked with the Education 41 and Education 31 programs of the University of Wisconsin.

Several teachers have done some work with creative dramatics during the school year. Ultimately the creations were presented to the student body and to parents in the Little Theater.

Teachers and youngsters of grades four and five have again experienced the television mathematics as presented by WHA this year. Both youngsters and teachers seem to be enthusiastic about the program. Parents are somewhat less enthusiastic — probably because the "new look" in math is making it somewhat difficult for parents to help with home work. However, a few parents have been watching the TV presentation and their increased enthusiasm for the new technique has been noticeable. We plan to carry the program into sixth grade next year.

We have been appreciative of the help of staff members from Child Study. We have received some good and sound advice throughout the year with reference to our emotionally disturbed children, our non-achievers or under-achievers and our problems of retention.

Mrs. Sara Pollak, our speech therapist, has done an excellent job for us again this year. She reports that 32 children were enrolled in speech therapy during the year. Of this number, 28 youngstars had articulation problems, two had speech problems associated with defective hearing, one was a stutterer and one had a voice problem.

By the end of the year 19 children had corrected their defect, one had been dismissed because maximum improvement had been achieved, and the remaining 12 were improved but they will need to continue with treatment next year.

It is interesting to observe that each year the case load in speech therapy, in terms of numbers, has been gradually decreasing.

Mrs. Irma Korbitz, our librarian, reports that the library has gained many new titles and that the total number of books now available for circulation will necessitate additional equipment for cataloging. She also reports that 18,600 books were withdrawn from the library this year. This represents an increase of approximately 1300 books over last year.

The lunch program, under the direction of Mrs. Sally Bruegger, has been functioning satisfactorily. This year we have been serving meals daily to approximately 375 students and teachers. Each year the program seems to run "in the red" until about March at which time we begin to catch up and usually end the year with a balanced budget or a profit. Charges are still 25¢ for students and 30¢ for adults.

Our preschool and regular PTA are our service and public relations agencies. They function very adequately in these areas. Each fall they are responsible for a welcome party for teachers and new PTA board members. Each fall, also, they hold a series of room teas for the parents of each classroom. This is an attempt to enable parents of any given room to become better acquainted early in the school year. The PTA continues to handle the mechanics of our parent-teacher conferences each year. This is a tremendous job and truly appreciated.

Our Safety Patrol under the supervision of Mrs. Romelle Roth, sixth grade teacher, has done a good job for us. Forty-three sixth grade students participated in the program during the year. Each did his job well and efficiently.

III. SPECIAL PROBLEMS:

No new problems exist. Old problems have been previously discussed and some kind of action has been taken to solve them.

It has been another good year at Crestwood.

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 1962

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1961-1962

STAFF

New staff members filled the following positions this year as follows: One half-time kindergarten teacher, one third-grade teacher, one sixth-grade teacher, one art teacher and one boys' physical education teacher.

We anticipate four staff changes for the coming school year in the following areas: first grade, third grade, library, girls' physical education.

SIGNIFICANT DATA

Dudgeon and Nakoma continue to serve the Marlborough Heights area by bus. Both schools will continue to serve this area during the coming school year. Following is a breakdown of our enrollment by areas as of June 12, 1962.

GRADE	DUDGEON WALK AREA	MARLBOROUGH HEIGHTS	TOTALS
Kdgn	53	28	81
First	40	13	53
Second	29	21	50
Third	31	19	50
Fourth	30	19	49
Fifth	36	21	47
Sixth	25	17	42
 TOTALS	244	138	382

Our total gross enrollment for the year as of June 12th was 424. Our net enrollment at the end of the school year was 382. During the school year our attendance records revealed the following statistics:

Transfers in - 19
Transfers out = 18

New Enrollees - 24
Withdrawals - 21

BUS

Our bus arrangement remained much as it was in the preceding year, with a Badger Bus making a double run each morning, noon and night to the Marlborough Heights area. We once again had the Nakoma Bus pick up our primary pupils who stayed for remedial work at noon. This arrangement was made possible by the cooperation of Nakoma School and the bus company and was appreciated by us. Our bus service was excellent and the year passed in this area without any major problems.

W.I.A.A.

\$236.60 was paid to the Wisconsin Interscholastic Athletic Association to insure the student body for the school year. To date, \$26.50 has been paid out in claims. Five claims are still outstanding at the present time.

LIBRARY

Total book circulation for 1961-62 was 21,805. This is an increase of 3,008 over the previous school year's circulation. This year of the total amount 11,803 were fiction books and 10,002 were non-fiction volumes. During the past summer an inadequate, worn-out card catalog was replaced and the librarian reported that "The children were delighted upon their return to school in the Fall to find the new card catalog ready for use and all year we concentrated upon the use of this tool." Attention was focused on the importance of books during National Book Week and National Library Week through a play and a skit prepared by the sixth-grade girls. The staff appreciated the service of the librarian in gathering material for various classroom units.

MUSIC

The music teacher summed up her goals in the following paragraph: "Singing is the basis of our elementary music program. It is the only musical activity in which children, and others, can have an immediate, personal emotional experience. Since this is so important, we try to foster individual and group enjoyment of a wide variety of songs, stressing an artistic interpretation. Ideally, the children should be able to revel in a wealth of wonderful songs."

ART

The art teacher developed the following general pattern in development over the grade levels, project wise, as follows:

In first and second grades he tried to introduce as many materials as the children could meaningfully handle. He feels that, "With some materials repetition gives skill. With others, a taste stimulates later exploration. Third grade is awkward and serves as a bridge.

Projects become quite complex, but all are in sections and we manage to keep interested by changes within a given project unit. I find it's a good time for them to learn to work cooperatively at a job. Fourth grade again is a year of firsts in that the materials are handled in ways that give them greater meaning and flexibility. Longer projects demand increased concentration and skill. Design is attacked as a meaningful lesson. Increased powers of observation bring a greater realism to drawing. In fifth and sixth grades the best individual efforts should result from the increased stress placed on the developing critical awareness. A much greater emphasis is put on the final product and many have real long-lasting useful or decorative values. Drawing and painting are quite capably handled. Individual problem-solving is stressed in many areas."

STRING CLASSES

This year we had two beginners' sections and one advanced class. This number included 12 sixth graders and 19 fifth graders. Ten of the sixth graders played violin and two played cello. All 19 fifth graders studied the violin. The string classes participated in the Christmas Program and in a Spring Violin Recital which was put on for the fourth, fifth and sixth graders and their parents. Everyone has been very pleased with the progress made by our string students.

SPEECH

Fifty-eight students were enrolled in speech classes during the course of the year in Grades 1 through 6. These children had speech once a week. Three of them had speech reading. Fifteen students were corrected and dismissed, 41 showed improvement, and two first-graders showed no improvement.

CURRICULUM

Kindergarten

Several kindergartners came to us from foreign countries this year. One came from Germany, one from Costa Rica, and one from Sweden. Needless to say the challenge of language differences presented itself. The children made successful trips to the No. 7 fire station, the University of Wisconsin farms, Vilas Park Zoo, and the Duck Pond in the University Arboretum. Both Kindergarten teachers continued their readiness programs through daily work and through units of study.

First Grade

Science in the first grades was a most gratifying subject area this year. They learned about space travel, sounds, plants, heat, machines, electricity, magnetism, farming and nature. Many scientific specimens were brought to share and to study by the children. One class

developed a creative language arts unit around puppets. "This project in language arts was valuable in encouraging creativity on the part of the children. I didn't know from one performance to the next what the children would say. They changed their lines to fit the occasion each time. Even the shyest child seemed to rise to the occasion, encouraged, I think, because he couldn't be seen by the audience. It also was valuable in developing good listening habits, cooperation, and responsibility."

Second Grade

Our second grade teachers feel that the newly adopted Basic Spelling Goals have made the beginning spelling easier in second grade. The time spent at the start of the year on phonics is an excellent introduction for the beginning of this work. It has made the phonics lessons connected with reading much easier, too. This grade level had two foreign speaking students enter during the course of the year; a German speaking boy from Berlin, and a Spanish speaking girl from Costa Rica. It has been most rewarding to watch their progress and to observe the patience, help and understanding the other children have given them. One teacher stated, "I do feel that they all have shown growth in thinking independently, citizenship and study habits. These children seem to have gotten much enjoyment from the knowledge that they have gained -- a real thirst for learning."

Third Grade

One third grade teacher returned to Dudgeon to teach many of the youngsters she had had as first graders. She made this statement: "This year has been most interesting to me in that I have been able to see the progress these children have made since first grade. On the whole, the same children that were having difficulty with reading in first grade are still the slower readers this year. This is also true in arithmetic. Many of the same children still find it difficult to listen well and work independently." Third graders found the new speller stimulating and continued to be challenged by the new arithmetic text. With the introduction of television into Dudgeon, this grade has benefited from two specific series of programs, Learning Our Language and Outdoor World.

Fourth Grade

Our fourth grade teachers were satisfied with class coverage and understandings in the various subject areas this year. Both sections stressed individual or small group study and oral reporting, particularly in the Science and Social Studies fields. One class

again arranged to have Mr. Frank of the University Y.M.C.A. speak to them about rocks and minerals as a culminating activity to a unit. Many of the students had rock collections and found his presentation most interesting and helpful. The other class arranged to have Mr. Garcia, a native of Puerto Rico, whose children were in Dudgeon, talk about Puerto Rico. His talk was most informative and made a lasting impression on the children.

Fifth Grade

One fifth-grade class that had not been exposed to Patterns in Arithmetic as fourth graders participated this year. We were satisfied with the growth of the pupils in understanding the mathematical concepts that were presented. One class stressed development of student interest in poetry. Each student made a poetry booklet containing his favorite poems, those he read to the class, those he memorized, and his original poems. Science, American Folklore, development of better citizenship and independent work habits were also stressed.

Sixth Grade

This grade level utilized five outside speakers during the course of the year including several foreign students who are attending the University of Wisconsin. Two TV programs were utilized -- Exploring the News and Professor Ellarson's Nature series. Next year both sixth grades will participate in Patterns in Arithmetic. They report that they have enjoyed the new speller and feel that a greatly improved level of spelling ability should result from its use. The grouping of words and the understandings taught should give them a foundation for good spelling.

SUMMARY

Several observations of teachers' comments at the various grade levels seem worthy of comment. This year we had two new pieces of instructional equipment which were used and appreciated by staff members -- an opaque projector and a TV set. Many favorable comments by staff members indicated a helpful and cooperative climate existing among and between them. Our librarian's helpfulness to classrooms was particularly noted. A general feeling that we have had a good year in our endeavors is encouraging. Whatever accomplishments we have made are in great part due to the fine professional staff with which I have been privileged to work. This quote from one of the teachers seems appropriate at this point: "The year has sped. One of the boys said the other day that this was the shortest school year he'd ever had. I hope it means what I'd like to think. I believe most of the children have grown in self-directed study, in the ability

to glean information from reading, listening, observation, and participation, and to discern the important."

BUILDING

Our new paint job was noticed, enjoyed, and appreciated by everyone who entered Dudgeon this year. The overall policy of repair, maintenance, improvement and modernization assures the teachers and students of an adequate, safe, up-to-date facility in which to carry on the task of education.

The Dudgeon Staff is sincere in its appreciation of our Superintendent of Schools, Mr. Falk, and to the members of the Madison Board of Education for their sincerity of purpose which has helped make it possible for teachers to accomplish their goals in providing a good education for the children of our community.

Respectfully submitted,

A. L. Anderson, Principal
Dudgeon School

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

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

ACHIEVEMENTS

The problem of public relations is ever present. In view of this fact, the staff of Emerson School has sought ways through which we could help keep our parents better informed.

NEWSLETTER

An Emerson School Newsletter was sent home every two weeks during this past school year. The newsletter carried information about the meeting dates of the P.T.A., pre-school registration, Mothers' Club, Brownies and Cub Scouts. Other items included changes of boundaries that would affect children living in the area, thank-you notes sent from Central Colony for contributions made by the P.T.A., and examples of children's creative writing.

No formal survey was made to determine the full value of this means of communication. However, numerous comments were made expressing the hope that we would continue the newsletter next year.

REPORTING ACHIEVEMENT TEST RESULTS

This year every parent who had a child in grades four, five, and six was invited to visit with the child's teacher to discuss the results of the achievement tests. The response was almost one hundred percent. Those who were unable to come were notified by phone or a letter. Following these conferences with parents some observable changes were noted.

Many seemed to have a better understanding of the child's abilities and progress in school. It was also noted that some children were being spurred to a greater level of attainment, more in keeping with their ability. Generally it was felt that providing a time for parents to visit and having something specific to report stimulated a greater interest on the part of children, parents and teachers.

BETWEEN TIMES

Several teachers developed a check list to be used as supplementary reporting between regular grade periods. The purpose was two-fold. First, many parents felt they were informed too late to help their child. Secondly, it was reported that they saw very little of their child's work.

A form was developed and duplicated. The items were of a general nature. Some things which were listed were reading orally, reading library books, study of weekly spelling list, study of addition facts, etc. On the bottom of the sheet a space was provided for the teacher to comment in more detail or give directions to help the parent help the child.

Finally, to the form the teacher attached the recent work of the pupil--language papers, arithmetic, spelling and various other items. The pupil then took home the materials and brought the check list back signed by one of the parents.

To begin the year the teacher invited the parents to a coffee hour, which was her opportunity to explain the "why" and the "how" of the form. Seventy-five percent attended, and became acquainted with the teacher and the check list.

Comments were solicited from the parents, and may be summarized as follows:

1. A good way for working parents to know what is going on.
2. Good to know before report card time where a child is falling behind.
3. Report card doesn't tell enough--the check list and comments help.
4. Important for parents to know how to help their child.

The items selected for inclusion in this report are not all the approaches which could be used. We feel that we have had better communication with our parents as the result of their use.

OUR SPEAKER'S RIBBON

A red satin ribbon with the word "Speaker" imprinted upon it in gold was used during the school year by a first grade class to encourage the children to prepare short talks on subjects of their choice. The talks were prepared at home. During the day on which a child presented his material to the group, he wore the speaker's ribbon--even wearing it home to lunch to share the experience with his family.

Many children used notes to guide them when talking to the group. They illustrated their talks with collections, posters, records, and material in reference books. Some of the topics chosen for presentation were, "The War Between the States", "Facts about Abraham Lincoln", "The White House in Washington, D.C.", "Street Safety", "The Dangers of Snowballing", "Cats", "My Favorite Records", and "My Favorite New Book."

This activity provided an opportunity for growth in language.

INDIVIDUALIZED READING

A modified approach to individualized reading was attempted by a fourth grade group when we became aware that some students were not particularly good readers and showed scant enthusiasm for reading. We felt that a modified approach would work best as they needed the reading skills and techniques which the regular reading period with good reading materials would provide.

The first order of business was an interest inventory to determine what their interests were. Provision for these interests was made by selection of books in the school library as well as regular trips to the public library. Books were also brought by the children from their homes and shared. Selections at the public library also included such materials as would lure them along new pathways and broaden their interests.

Books read by the children were recorded permanently in an envelope on a large chart in the classroom. Each child had his own envelope. Regular discussion periods were held. Children wrote book reports and creatively illustrated portions of their books. Sometimes they shared interesting characterizations and descriptions with each other.

We were most fortunate to be able to listen to "Book Trails" which was very well done. At the conclusion of each program children tried to obtain the book and read it for themselves. We also read to them daily from distinguished literature.

Enthusiasm grew as we went along. Some read several books by the same author. Others recommended books to their friends and assisted them in obtaining them. Some of them are buying books and building libraries of their own.

TELEVISION

Emerson School continued its participation in the television arithmetic program and is planning to do so again next year in grade six.

LIBRARY

Our library has been brightened considerably with new, light colored tables and chairs and a light formica top on the charging desk.

We have continued to encourage teachers to accompany their classes to the library and to stay for part of the period. Such a plan in the upper grades has definite advantages:

1. The children see that their teacher is interested in what they are reading in the library.
2. It provides an opportunity for teacher and librarian to talk over children, teaching units, and books.
3. It provides the teacher with an opportunity to see the new books coming in, and to get acquainted with older books they may not already know.

Circulation of books was 13,704 non-fiction and 20,055 fiction, with a total of 33,759.

PHYSICAL EDUCATION - BOYS

In the fifth and sixth grades we carried on an extensive physical fitness program.

In squat thrusts we were not able to make a comparison to American or British average. In pull-up tests one school was above the American average, one below, and the three school average came out the same as the American average. However, the British average showed they were two to three times better than the American average. In sit-ups, all three schools were above American and British average. They were about twice as good as the American average and about 10 to 12 sit-ups better than the British average.

In the 600 yard run for endurance, Hawthorne average 2:35.2 seconds, Emerson 2:34.4 seconds, and Gompers 2:33.7 seconds. The U.S. average was 2:40.5 seconds and the British average 2:15.0 seconds. In the standing broad jump Hawthorne was 5'-4", Emerson 5'-4", and Gompers 5'-4". The U.S. average was 4'-11" and the British average 5'-6". In looking at the averages of the three schools there wasn't too much difference. The differences that occurred could be due to the size of the group tested. In all tests but the pull-up test Madison children were better, however, in most instances the British children averaged

HEALTH

The public health nurse visited Emerson School for two hours each day. Vision, hearing, tuberculin and dental surveys were conducted with the help of volunteers during the year.

Vision testing with a Snellen chart was given to grades one through six. Forty-two children of the five hundred sixty four tested were referred for further evaluation.

The audio-metric examination was given to first, third, and sixth grade students. Seven children were referred for further evaluation out of the three hundred and two tested.

Tuberculin skin tests were given to one hundred and twelve of the one hundred and twenty-two first grade children. No positive reactions were found.

The first, third, and sixth grade children not under regular dental care were in the dental survey. Out of the one hundred and twenty-six children checked, seventy-seven had defects.

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

Respectfully submitted,

Charles F. Quinn, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

SAMUEL GOMPERS SCHOOL

Presented to the Board of Education
by the Acting Principal

Ann K. Ness
June, 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1961-62

SAMUEL GOMPERS SCHOOL

THE COMMUNITY

Samuel Gompers continues to be a very mobile community. It is a new, outlying area with many families connected with the Armed Forces. Many of the latter have completed their assignments and others are nearing retirement. A few will transfer to the Capehart Housing area in Sun Prairie.

The completion of the Lakeview School altered the Gompers picture. 69.3% of the children were transferred.

Samuel Gompers enrollment - June, 1961.....	512
Transferred to Lakeview.....	355
Number remaining at Gompers.....	157
Transferred from Mendota.....	49
Enrollment at Gompers - June, 1962.....	272
Gain in enrollment.....	66

There are 45 new homes in various stages of completion. What impact the project north of Wheeler Road will have on the community is unknown at this time.

BACKGROUND

Professional	9%
Semi-professional	15%
Skilled trades	35%
Unskilled Trades	16%
Armed Forces	25%

The average number of children per family is 3.58.

ENROLLMENT

Grades	Sept. 1961	June 1962	Gross	Transfers In	New Enrollees	Transfers Out	With- drawn
Kdg.	46	45	56	3	7	3	8
1-P	31	30	35	1	3	1	4
1-W	31	31	43	5	7	3	9
2-C	28	29	39	5	6	2	8
2-3-L	23	24	29	0	6	0	5
3-C	26	25	34	3	5	2	7
4-L	35	38	46	3	8	2	6
5-N	21	26	31	2	8	3	2
6-R	26	24	30	0	4	1	5
—	—	—	—	—	—	—	—
267	272	343	22	54	17	54	

PROFESSIONAL

The Gompers staff with a new principal and many enrollment fluctuations, was especially cooperative and helpful. Their friendliness and outstanding work with individual differences helped to draw the community into a happy and close knit unit.

The school opened with only one new addition to the staff. During the first semester, one joined her husband serving with the 32nd Division and another requested a maternity leave of absence. We were fortunate to find capable, experienced replacements for these two grades.

Second semester, members of the staff worked with five University student teachers and two of the staff participated in an arithmetic research project with Dr. V. DeVault of the Department of Education.

The most outstanding in-service project was done in the field of critical thinking and its possibilities in the elementary grades.

Critical thinking is so often referred as an important skill in our curriculum guides, current literature, and discussions. Bernard M. Baruch has said that there would be no problem in teaching our students communism, Buddhism, or any subject, if the students had learned how to think, how to organize all of the many aspects of a problem, so that it could be seen in the whole, and free of bitterness and wishful thinking.

The areas investigated were:

1. Meaning.
2. Areas in which it could be taught.
3. Good teaching experiences in critical thinking.
4. Findings.

Mr. Mennes aided us greatly as an advisor.

Good summaries were made and our projects recorded. We feel that critical thinking is one of the most important skills, that it is more than mere criticism and involves defining, becoming informed, evaluating, comparing, generalizing and making intelligent choices. A child must grow in critical thinking or all the other skills combined will not meet his needs as a citizen in a democracy.

The staff feels it cannot drop the subject. As one teacher exclaimed, "This study really shook me up! I was so positive I had been doing a good job in this area. Now my uncertainty is a real challenge. I can't stop."

The enthusiasm carried into the special classes of art, library and speech.

"Our critical thinking project on being a "wise shopper" was most rewarding, and I believe such a project bears repeating. Next year I hope to broaden this project." - Virginia Webb, 1st grade.

"A sincere effort was made to get these children to do critical thinking. The whole staff at Gompers School under Mrs. Ness's guidance, worked in this area. The Step Testing Program and The Patterns in Arithmetic proved to be especially worthwhile. In addition, ads were analyzed, editorials evaluated, books discussed in terms of the authors, attitudes, biases and prejudices. Although the work here on critical thinking is still on the experimental level, it is my opinion that my fourth graders are far better off for having had this experience." - Nancy Larson, 4th Grade.

"In all areas of achievement, I believe that learning has been attained more realistically through the method of critical thinking. This was especially applicable to social studies in the growth of government, propaganda, and advertisements." - Suzanne Reed, 6th Grade.

"Many children have read nearly all the books listed in the Literary Heritage book list. This has given them an appreciation for good literature. It has helped them to develop a basis to do critical thinking about what makes a good story and why some books are better for children to read than others." - Irene Goodman, Librarian.

EDUCATIONAL

In the city wide testing program we found our second and third grades on par with the city median, our fourth grade above in all but listening, our fifth above the national median in all but language arts.

Our sixth was also well above the national median but below that of the city. This class however, experienced an unusual transition with all withdrawals being those of excellent students and all new enrollees of remedial caliber. This certainly changed the profile of our Iowa Testing Program.

We must continue special emphasis on listening and language arts for 1962-63. This seems to follow last year's pattern.

Much stress was placed on language arts in the primary sections. Guinea pigs, sea horses, rabbits, chickens and turkeys provided a wealth of topics. Thank you letters and invitations for the numerous field trips, programs, reading parties and plays gave parents a clear and appreciative picture of the school program.

Space again dominated the science field due to the strides made in space flight. Making their own slides of insect wings, legs, sand, water, dust, etc. to be used with the bioscope was an outstanding project in the fifth grade. Health was stressed. Models which could be dismembered were displayed and studied. The Health Fair held great interest due to the planning part done by one of the fathers.

The fourth grade participated in Patterns in Arithmetic and found it a complete course of study emphasizing understanding.

SPECIAL ACTIVITIES

This year a Parent-Teacher Association was organized. Many thanks are due them for their willingness to assist whenever needed. They served as a "clearing house" for many problems.

Programs of the year:

October 25, 1961. - Organization of Gompers P.T.A.
Speaker: Attorney Robert Mortenson

November 8, 1961. - "Go-to-School Night."

December 12, 1961. - "Christmas in Story and Song."

January 10, 1962. - "The Lewis Carroll Award Series."
Speaker: Dr. David C. Davis

February 14, 1962. - "Growing Up."
Speaker: Dr. H. Kent Tenney

March 14, 1962. - "Civil Defense."
Speaker: Mr. Don Heimlich

April 10, 1962. - "Physical Fitness."
Speaker: Professor J. Grove Wolf.
Demonstrations by Grades 4, 5, 6.
Music by the 5-6 Choirs.

June 6, 1962. - Sixth Grade party and pot luck.

LIBRARY

Our library has grown considerably since last year both in book stock and in floor space. Last September we moved from the small room now the teachers' lounge, to our present location, a former classroom. The lighting, ventilation, and extra space all helped to make our library more pleasant.

The library circulation book stock is now 2640, an increase of 881 books since last September. Our circulation this school year was 18,274. The students really needed and used library books!

The past two months kindergarten children have been having a regular library period each week. The children appeared to be gaining so much from this experience that it was decided that we should go one step further and permit them to charge out books. Proudly each child now prints his own name and room number on the library card of the book he has selected and carries home the book to be read to him.

The fourth, fifth and sixth grades have done a great deal of library skill work. This has helped them to become more self reliant in classroom and individual reference work. They consult the card catalog, atlases, magazine index, and World Almanac as well as the encyclopedias for materials needed. I am looking forward to working with these children and the school staff next year.

Mrs. Irene Goodman, Librarian.

PHYSICAL EDUCATION

(Girls)

The year has been a most enjoyable one for me. Because of the relative smallness of the school, more time was given to each class for physical education than in the previous year.

I was especially pleased that two half-hour periods were allotted to the first grades. It is my strong conviction that time should never be cut from the first; this is where the program should start and be especially strong. With the first and second grades, approximately one-fourth of the year's work was done in the field of rhythms-- folk dance, square dance and creative work. The remainder of the program was built around development of basic skills-- ball handling, tumbling and stunts, kicking, striking different objects with the hand and paddle, motor skills, and the learning of low organized games.

This year, each fifth and sixth grade girl was given three fitness tests; pull-ups, sit-ups and squat thrusts. The scores from our girls compared favorably with the Madison averages, but fell below those of the British. The program for the upper grades consisted of work in soccer, aerial tennis, basketball lead-up games, tumbling, stunts, folk and square dancing, softball, exercises, a few track and field activities, soccer baseball and some low organized games.

I feel the year has been a successful one. I have noted much growth and skill development in most of the children. I have tried to teach favorable behavior patterns and good sportsmanship to the youngsters in addition to the general skills and games.

Marilyn Gustafson, Physical Education

(Boys)

During the past school year I have followed the physical education curriculum guide and a few of its additional suggestions. I tried playing games such as basketball with the players divided according to their abilities. We had the upper half of the class at one end, the lower at the other end. I found that everyone played better when their abilities or skills were somewhat alike.

In the fifth and sixth grades we carried on an extensive physical fitness program. In squat thrusts we were not able to make a comparison to American or British averages. In pull-up tests one school was above the American, one below, and the three schools came out the same as the American average. The British average showed that they were two to three times better than the American. In sit-ups all three schools were above the American and British. They were about twice as good as the American and about 10 to 12 sit-ups better than the British average.

In the 600 yard run for endurance, Hawthorne averages 2:35.2 seconds, Emerson 2:34.4 seconds, and Gompers 2.33.7 seconds. The U. S. average was 2:40.5 seconds and the British average 2:15.0 seconds. In the standing broad jump Hawthorne was 5'-4.5", Emerson 5'-4", and Gompers 5'-4". The U. S. average was 4'-11" and the British average 5'-6". In looking at the averages of the three schools there wasn't too much difference. The differences that occurred could be due to the size of the group tested. In all tests but the pull-up, Madison children were better. However, in most instances the British children averaged slightly better.

William Slater, Physical Education

SPEECH CORRECTION

The speech correction classes at Gompers School were composed of a total of 26 children. Of these children, eleven were dismissed as corrected, six children moved out of the city or transferred to other schools, two children were dropped because of orthedonia and the remaining seven are to be retained for further work next fall.

The children enrolled in speech correction classes were selected by a survey of the entire first grades, teachers' referrals, examination of all new students during the year and those children retained from the previous year.

The grade levels of children seen this year ranged from first to fifth grade with these types of defects seen; articulation, stuttering and hearing problems. These children were seen in groups of up to six children or individually, according to the severity of their problems.

Mrs. Judith Kopp, Speech Correction

ART

In summarizing the art program for this year, I feel we have had a very successful year, considering the number of students moving in and out of our area.

I have tried to make the art program one that gave the children an opportunity to express themselves and to develop an understanding of abstract expression as well as realistic understanding of things around them.

Aside from self-expression I have tried to develop: 1. A better understanding of pupil-teacher relationships. 2. Working individually as well as in small groups. 3. Thinking and criticizing for themselves. 4. To recognize art appreciation and fundamental art principles and 5. Better work and listening habits.

We were able to work with many kinds of media--toothpicks, reed, balsa wood, paper mache, plaster, soap, dried foods, finger paint and mosaics. This broadened their backgrounds.

Many boys and girls represented our school at the two city art salons. This is a great honor and gives the students an opportunity to see what other students in the city can do in the field of art.

To bring to a close our art year and my report, a very familiar motto "We learn by doing" is one I readily agree that we have done this year. Art can be the opening of a door into a wonderful world of experience and interest.

Mrs. Betty Lund, Art

PROBLEMS

Our greatest problem is anticipating the enrollment. 50 was the greatest number at any time in kindergarten this year. We have already registered 81 for 1962-63.

May 1st we had 35 houses being completed and 15 that were empty. Another street has been opened with ten homes under construction.

By making the far west area optional, it is difficult to predict if these parents will realize the implications of over-crowded classrooms at Mendota School and send them here.

The lunch program presented a problem in the fall. The knowledge that there are no provisions for hot lunch is swaying some decisions in the "optional area". The cold lunch problem solved itself. Attendance dropped from forty in September to seven or eight by May 1st. It is gratifying to hear parental comments on the value of walking and how enjoyable it is to see their children at noon.

The year has been a very happy and gratifying one for parents, children, and principal. This has been due to the outstanding cooperation and understanding of the teachers, secretarial, and custodial staff.

I wish to express my appreciation to the Board of Education, Superintendent Falk, assistants, department personnel, and neighboring colleagues for all the assistance given me this year.

Respectfully submitted,

Ann K. Ness
Acting Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HAWTHORNE SCHOOL

Presented to the Board of Education

by

Eugene Sturdevant, Principal

June - 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1961-62

HAWTHORNE SCHOOL

I. SIGNIFICANT DATA

Enrollment figures at Hawthorne School during the school year 1961-62 were as follows:

Grade	Gross		New Enrollees	Transfers		Transfers		Withdrawals
	September	June		In	Out			
K	110	105	124	6	7	3		16
1	100	99	116	6	10	10		6
2	97	91	102	6	-	3		9
3	96	94	103	4	4	2		7
4	65	73	79	6	7	1		5
5	53	54	59	4	2	3		2
6	66	67	71	4	1	2		2
	587	583	654	36	31	24		47

The addition of eight rooms which was completed during the summer of 1961 resulted in sufficient room being available to absorb a large group of children who had been previously attending Lowell School. The increase of 215 pupils in our school population necessitated adding the following sections to our school organization: one kindergarten, one first, one second, one third and one sixth.

The pupil population proved to be very mobile in nature and an uncomfortable situation developed in our fourth grade sections as a result. Although our total school population decreased from September to June, our fourth grade sections increased from 32 pupils to 37 in each group.

The large number of two bedroom housing units seems to have a great effect on the pupil population. Families tend to remain as long as they can comfortably house their families and begin to search for larger dwellings when they become too crowded. This often means remaining while the children are young and can be rooming together, then moving when there is a need for more privacy in separate bedrooms.

Enrollment figures over our first three years of operation:

<u>Grade</u>	<u>Sept. 1959</u>	<u>June 1960</u>	<u>Sections</u>	<u>Sept. 1960</u>	<u>June 1961</u>	<u>Sections</u>	<u>Sept. 1961</u>	<u>June 1962</u>	<u>Sections</u>
K	96	90	3	89	77	3	110	105	4
1	84	84	3	82	76	3	100	99	4
2	54	55	2	74	72	3	97	91	4
3	44	40	2	50	49	2	96	94	3
4	50	50	2	39	37	2	65	73	2
5	39	39	2	52	47	2	53	54	2
6	<u>32</u>	<u>31</u>	<u>1</u>	<u>38</u>	<u>39</u>	<u>1</u>	<u>66</u>	<u>67</u>	<u>2</u>
	399	389	15	424	397	16	587	583	21

A Third Year of Operation

The addition of eight rooms on our building resulted in many changes here at Hawthorne. Foremost among these changes were the many benefits derived. For the first time in our short history we were able to enjoy the many advantages of a central library, an art room and a music room. In addition to having space available for these special areas of our school program, another room was vacant and experienced effective use as a visual aids room. This room will be lost next year as we expect an additional fourth grade section.

The usual task of assisting the many new pupils to adjust to the expectations of conduct, work habits and general citizenship as established here at Hawthorne was given immediate attention. The children blended into our group nicely and soon became effective members of our school.

As we look forward to next year, we do not expect any great changes in our pupil population. However, careful attention must be given to the progress experienced by the Madison Housing Authority as it plans 71 housing units in the present Hawthorne School area.

Predicted enrollments for next September:

<u>Grade</u>	<u>Number of Sections</u>	<u>Estimated Enrollment by Sections</u>
K	4	30
1	4	26
2	4	25
3	3	30
4	3	29
4-5 combination	1	22
5	2	31
6	2	27

Pupil Population

In general, it has again been our pleasure to experience the opportunity to work with a fine group of children here at Hawthorne. Their interest in their school and in learning is very commendable as they strive to make the very best of all educational opportunities. It is my feeling that they came to school instilled with a desire to learn and with an understanding of the value of education. As they are led to the fountain of learning by the teachers, they need not be made to drink, as they thirst for knowledge.

Parent Population

Very active interest in school and our educational program has been displayed by the majority of our parents during the early years of school operation. Those families that have been in the Hawthorne area in previous years have always been exceptionally strong supporters of school activities. The new families from Gallagher Flat did not possess this same enthusiastic interest in the affairs of the school, but sincere efforts have been made by the local parent groups and the administration to cause them to be more active participants in our school-community affairs.

The Hawthorne P.T.A. has continued to contribute greatly to the operation of certain phases of the school program. The program committee provided programs for the year which followed a theme of "Healthful Living in the Home". Mental and physical health were given full consideration with physical activity through recreational programs receiving its due attention. The members of the P.T.A. were very helpful to our school health program as they assisted with our vision survey and auditory screening tests. General room mother assistance throughout the year and aid with our kindergarten roundup were greatly welcomed activities. A clothing resale in the fall was undertaken as a valuable community service, while a "Fun Night" in the spring filled the need for a local affair of wholesome fun and sociability for the community. The group played a very active and effective part in supporting the school bond referendum. Extensive efforts were made to encourage the new families of Gallagher Flat to become a part of the school community both socially and for the good of education.

The Hawthorne Mother's Club experienced its first full year of operation and immediately proved to be a very successful group. A real interest was present on the part of our community mothers and worthy programs were introduced. A Red Cross first aid course was sponsored in the fall and the Madison Vocational and Adult School was encouraged to extend their offerings to include three classes in Hawthorne School during the second semester. This is a group which should contribute greatly to the school and community as it develops further in the coming years.

The Scouting movement at Hawthorne School has always been well supported by the parents. Five Brownie groups, one Girl Scout group, one Boy Scout troop and a large Cub Scout pack have all been very active and real credits to the community.

Physical activity as well as mental has an important place in the lives of the people of the Hawthorne community. The children have been eager to pursue all the offerings of our Saturday recreation program and also the summer playground.

The parents support these activities for their children and are presently requesting that an adult recreation program be installed in their school so they too might benefit from the healthful effects of physical activity.

Professional Staff

As of this date, it appears that a very small turnover of teachers shall be experienced as organizational plans are made for the fall. This has not been the case in previous years as is illustrated by the fact that only 5 of the original 19 teachers are still on staff after three years of operation. Eighteen new teachers and a new secretary joined the Hawthorne staff at some time during the school year. The small nucleus of staff members that has remained has been able to meet the task of orienting the new members to our Madison curricular expectations. The staff has successfully risen to the challenge of providing stimulating educational activity for a group of children constantly eager to learn.

II. SPECIAL ACHIEVEMENTS

Adjustment to Change

As a prerequisite to pupil achievement in the instructional program, it is essential to achieve a favorable status of readiness to learn on the part of the student group. This condition is always much more difficult to attain when a large group of new children is added to the pupil population. As a result of readjustment of school boundaries, about 200 new children started at Hawthorne School in the fall. Immediate attention was given to the integration of these new children into our previous group. This was accomplished with a high degree of success and efficiency. The adjustment to a changed pupil population was made, the children became ready to learn, and fine pupil achievement in the total instructional program was experienced.

Classroom Instructional Program

The self-contained classroom continues to remain the organizational center of our instructional program. As the classroom teacher develops the various units of study, many occasions arise wherein the specialists in library, music, art and physical education can make significant contributions. The Madison curriculum guides served as very valuable assets to our many new teachers as they attempted to become familiar with the expectations of the various areas of the elementary school curriculum.

Special Instructional Areas

Library - Miss Helen Hartle

The children at Hawthorne School seem to be enjoying and appreciating their first "real" library very much. It is quite a change from the windowless 9' x 12" closet library of last year.

This year's program has included varied activities. Learning the tools of the library and how to use them properly was particularly stressed. Units on the card catalog, using the encyclopedias, the Dewey Decimal System, and various reference books were undertaken.

The children gave interesting "book talks" complete with an illustration of their favorite part. Miss Marian Helmenstein's third grade class made "shoebox scenes" in three dimensional form of their favorite storybook, while Miss Pat Schulz's third grade made their favorite storybook characters from various sized boxes. These were displayed in the library during National Library Week. Also during library week, a group of sixth grade girls pooled their dramatic talents to dramatize a favorite part of The Saturdays.

Each class heard at least two novels of established literary merit, plus selected short stories, fairy tales, poems, and selections from longer works.

I feel that the Hawthorne Library has continued to progress in the fine library program that was started here three years ago.

The circulation of books for the 1961-62 school year:

Fiction	19,147	New Books	711
Non-fiction	<u>10,423</u>	Total Book Holdings	3,041
Total	<u>29,570</u>		

Music - Mrs. Janice Akers

This year the fifth and sixth grade choir sang for the Christmas program, spring assembly and the sixth grade banquet. There was also a barbershop quartet which sang for the assembly and the banquet, and a sixth grade mixed quartet sang for the banquet.

Musical plays were presented by the third and fourth grades, to which parents and other classrooms were invited.

One classroom activity I considered quite successful was the introduction this year of a Composer of the Month. Each month the picture of a different composer was placed on the bulletin board. While this activity was largely restricted to the sixth grades, some of the children in other grades invariably were interested, so that we discussed these men briefly in some other classes as well.

Through the year we learned a great deal about Franz Liszt, Franz Schubert, Ludwig van Beethoven, Johann Strauss, Johannes Brahms, Felix Mendelssohn, and Edvard Grieg. The first and last months we had none, and one month we concentrated on instruments of the orchestra. This is in contrast to last year when we studied three composers at some length.

The children looked forward with great eagerness to the next "Composer", and with the use of Vox records, which tell the story of the composer's life as well as introducing some of his music, and some records brought by members of the class, we were able to hear some of the more familiar works of all these men.

There was no impatience to finish the study, by either myself or the pupils, as the implication was "Composer for a Month", and so we could spend some time each week on different aspects of his life or music without taking too much time from singing and note-reading on any one day.

Finally, the interest of the children was much higher than last year, a very good indication that the plan was successful.

Art - Mrs. Marilyn Strauss

A project of two class sessions done by 1st and 2nd grades seemed to be fun for all concerned. In the first class session we drew the houses, trees, etc. seen at a distance from our window. This helped the students become aware of their environment and at the same time experience an unusually shaped drawing area (6" x 18"). This drawing was done in crayon on a clear day.

On the first snowy class session that followed, we painted in our snow storm using white tempera in a wash effect over-all and then "built up" our snow drifts with more paint.

There were many things to be learned from this one project and the boys and girls enjoyed seeing the crayon resist the tempera and being their own snow-makers!

In the higher grades, particularly grades 5 and 6, we did a unit on what lines and colors do. Among the things learned were the elements of good design and how to use color for the effect we want to produce (e.g.-cool colors are restful, warm colors are exciting; orange looks more orange when surrounded by blue -- its compliment).

The students enjoyed this knowledge as a tool to be used in their creative adventures.

Physical Education - Mr. William Slater

During the past school year I have followed the physical education curriculum guide and a few of its additional suggestions. I tried playing games such as basketball with the players divided according to their abilities. One end of the gym we had the upper half of the class, the other the lower half. I found that everyone plays better with each other when their abilities or skills are somewhat alike. Also in the fifth and sixth grades we carried on an extensive physical fitness program.

Physical Education - Mrs. Carol Kussow

In the first and second grade units it was difficult to determine which activities were most successful. At this age all activities are enjoyed by the children. If one had to say, however, that some activity was more successful than another it would have to be ball handling. Anytime a child has the opportunity to play with a ball he seems to be delighted. Although rhythms, rope jumping, and stunts and tumbling were enjoyed, I think one could observe greater pleasure in the majority of the students as they played with the balls.

The activity in the upper grades which I feel was the most successful was the square dancing unit. This unit included both boys and girls in grades four, five and six. The unit was begun with mixers and easy dances, such as the Virginia Reel, which almost everyone was able to do without much difficulty. We then proceeded to simple square dances. The fourth and sixth graders did a fine job with this part.

Speech Correction - Mrs. Joan Rollins

It was necessary for a new therapist to take over the speech program at Hawthorne School after the first semester; consequently this report covers the second semester only.

The therapist was present in Hawthorne School twice weekly, Monday and Thursday afternoons. Speech classes ranged in size from one to seven children. A total of forty-one children received regular speech therapy during the semester. An analysis of their speech problems is as follows:

Stuttering	1
Delayed speech	3
Articulatory defects	36
Nasality	<u>1</u>
	41

At the end of the semester the following disposition was made of the cases:

Corrected and dismissed	17
Improved, but should continue speech next year	21
Unimproved	3

The cooperation of the principal and teachers in the speech correction is essential. Their interest and help have been appreciated.

III. TEACHER IMPROVEMENT PROGRAM

Our Teacher Improvement Program evolves around a steering committee selected by the principal which attempts to discover particular areas of classroom instruction or school operation which is in need of attention. This year four areas were identified as needing attention. Each area is of a nature which necessitates a year of preparation and a year of action.

Arithmetic Improvement Committee

An improvement committee consisting of seven teachers, one from each grade level, considered the various possibilities of teaching arithmetic in all the grade levels of the school. It was determined that each grade level has its own peculiar problems facing it as far as manipulative aids are concerned. While this tends to be true, it was felt that teachers from all grade levels could form a unified effort in obtaining the various teaching aids which could further the teaching of arithmetic in the school as a whole. In considering the various manipulative aids which could be used in the teaching of arithmetic it was found that the means of obtaining such aids fell into three categories: (1) those materials which by necessity must be purchased; (2) those materials which could be collected in various ways; and (3) those materials which could be made.

Each grade level submitted ideas for teaching aids in the above categories. All of these ideas have now been assembled and steps are being taken to secure and make available all possible arithmetic teaching aids.

Teacher Resources Committee

A questionnaire has been prepared to discover all possible materials, skills and interests that each teacher has which she would be willing to share with other faculty members. The questionnaire was divided into the following areas: audio-visual aids, such as slides from travels; pamphlets or resource books; charts or pictures; records; special interest areas resulting from trips or hobbies; collections and space for any additional thoughts.

This questionnaire will be completed in the fall by all the teachers. After the information is gathered, a handy filing system will be devised to make information on resource materials readily available to all of the teachers.

Science Improvement Committee

The science equipment has been carefully surveyed and listed according to grade levels when possible. In most cases grade levels are not fixed and equipment is to be used to fit the needs of the group. Plans are being made for a series of workshops in the fall where equipment will be demon-

strated both for primary and intermediate grade use. Explanations on the use and care of the equipment will also be prepared in typed form so that such information can become part of the science equipment.

The four main objectives of the science committee are as follows:

1. To promote better use of science equipment at all grade levels.
2. To indicate appropriate grade levels for use of equipment.
3. To plan and conduct primary and upper elementary workshops on use of science equipment.
4. To prepare directions or explanations for use of certain science apparatus.

Visual Aids Committee

As the school becomes blessed with an increasing number of visual aids, it becomes necessary to familiarize all members of the staff with basic operation of each device and add to their understandings through demonstrating the wide variety of possible uses. Plans are being made to present a series of workshops in the fall to illustrate the proper care and use of all major visual aids materials.

IV. SPECIAL PROBLEMS

It is natural that we, as a new school, can expect to have numerous, small but annoying problems. In general they are not of a degree or a nature which warrants present elaboration.

A prime concern in viewing the near future is the Madison Housing Authority's activity in the Truax apartment area and the Webb Avenue area. Their plans appear to include 35 housing units being added to the present Truax group and 36 new units being built on Webb Avenue. Hawthorne School would not be able to house the likely increase in pupil population from both of these building projects.

A possible solution to the problem if and when it does develop would be to readjust the boundaries between Lowell School and Hawthorne School. Lowell would then relieve us sufficiently to enable our handling the new Truax children.

V. RECOMMENDATIONS

I would like to recognize the prompt implementation of my recommendation of last year - a summer library program.

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

Respectfully submitted,

Eugene Sturdevant,
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HOYT SCHOOL

Presented to the Board of Education
by the Principal
Dorothy F. Rule
June 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1961-62
Hoyt School

Hoyt School end of year enrollment figures:

Our total gross enrollment for the year was 403. Changes in enrollment during the year were as follows:

<u>Withdrawals</u>	<u>Transfers Out</u>	<u>Transfers In</u>	<u>New Enrollees</u>
12	3	8	14

Organization

Our predicted enrollments for September 1962 are as follows:

Grade	Sections	Class Size
Kindergarten	3	70
First	2	66
Second	2	52
Third	2	44
Fourth	2	53
Fifth	2	54
Sixth	2	50
		—
	Total	389

As this report is being written, three new classroom teachers will join the Hoyt School staff in September.

Of the original teaching staff in September 1956, one teacher remains on the staff.

Milk Program

Our milk program was started on October 2 and terminated June 1. During this time, the Hoyt children consumed 44,684 half-pints of milk.

W.I.A.A. Accident Benefit Coverage

This year 12 accident cases were reported to W.I.A.A. A total of \$122.00 was paid to cover 8 of these claims. One more claim is still unpaid. Two claims were denied.

Continental Casualty Insurance

During the school year 169 children were enrolled under this coverage in addition to W.I.A.A.

Use of Building

The gymnasium was used for a short period of time by ninth grade boys from West High School. This was prior to the arrival of equipment at the new West Junior High School.

A Girl Scout troop used a classroom for their meetings once a week beginning in November.

School Staff

Once again I would like to express my gratitude for such a fine staff of teachers. In our instructional program, the most important aim was that of motivating and challenging children to perform at the level of their mental abilities. The staff showed its deep concern about individual differences and were constantly planning and carrying out the many learning experiences required.

The many contacts between the school and the home have proven again to be very helpful to us. Such contacts were:

1. Early in the year, after school meetings were held by each classroom teacher. Mothers attended these meetings at which time teachers had an opportunity to explain and discuss philosophies, school policies, and regulations.
2. Conferences at school with parents to discuss children's progress.
3. Teachers were often in contact with homes by telephone conversations. These may have been to inquire about ill children, discuss behavior problems or scholastic progress.
4. Parents stopping in to visit classes.

Nine University student teachers worked with Cooperating Teachers at Hoyt this year. Seven of these were Education 31 students, working at grades one and three. Two Education 41 students, one each semester, worked at the fourth grade level. Three Edgewood Education students worked for a month at the primary level.

Both the secretarial and custodial staffs played a very important part in the smooth functioning of the school.

Audio-Visual Aids

Visual aids have been used to supplement classroom teaching. Films and filmstrips were ordered from the Curriculum Office Film Library. In addition, films were used from the University Bureau of Audio-Visual Instruction.

Radio and television programs were heard and viewed. Station WHA furnished most of these. Special events were viewed, some by all children in the school and some by only upper grade classes.

The two fourth grades at Hoyt had the opportunity to take part in the TV French program this year. They not only became quite proficient in carrying on a conversation in French, but they received valuable dividends in disciplining themselves in listening, in appreciating another's culture which showed them different manners and customs, and in sharing their learnings with their families and friends. Several children, who have had little academic success, did outstandingly well in grasping the vocabulary and pronunciation. Both teachers involved, in spite of the extra preparation and listening periods, report it was well worth while. They are proud of their beginning fluency and would like to learn more. France became a very meaningful social studies area for research.

P.T.A.

The Hoyt School Parent-Teacher Association had 239 enrolled as members this year.

The following meetings and programs for parents were held:

October 11 - Pot-luck supper and get-acquainted night

November 8 - Go-to-School Night

December 14 - Annual program of Christmas music

February 14 - Mr. Falk discussed the School Bond Referendum.
Attorney William Dyke was the guest speaker.
His subject was "Where Do We Stand?"

April 10 - Marshall Colston, Casework Supervisor for the Dane County Department of Public Welfare was guest speaker.

May 7 - Registration for 1962-63 kindergarten classes.

May 17 - Program of music given by children of grades 1, 2 and 3 for their parents.

May 24 - Program of music given by children of grades 4, 5 and 6 for their parents.

June 5 - Visiting day in the kindergartens. Children for next year's kindergarten classes were invited to come with their mothers to visit.

June 8 - Sixth grade picnic at 6:15 in Hoyt Park for sixth graders and their parents.

Civil Defense

The P.T.A. Civil Defense Committee met early in the school year to bring Hoyt School plans up-to-date.

Complying with a request from the Madison Office of Civil Defense, the Committee planned for the following actions which might be ordered by the Director of Civil Defense:

1. Movement to home
2. Movement to shelter
3. Evacuation of the city
4. Movement to fallout shelter

The plan was approved by the Madison Office of Civil Defense as appropriate for Hoyt School. While no general plan can be completely satisfactory, the Committee feels the plan is the most practical for the conditions at Hoyt.

On Tuesday, March 13, Hoyt School had a simple evacuation test. All pupils were dismissed at 11:00 a.m. and told to walk directly to their homes. Parents were asked to be at home at that hour and record the time children arrived home. If parents could not be home, they were asked to arrange with a neighbor to record the time of arrival and look after the child or children. Adult guards were stationed at the places where the school patrols usually were on duty.

On the basis of the survey of school-to-home travel time of Hoyt School children, it was learned that 77.1% of the children arrived home within 10 minutes of dismissal; 93.6% were home within 15 minutes, and 98.2% took less than 20 minutes. Hence, it was felt that the revised plans for evacuation of the city are practical, realistic, and acceptable. Its effectiveness depends entirely on planning in the home. The co-operation of parents was urgently requested.

Telemation Project

Mrs. Lois Johnson and her fourth grade class were asked by Dr. M. Vere De Vault, Professor of Education, to participate in a telemation project sponsored by the University of Wisconsin. The desired films were to be used to demonstrate the teaching of elementary school science. Letters were sent from Hoyt School to the childrens' parents explaining the request, and asking that they sign an authorization slip provided by WHA-TV. The project would consist of three scheduled mornings of televising in the childrens' classroom by WHA-TV.

"Weather" was the science area chosen for the children to explore. The scientific method of problem solving was used to guide them in their research. After questions were listed, which would help to define the problem and scope, the children divided into five interest groups. They established hypotheses and tested them through their readings, experiments, and demonstrations. Final reports interpreted their conclusions.

On January 16 the first televising filmed the introduction to the unit, and the procedure used to induce questions from the children. The second televising, January 23, showed the children in their specific interest groups doing their research in a variety of ways. The third televising, February 13, filmed the final reporting of the five groups with their presentation of conclusions, charts, graphs, murals, drawings, booklets, etc.

A few weeks later the teacher was invited to observe a university class in the Telemation Laboratory listening to a lecture in which film clips from the Weather Project had been incorporated. It seemed very effective as a learning device.

At the close of the school year an invitation was given to the fourth grade class, their parents, their teacher, and their principal to visit WHA-TV and the Telemation Laboratories. Mr. Jack Jennerjahn, of WHA-TV, and Dr. De Vault conducted them through a very enlightening tour and then culminated it with the children being given the privilege of seeing on the telemation screen their activities which had been filmed in their classroom.

It was a most challenging and exciting experience for both the teacher and the students. They felt that not only had they contributed in a small way toward the training of the university education students, and had acquired a broad understanding of weather, but that they had learned a wide variety of things in the filming process.

Special Services

1. Library

During this year at Hoyt Library, children in the upper grades have completed units on learning to use the library. In the fourth grade emphasis has been on learning to find books on the shelf and learning to use the card catalog. The fifth grade reviewed what they had learned in the fourth grade and did more practice work in using the magazine index and reference books. The sixth grade reviewed the use of all of our library tools and put their knowledge to practical use by making a bibliography. Upper grade children have continued to take turns assuming various responsibilities in the library. They have learned many skills which will make them better library users and most have taken pride in their accomplishments.

In all grades children have been introduced to the better books for their grade level through stories, book talks, and discussion. Children expressed their own particular interests through projects for National Library Week, such as dioramas, book lists, and posters. Cumulative records of books read in the third through sixth grade have continued. These records have helped in understanding children's reading interests and progress. The third grade participated in a television series on books and libraries, part of "Learning our Language." The interest in the titles presented was very great. Many of them also became interested in using the card catalog for themselves.

The book stock of Hoyt Library is now 3,428. In spite of a policy of purchasing as many books as possible for the more mature readers, we still find some avid readers in the fifth and sixth grades who cannot find a large enough selection of books on our shelves. During the year 21,779 books were circulated.

Maryellen Casler, Librarian

2. Child Study and Services

Psychological services were conducted on a regular basis as in the past. Youngsters evaluated presented a wide range of problems including those who were experiencing difficulty learning and several who were presenting management problems within the classroom.

The mother of one youngster was interviewed on a monthly basis through the school year. Several other youngsters were referred to outside agencies for assistance. In the remainder of the situations, efforts were made to help both the teachers and the parents set up effective plans for coping with these children.

In all situations where children were referred for assistance, follow-up conferences were held with the principal and the teacher.

Myron Seeman, Psychologist

During the first semester, speech classes were held one morning a week. This was changed to two half-morning during the second semester so that the children could be seen twice a week.

There were 16 children enrolled in speech correction classes in the first semester, all with articulation problems. One new child was enrolled during the second semester because of a stuttering problem.

At the end of the year 8 children were dismissed as corrected, 1 dismissed because maximum improvement had been reached, and 8 were improved but retained for further work next year.

Sara Pollak, Speech Therapist

3. Health Summary

In general the health status of the Hoyt School children is very good. Ninety-three per cent of the children completed their recommended physical and dental examinations before entering kindergarten, first, third, and sixth grades. The yearly vision, hearing, and dental surveys were conducted in the fall with the co-operation of the teachers and room mothers.

Vision screening was done on all school children from first through sixth grade. Eight had findings which required referral to physician. Of these, all 8 are now wearing glasses.

Several vision tests were done on individual students as teachers noticed symptoms in the classroom.

Hearing screening was done on first, third, and sixth grades. Nine had findings which were not within normal. Of these, 2 were referred to physicians and 7 are to be retested next year.

Tuberculin skin test was done on the first graders. All skin tests done were negative.

Dental survey - Only 11 students were checked in the dental survey, all others having had the recommended dental examination. Of the 11 checked, all followed through with their private dentists.

Gladys Kessenich - Nurse

Acknowledgements:

All of us at Hoyt School wish to express our sincere appreciation to members of the Board of Education, Mr. Falk, and directors of all departments for their co-operation.

Respectfully submitted,

Dorothy F. Rule, Principal

**THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin**

Annual Report

LAKE VIEW SCHOOL

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

**Maurine Bredeson
June, 1962**

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1961-1962

LAKE VIEW SCHOOL

MADISON'S NEWEST SCHOOL

The Building

While children from this neighborhood were attending Gompers School last year, construction was going on at the present Lake View site. Somewhat over 9 acres of land at \$3,000 an acre had been purchased from the Whites who then owned the Scientific Laboratory just to the east of the school. Bids were opened in October of 1960 (\$431,001 for general construction, heating, ventilating and plumbing), and construction was started soon thereafter. It was imperative that this school be built to accommodate children from Lakeview Heights, Berkeley Heights and the Trailer Court so that Gompers School would have room for the rapidly growing Sherman Village and adjacent areas. The total building budget for Lake View School was \$511,041, or a per pupil cost, based on capacity enrollment, of \$1065.

Progress on construction was delayed for a time during the summer by a strike of electrical workers, but classrooms were ready for occupancy when school opened September 11, 1961. Some work in the All Purpose Room had to be completed during September and October, but there was a minimum of interference with the functioning of the school.

Staff members, parents, children and the community are very pleased with "our" school. We all appreciate the beauty of the site, the location of the building on it, the care with which the trees were preserved, the immediate seeding and sodding of the lawn and the effective landscaping near the building and parking lot. Though the actual construction details of the building are not too different from our other new schools, we feel ours is one of the loveliest, if not the loveliest in town. A warm, homy feeling is created by the interior use of brick, woodpanelling and soft colored corridor lockers. Beamed ceilings in classrooms and the lighting used accentuate this feeling. Many visitors comment favorably about the corridor lighting, which is concealed in overhead beams. The use of color is attractive, both in the classrooms and in the pencil stripe of the tile in showers, lavatories, and fountains. One exterior feature which lends distinction is the presence of roofed areas near the two entrances. They are both aesthetic and practical, since they provide some protection from the weather as well as beautify the lines of the building. We feel especially fortunate in having more storage area than many schools. Space for it was excavated into the hill, an area which would otherwise have been unserviceable. Several people have commented that this building might well merit an architectural award.

Personnel

Staff -- Of the fourteen full time classroom teachers three were veteran Madison teachers who had taught at Gompers last year and elsewhere previously.

One other, who also moved with us from Gompers had one year of Madison experience. Five were teaching for the first time, and five had had from 2 - 5 years of experience elsewhere. Of the instructors in special fields two were inexperienced, one in a field new to her and two had Madison experience. It has been an interesting group with which to work, vigorous, enthusiastic, cooperative. The good relationship between the experienced and the inexperienced has tended to keep us alert and yet reasonably steady in our progress toward educational excellence.

Children -- Three separate communities, each with rather definite character, are served by this school. Distribution of the children by area is as follows:

	<u>Trailers</u>		<u>Berkeley</u>		<u>Lakeview</u>	
	<u>Sept.</u>	<u>May</u>	<u>Sept.</u>	<u>May</u>	<u>Sept.</u>	<u>May</u>
K	16	13	51	50	32	31
1	15	10	42	40	18	19
2	7	6	27	27	27	27
3	7	7	27	24	23	26
4	6	6	17	17	21	22
5	4	4	18	18	16	18
6	8	8	18	20	13	13
TOTAL	63	54	200	196	150	156

As might be expected, the greatest net loss was in the Trailer Court; but though the other areas remained relatively the same numerically there was a good deal of moving in and out, as these figures show:

Transfers In	—	13
Transfers Out	—	19
New Enrollees	—	24
Withdrawals	—	22

ACHIEVEMENTS

Instructional Program

Tests given in late September showed these results:

	<u>Lake View Median</u>	<u>Madison Median</u>
Grade 2 - Reading	2.6	2.75
Grade 3 - Reading	4.1	4.3

These results seem quite competitive with what is achieved city wide in light of the ability of our groups, which also is just slightly below the city averages.

	<u>Lake View Median</u>	<u>Madison Median</u>
	<u>Percentile</u>	<u>Percentile</u>
Grade 4 - STEP - Reading	56	67
- STEP - Listening	55	62

Our children seem to be a bit below where we would like to have them. I think this is perhaps due not so much to weakness in vocabulary, techniques of word analysis, and a comprehension of what is read as to somewhat less skill in

reading critically. We have attempted consequently to help children in identifying the tone of a passage, judging whether a point is adequately made, criticizing the motive or purpose of the author, and the like. Listening, though low, is showing gradual improvement throughout the school.

Other sections of the STEP test were given later to fourth grade.

	<u>Lake View Median</u>	<u>Madison Median</u>
	<u>Percentile</u>	<u>Percentile</u>
Writing	53.5	58.1
Social Studies	53.0	56.7
Science	60.0	61.5
Mathematics	50.1	55.4

Except for science, which seems to be adequate, we need to improve here also. Again, I feel this is true chiefly in the area of using critically rather than mechanically the information taught.

Grade 5 had both Achievement and Mental tests, with these results:

	<u>Lake View Median</u>	<u>Madison Median</u>
Reading	7.1	7.3
Arithmetic	6.2	6.3
Language	7.2	7.0
Total Test	6.8	6.9
I.Q.	102	114

As measured by this test, our children are achieving very well.

Sixth Graders took the Iowa tests, with these grade placements:

	<u>Lake View Median</u>	<u>Madison Median</u>
Vocabulary	7.1	7.6
Reading	7.1	7.5
Language	7.5	7.6
Work Study Skills	7.1	7.3
Arithmetic	7.0	7.1
TOTAL	7.2	7.4

Results in vocabulary and reading are a bit disappointing though our children do a great deal better than the national norms. I believe there is a relationship between the weakness in work study skills and the reading and vocabulary scores. As we help our school population to learn to use maps and references, the children will be equipped to make more effective use of the reading skills which are taught. Both sections of Sixth Grades have had a few children interested in mathematics who have done advanced work in that subject.

The Social Studies curriculum material, available for the first time this fall has been used to great advantage. Our supply of texts has been limited, but this has been compensated for by a perhaps too extensive use of visual

aids at certain grade levels. As our book supply grows and the experience of some of our teachers increases, other techniques will also develop. As has been suggested in the Social Studies guide, content in this area has begun close to home with the younger children and reached out in both time and space as the children were able. Some typical units have been: Kindergarten -- Pets, Home, Safety, Study of Seasons and Holidays, Circus; First Grade -- Family, Farm, Animals, Plants; Second Grade -- Dairy, Bakery, Post Office, Fire Station; Third Grade -- Food, Clothing, Transportation, Types of Shelter; Fourth Grade -- Typical Geographic Areas, as Cold Lands, Hot Wet Lands, Deserts; Fifth Grade -- History and Geography of the United States; Sixth Grade -- Our European Heritage and other nations in the current news such as Africa and China. Most grades studied current news, especially as it related to their work in Science and Social Studies. Use has been made of field trips and much sharing of the travel and work experiences of parents and others of the community.

The orbital flights of Glenn and Carpenter greatly influenced our science curriculum. Most classes have studied the solar system with a high degree of interest. In the lower grades children have learned about sun, moon, stars and planets and upper grade children have gone considerably beyond this into galaxies, details of rocket flight, guided missiles and the like. We have been fortunate in being able to obtain some very recent accurate films from the Truax collection, Dyna Soar, The Unchained Goddess, and Sage. Most grades also made some study of weather. Kindergartners were content with observation of what the weather was and how it affected us, upper graders progressed to the making of simple weather instruments. Other popular areas for study have been animals, plants, electricity, tools and machines. One sixth grade group even studied parts of an automobile engine with the actual parts in the classroom. Use was made of the WHA television presentations in Science especially at sixth grade.

For the most part Lake View children are able to express themselves very well, so that they have been very successful in the creative arts. Art and music work has been excellent and a real pleasure to teachers and children alike. Dramatization, both original and of favorite stories, is a frequent occurrence at all grade levels, some of it with puppets, some with "live" characters. The problem of the best arrangement of the All Purpose Room for presentations to an audience is still unsolved. The portable stage is too small for participation by large groups, and the lack of curtains to draw limits the staging techniques which can be used. We hope to work something out, with commercial curtaining and some homemade flats. These children have the ideas and enthusiasm and are ready for help with skills and techniques which will enable them to improve the quality of the presentation. Other language activities have been oral and written reports, many purposeful letters, several classroom newspapers, and many original stories. In the latter the WHA radio program "Let's Write" has been most helpful. We have stressed the application of what has been learned in other areas, such as good penmanship and correct spelling but are far from successful in achieving our goal.

One fourth grade participated in the televised French program. Of it the teacher says "Our French class has been a real pleasure and of great benefit. Not only has the class been able to achieve linguistically, but a sense of accomplishment was given to all. It was really satisfying to see some of the usually slow students blossom out when able to begin on equal footing. Our learning together, right from the beginning, also helped in bringing about class unity."

Physical education has been well handled. The second physical fitness tests administered after a period of instruction showed good improvement, and the skills of our children are adequate. Parents and children have been very pleased at having shower facilities for upper grade children. The availability of outdoor play space the last few weeks of school has evinced a need occasioned by the fact that it has been two years since these youngsters have had an opportunity for free play in large groups. Conflicts and arguments have been heated, but these are "growing pains" with which we are glad to cope. After School Sports for the girls have been directed by Mrs. Kussow, our regular physical education teacher, and for boys by Mr. Schmale, our head custodian.

The original rather small stock of library books has been considerably expanded during the year under the able leadership of Mrs. Kathryne Clayton, who has also worked very effectively with youngsters at all grade levels in helping them to use the materials.

Community Relations

As a part of our recognition of American Education Week in November, an Open House was held for all parents, grandparents, friends and neighbors. It was very well attended and much appreciation for the school plant was expressed. At about the same time an organizational meeting of representative parents from all rooms and all neighborhoods was held to consider the formation of a P.T.A. A nominating committee was chosen and a slate of officers presented for election at a general meeting in January. Those chosen were: Co-Presidents, Mr. and Mrs. Robert Barth; Vice Presidents, Mr. and Mrs. Joseph Shaw; Secretary, Mrs. John Niemann; Treasurer, Mr. Donald Gangstad. Dr. Mennes talked to the group on the curriculum of the Madison schools and considerable interest was shown in materials our teachers have developed. In February Dr. Lambert talked on "Programmed Learning". For the March meeting the teaching staff presented a panel discussion and demonstration on the teaching of reading throughout the school. The April meeting elected these officers for 1962-63: Co-Presidents, Mr. and Mrs. Philip White; Vice Presidents, Mr. and Mrs. Elmer Houburg; Secretary, Mrs. Raymond Passbender; Treasurer, Mr. Eugene Freye. A film, "The Child in the Middle" was shown and discussed. In May Mr. Kenneth Clark of the City Planning Commission talked on "Development Plans and Projects for Our Neighborhoods."

P.T.A. has also conducted the spring registration of September Kindergartners and a recognition supper for sixth graders leaving to go to junior high school. Under the leadership of Mrs. Anton Jacobson a very effective job was done in educating the community on the need for supporting the school bond referendum. Mrs. Connor, Health Chairman, and other parents assisted with programs of vision and hearing testing. The P.T.A. has also sponsored a Girl Scout troop. There has been no affiliation this year with City, State and National Parent Teacher Association, but some feeling is growing that there should be such in the future.

In addition to the organized parent program a number of teachers have had group activities to which parents were invited, and all have had many individual conferences. Mrs. Bertha Clark, our school nurse, has been very effective in working with us on problems of physical and mental health. Dr. Seeman has also assisted with several of the more serious problems.

Several of our experienced teachers have been members of curriculum and textbook committees and have worked with University student teachers.

Children have participated in the Bicycle Safety Program, the Patrol Recognition ceremonies at Central High School, Salon of School Art, the Spelling Bee, Marbles Tournament and Summer Reading Program. A group also gave a Saturday morning to planting trees in The School Forest.

PROBLEMS

Continued analysis of numbers in our school population is necessary. This year we have 4 sections of Kindergarten, 3 of First Grade, 2 each of Second, Third and Fourth, and 1½ each of Fifth and Sixth Grades. Next year we anticipate 4 sections of Kindergarten, 3 each of First and Second Grades, 2 each of Third and Fourth, and 1½ each of Fifth and Sixth. This will necessitate eliminating the teachers' room, moving the library to that space, and using the music teacher in classrooms. For 1963 it probably will not be possible to accommodate all the children even using the last available space, the Art Room. Two factors may affect our population -- the development of Capehart housing which could withdraw some of our families, and the proposed construction of apartments with 160 dwelling units in our area which could add a considerable number of students. These factors will tend to offset each other, but we will need more space by 1963 to accommodate the group now in school. Other minor problems, the installation of electric cables to prevent ice forming at the downspouts in winter, the traffic plan in the office, the need for more books and equipment, are well on the way to being solved. A real interest in excellent achievement on the part of children also needs encouragement. This is a long range goal and one toward which progress has begun.

However, the satisfactions far outweigh the problems at Lake View. We have an excellent physical plant, adequate equipment, a professional staff, enthusiastic children and cooperative parents -- all under the leadership of an unexcelled Superintendent of Schools and Board of Education. All of us are very appreciative of the opportunities afforded us here.

Respectfully submitted,

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal

Carl Liebig
June 1962

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

LAPHAM SCHOOL
ANNUAL REPORT

For the School Year 1961-62

Enrollment

Because of gradually declining numbers for the past few years, this item has been of primary concern to the Lapham Staff. In terms of children, at the beginning of this school year we had a total of 532, including 52 in our special departments (Braille, Sight-Saving, and Deaf). As we close the school year, we have 520--an overall loss of only 4. This is much less than what we had anticipated for this year.

As the statistics below will show, Lapham has had a rather unusually high number of Transfers In this year. Withdrawals and Transfers Out were not as high as had been anticipated. These have been factors contributing to our very minor overall loss. A significant thing however has been that the majority of additions to our school have been children within the walking area; while the majority of transfers out and withdrawals have been from the Truax bus area. This reflects a slightly higher concentration of children in the walking area in spite of the fact that the number of dwelling units continues to decrease due to slowly moving expansions of business, industry, and commerce.

	1958-59	1959-60	1960-61	To June 11 '62
Transfers In	48	30	37	56
Transfers Out	59	34	46	39
New Enrollees	57	34	41	33
Withdrawals	61	51	36	52

Last year 130 children were transported from Truax and Sherman Terrace-Superior Street areas to Lapham. This year these combined areas, at the close of the school year, provide 115 children, 111 of whom are from Truax. 24% of our children are at present from the Truax area as compared to last year's 26%.

Some concern has been expressed by the staff about the inroads that the Capehart Housing Development at Sun Prairie might make into our enrollment. Questionnaires sent to every family who might be affected indicated that perhaps a dozen children at most might be leaving Lapham. From this and from all other available information we do not anticipate a drop in our 1962-63 enrollment of more than 25 children.

Special Achievements

The education of a child is the "special achievement" which occurs daily, weekly, monthly, and yearly, as well as experience by experience insofar as a school is concerned. In the few pages which follow, highlights are taken from teachers resume papers as they express themselves about this year.

Kindergarten

The current school year has followed a pattern similar to those of past years in most respects. The enrollments were somewhat smaller, allowing for more efficient and thorough teaching and organization.

Our most satisfactory units again this year have been those in which the children can enjoy first-hand experiences. Observing the birth of a seed during the plant unit is a great thrill. Petting a calf at the University farm holds a promise of excitement and a desire to investigate rural animal life more thoroughly. Constructing a real "sit-down-in" train with life-sized wheels and friend Johnny as the conductor is truly fun. Watching the big man bounce up and down while training an air hammer on a spot on the blacktop street and breaking it up (behind our school) truly makes one believe that air has power when controlled by machines.

A science study of grasshoppers (since our room was invaded by many last fall) did much to stimulate the boys, but we needed Social Studies Nursery Rhymes to motivate our girls to an understanding that Kindergarten wasn't really a "buggy place." Different kinds of seeds and differnt ways they travel interested all in helping add to our collection.

Our "Science of Living Things" unit seemed to be successful as it continued to generate new interest throughout its "span." We each planted our own seed in our own container plus a variety of other seeds...and compared the growth and differences. As we worked into animals, many "visitors" invaded our room including a chicken, two rabbits, a turtle, two fish and a hamster!

Jolante Richards and Iris Doerner

First Grade

Each teacher of First Grade has expressed the delight which a teacher experiences in working with smaller groups and in a more individualized way. This was possible at Lapham this year with First Grades in the low 20's. Science units revolving about the Fall season; Social Study Units revolving about the family, about Indians, and about some of the year's

holidays were high points of the year.

Basic, fundamental skills, concepts, and work habits were stressed in each room due to the large percentage of children at Lapham who face various learning problems. Field trips (to Lodi on the train, to the Bowman Farm Dairy, to the Historical Society Museum) were exciting and welcome experiences for the children.

Carole Suits, Dorothy Bye, Jeanette Danzinger

Second Grade

One of the great highlights of the school year for the second graders was when they were able to watch John Glenn's memorable flight into space (over T.V.). So long as they live, they will remember that they were in second grade when the first space flight was made by an American. In awed tones, one child said, "Someday we may fly into space."

Second Grade teachers were very pleased with the new Webster "Goals in Spelling" book. Teaching spelling has been made much more interesting and easier with this newly adopted book.

Our class became involved in a most special project--that of making pudding for the class Halloween party. After earning the necessary money; going to the store for the purchase of ingredients; making estimates and quantity measurements and utilizing an electric mixer, they truly enjoyed the fruits of their labor.

Coletta Welter, Sue Dean, Eleanor Fleming.

Third Grade

Although a good many of our children are limited in experiences such as travel, it is amazing how much our third graders enjoy reading--especially when one considers that in many of our homes there is a paucity of books. The librarian's constant help to find suitable books for each individual has helped to make avid readers of many--not only in the enjoyment area, but also for facts and information.

Language skills have been an integral part of the Cirriculum with emphasis on learning to speak well, listen well, and to write well. In the speaking-listening process the children were encouraged to think in terms of reasonable and unreasonable hypotheses so as to develop critical thinking.

The area of science developed in the fall naturally from the changes related to the onset of winter. Emphasis was placed on one of the characteristics of a scientist--that of being a keen observer. The children showed a desire to observe, which continued to our advantage all year.

Many basic needs of people were stressed--among them freedom. Whenever possible the meaning of democracy was expanded. Much importance was attached to the responsibilities of free individuals in a free system of government.

Jeanette Zabrocki and Elaine Jalonens

Fourth Grade

Radio and visual aids have been used extensively to correlate with Social Studies and Science. Weekly Readers have helped with current news. Standardized testing has been of great help to the teachers and to guidance personnel.

Academically the children seem to have achieved about what could be expected. A small group has been able to work quite independently in arithmetic, keeping ahead of the main bulk of the class. An aquarium, a terrarium, and an observation case of bees were highlights of Science in one classroom.

We were able to encompass a rather interesting program in Grade Four this year. Because of the necessity of having a 4th - 5th combination room, all 4th graders assigned to this combination room were students having learning problems of differing types and of rather serious consequence. The program for them was highly individualized. Definite progress has been noted in every child, and in all but a few cases it was enough to help them overcome, to a large degree, many of their barriers to learning. Reading in particular was highly individualized and most successful.

Esther Erickson, Dardenella Shenefelt, Marie Hagen

Fifth Grade

There were many opportunities for both group and individual participation in language activities, which were related to all phases of the curriculum. By providing many experiences in organized activities, each child had opportunities to respond according to his particular abilities and was stimulated and encouraged to develop his potential.

Many visual aids were utilized such as pictures, filmstrips, T. V., movies, as well as radio and recordings. Field trips were made to the Historical Museum, the State Capitol, the City Water Works, to Tenny Park, and to Vilas Park Zoo. A number of visitors and speakers representing such places as Japan, Italy, Israel, Chile, and Alaska, spoke to our classes during the year. Whether we heard Mr. Greene speak to us on Pearl Harbor, saw the reception room of our Governor, felt our new relief globe, smelled the coal in our school furnace room, or tasted the cookies prepared for Jewish holidays, we were learning.

Our units of study were built from our curriculum guides and reference materials, and were created to increase self-expression and personal achievement.

Ann Adams, Mary Joynt, Esther Erickson

Sixth Grade

Classes have successfully completed the work in the general basic subject fields, and both groups took an educational trip to Cave of the Mounds and Little Norway.

The Sixth Grade was active in Junior Red Cross work, and largely supervised the filling of about 45 gift boxes from children in all grades of our school.

Nature, Science Experimenters, Lets' Write, and Exploring the News, were radio programs used frequently during the year and leading to good motivation as we worked out many of their suggestions.

A group of Sixth Graders from Lapham participated in the tree-planing in the Madison School Forest during a weekend in April.

Social Studies units were diversified and well done. Such units as "Ancient Civilizations" brought much interest and study in the form of reports, maps, picture, dioramas, and models. The changing continent of Africa was closely examined this year in view of the rapidly changing African map and the emergence of so many new nations.

Lila Schmid and Richard Carleton

Braille Department

Although we are not a large group--numbering only seven this year--we spent much of our day in classrooms with the other boys and girls of Lapham. We also participate in art, music, physical education, and other special activities such as field trips, train trips, and numerous outings.

I feel that the administration, the classroom teachers, the Deaf Department, and all special subject teachers have been most cooperative. Without their help our program would not be possible.

We are appreciative of all the fine materials and equipment with which we have to work and are grateful to the Roundy Fun Fund, the Delta Gamma Sorority, the Lions Club and the Lapham P.T.A. for making it possible to add to our record collection and to purchase materials we otherwise might not have.

Ruth Woodworth

Sight-Saving Department

Sixteen children were enrolled in the Sight-Saving class this year, ranging in age from 7 to 13, and distributed from Grades 1 through Six. Half of the children are from surrounding areas and the other half are local residents.

Although the range of interests is broad, the majority enjoyed trips to the School Forest. Preparations for winter were stressed during the fall visit and a follow-up visit in the spring emphasized awakening and renewal.

Even a brief resume must always include a work of appreciation for the spirit in which special students are accepted at Lapham. Both the administration and the teaching staff are unusually understanding of the problems involved in an integrated program.

Betty Mourning

Deaf Department

The Deaf Department expanded by one class (now making four rooms at Lapham, one at East) which operated on a half time schedule. This additional teacher and class utilized a class-room adjacent to the Deaf Department with very satisfactory results. This room is a classroom with a lavatory, so was ideal for the 4 year old children in this class. The teacher, Mrs. Hayes, conducted individual and group conferences with the parents of children in this new group. Each morning a volunteer assistant comes to supervise the children's play activities which permits the teacher to devote her time to the highly individualized instruction necessary with the young deaf children.

The critical teacher shortage in Deaf Education has affected the operation of the Primary and Intermediate classes during the second semester, and presents an even greater problem for next year. We operated with a teacher who had no experience with the deaf, sharing the teaching in the Primary and Intermediate classes with an experienced teacher of the deaf. This was the most satisfactory of several alternatives, and we are hopeful that our situation will improve for next year.

David Delavan, Head Teacher, Deaf Department

Speech Correction Program

The Lapham speech correction classes involved 53 children this year. Of these, 31 were dismissed as corrected while those remaining showed varying degrees of progress, and will remain in speech class for a time to strengthen themselves.

Only three children showed little or no progress and this is attributed to either immaturity or a lack of desire to correct a speech difficulty.

One of the most gratifying aspects of the program this year was the cooperation of the teachers. The fact that I was unable to see the staff at noon or after school did not decrease their friendliness, helpful spirit, and interest.

Judy Kopp, Speech Correctionist

Music Program

A change of instructors in music in the middle of the school year did nothing to detract from the love of music and eagerness to participate in this activity by Lapham's children.

This year the music instruction at Lapham has presented a broad program of musical training and appreciation. Singing has been the most important and most enjoyed activity in all grades. In addition to this, the primary grades have acquired skill in the use of rhythm in all music. The high grades have studied many instruments of the orchestra through observation, discussion, and listening to records.

It is now traditional at Lapham that the 4th, 5th, and 6th grades participate in the largely musical Christmas Assembly program, while Grades 1, 2, and 3, provide our "Spring Sing" in May. Our school Choir, (5th and 6th grades who volunteer and who have musical quality) participates in both programs as well as add lustre to other programs throughout the year.

Alice Fadner, Music Instructor

Library

The Lapham April P.T.A. met during National Library Week (April 8-14) and because of this the program was centered around the work of the Art and Library Departments. The Librarian and the Art Teacher presented the aims, importance, and benefits, of Library and Art in the school curriculum. There were exhibits from both departments.

Lucille Kellman, Librarian

Physical Education

An engaging, comprehensive, and interesting program of physical education was very well directed this year at Lapham. After school sports activities were as popular as ever and usually involved from 75% to 85% of our 5th and 6th graders.

Art Program

Art served the school with P.T.A. table decorations each month, and numerous art displays throughout the building. The April P.T.A. program (Library and Art) placed emphasis upon accepting children's work and not expecting them to conceive and execute drawings on an adult level. As a child grows and develops in stages, so does his interest, his muscular control, and his perception.

The program with its wide variety of materials and scope of opportunities attempted to develop skills, perception and ability to share with others, the satisfaction of doing, and display of each student's work.

Anona Gilbert, Art Instructor

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P.T.A. Program-School and Community Relations

Because of the rather transient nature of the Lapham District families and because of the widespread need for all of the adult members in the majority of households to work outside of the home, the P.T.A. organization is the primary vehicle for school-neighborhood contact and communication.

It has been customary over the years to have three general meetings of the P.T.A., October "open house," January "mid year meeting," and the April "Spring Tea." All other meetings are Grade Level Pot Luck meetings with the program that follows open to all parents. This procedure has been quite successful over the years, and was very successful this year. Perhaps this is due in part to the fine leadership and very noticeable and heartening "reawakening of interest in the school" that has been very evident this year.

Cooperation with the University

Lapham has been proud to have participated so closely with the University of Wisconsin in several ways this year. Both the University and several of Madison's hospitals have sent many observers to the school to observe teaching techniques and the responses of children in the Special Departments.

Student teachers have participated in grades 3, 4, and 5, as well as in Physical Education and Art. There has been a decided strengthening in the relationship between the University and the staff members at Lapham. The efficient, considerate, and business-like methods of operation of the Student Teaching Office at the University this year is enlisting wider support and greater interest at Lapham in the teacher training program.

Staff

Staff changes during this year at Lapham have been minor. A resignation in the Deaf Department and of our music instructor due to changes in the home was necessary. As the year ends, it is apparent that there will be minor changes in the number of sections we will have on several grade levels.

Staff turnover promises to be low for next year. As this report is written, we have only four replacements necessary for next year which have been filled, plus two vacancies in the Deaf Department which show some promise of being filled.

The performance of this year's staff at Lapham has been unusually good. Lapham has been known for its excellence of instruction, and the 1961-62 year was no exception. Administration of a building in which professional standards are maintained so high as a matter of personal pride and conviction is indeed a pleasure. Not only does the building have such a dedicated teaching staff, but the same type of dedicated and conscientious service is consistently rendered by the Secretary, the Custodial Staff, the Nurse, and the school Cook.

Special Problems

Problems of a Socio-Economic nature continue to be a source of difficulty at Lapham School. Two thirds of our children are affected to some degree by unfavorable conditions of this nature. There is a higher percentage of broken homes and a higher percentage of working mothers than last year. Although contacts between children and non-school agencies were slightly higher than last year, the amount of guidance and councilling which has had to be exercised by staff members with children has been noticeably higher this year. The Principal spends approximately 50% of his time with children in a guidance, councilling, or advisory capacity in an effort to minimize the rather large burden which would otherwise fall to the teachers and subtract from effective instructional time. The Child Study Department has been most helpful in this respect, but because of the demands upon their too-few personnel and the scope of their activities throughout the city, they are limited in the time which they can devote to any one school.

Most of these increasingly numerous problems of adjustment and conformity at Lapham are fortunately of the minor sort. It is the conviction of the staff, however, that such problems must be dealt with in as quickly, efficiently, and effectively a manner as possible; otherwise they become our major problems of tomorrow.

In the past it seems as though the majority of pupil problems were confined to a dozen or less families, but now we have an increasingly broadening base of families and of children with which to work in this respect.

This problem is greater than the ability of the school alone to cope with. We will increasingly need and depend upon the services of a variety of school and non school agencies to assist us in this area.

Children on our grounds in increasing numbers, in spite of weather conditions, and in spite of efforts by school personnel to underline consequences of this, has been a problem at Lapham this year. It is not unusual to see a few children on the grounds or at the door of the building as early as 7 a.m. The playground never seems to be clear of children completely at any time during the long noon hour or from dismissal time until well into the hours of darkness. Our neighborhood is limited in play space and the grounds are a supervised play area in the summer. These are undoubtedly major factors creating this situation, but too often we find that the home is not exercising proper supervision of children's out-of-school hours.

The school will continue to attempt to warn and to educate, but this is another problem which seems to be greater than the school's ability to cope with.

Neither the problem of rapidly decreasing enrollment nor the problem of school bus transportation has been serious this year. The enrollment is decreasing, and will undoubtedly continue to decrease, but in a much slower manner than was anticipated last year if we are to view this year as a trend. Bus problems were very negligible this year. Over 50% of the problems which came to the attention of the Principal came in September and were relatively minor in comparison to last year. From school's resumption after the Christmas holidays to early April, there was not a single complaint about problems on the school bus, and since early April there have been only three complaints. We hope we will loose fewer and fewer children; we hope that we have our bus "misbehavior" problem solved.

Although not a real problem, it is a minor source of irritation to see carelessness--and occasionally cases of real destructiveness toward school property by children. This is a matter of education, and education is our task. We shall strive harder to educate along these lines next year.

Conclusion

Again the staff of Lapham School wishes to express its gratitude to the Board of Education, to our Superintendent, and to the many departments heads and secretarial and clerical workers at 351 W. Wilson Street for their unflinching cooperation and backing.

Respectfully submitted,

Carl Liebig
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Evelyn Simonson
June, 1962

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1961-62
LINCOLN SCHOOL

Enrollment figures at Lincoln during the school year 1961-62 were as follows:

Grades	Sept.	June	Gross	New Ent.	Trans. In	Trans. Out	With- drawals
Kdg.	55	49	64	4	3	5	7
1-M	25	22	27	2	3	2	6
1-M1	10	8	12	0	1	3	1
2-M1	12	10	12	0	0	1	1
2-M2	24	22	28	3	1	4	2
3-E	31	24	32	1	0	3	5
4-H	34	30	37	2	1	5	2
5-S	25	22	26	1	0	3	1
6-B	28	24	29	1	0	5	0
	211	211	267	14	9	31	25

The 1961-62 enrollment figures represent a total of 97 girls and 114 boys and a total of 146 families as of June 1962.

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

W.I.A.A. Accident Benefit Coverage

This year ten accident cases were reported to N.I.A.A. A total of \$86.60 has been paid on four cases. Five cases are still pending.

ACHIEVEMENTS

Opinion and Evaluation (Teacher Aids)

It is most gratifying to find that new teachers frequently comment as to the value of curriculum aids in Madison. This year the Guide to Teaching Social Studies received special emphasis. The TV presentation of this guide (an innovation in Madison) seemed favorably accepted by all. Teachers who had not experienced presentations of another nature, as well as those who had, felt that this method was very effective and recommended continuing.

Mrs. Marfyak, a teacher new to Madison, comments, "The presentation of the Social Studies Guide on TV was excellent. The program content was well presented and I appreciated the consideration of teachers' time."

It was interesting to hear from people (not of the teaching staff) who had also tuned in and appreciated this program. Comments were received both from within and without the Madison area.

Other opinions regarding the curriculum guides are: Miss Schreiber, kindergarten, writes, "I have found the curriculum guides to be very helpful during my first year of teaching. They are explicit and are easily followed."

And, Miss Mielke (3rd year at Lincoln and Madison) states, "I found the Social Studies Guide particularly helpful this year. The development of concepts from grade to grade was especially helpful in my combination grade."

It is also gratifying to hear statements which reflect appreciation that teachers in Madison are a direct and important factor in the building of curriculum guides. This idea was especially emphasized by a teacher from a school system where such was not the practice.

Favorable, also, were expressions pertaining to the value of other teacher committees. And, it is appreciated that teachers have a direct voice in book adoptions.

An opinion related to in-service training is stated by a teacher new to Madison, "The arithmetic demonstration presented by the Webster Publishing Company was one of the most worthwhile sessions I've spent. The method of the series was clarified and I got some very good ideas for instruction."

American Education Week

The procedure of children accompanying parents on "Go to School Night" during American Education Week was again followed this year. This innovation (1960-61) has proved very successful in the Lincoln Area. It provides an added inspiration for parents to visit the school, as well as giving the children a direct opportunity to act as hosts and to explain their work to parents.

Miss Magnuson, second grade teacher, expresses her reaction, "I felt that the "Open House" during American Education week was very successful. Beforehand, the children had learned how to make proper introductions. The night of the "Open House", each child introduced his parents to me. This provided an added incentive for a visit. All, except one child, had one or more parents in attendance."

Television and Radio Instruction

The Patterns in Arithmetic television program was continued in the fifth grade this year, and, it is presently planned that this same group of children will continue this experience during the sixth grade. This program has provided many innovations in the arithmetic program and appears to have many values.

Miss Hahn, fourth grade teacher, who participated in the television arithmetic last year has this comment which indicates the in-service value of this program, "I followed the approach and organization of the arithmetic text this year, but applied some of the principles which I had learned through my experience with the TV program, "Patterns in Arithmetic", last year."

The News of the Week program was viewed regularly by the sixth grade children. Mrs. Bennett, expresses her views, "I feel the most successful phase of the sixth grade program this year has been the attempt to become better informed citizens. Each morning we began our classes with the students reporting on current topics and the news of the day".....

"The ability of children to converse on the affairs of the day has been most gratifying. I also feel that the habit of keeping abreast with world problems, sympathetic understanding of other peoples and their problems, reading the newspaper, becoming discriminating television viewers, and above all thinkers, will carry over into adult life."

Radio, too provided a valuable aid. In grade three, Mrs. Eckelberg reports that a radio program inspired extended study.

"This year we studied two famous composers: Mozart and Beethoven. This developed as a result of the Meet Mr. Mozart program presented by Mr. Church on Music Time."

Special Areas

Art - Miss Gilbert

We have offered a wide variety of art experiences to reach individual children including: sketching from life and nature, painting, block printing, carving, clay modeling, building with balsa, wire, paper, cardboard, boxes and rolls. Paper mache, string, yarn, and "treasures" from home added to our fun and interest.

Physical Education, Girls - Mrs. Waterman

Statistics show that Lincoln fifth and sixth grade girls were above the Madison averages in each age group for the Physical Fitness tests given in November of 1961.

In the re-testing program in April of 1962, all except two girls in each of the two major tests, pullups, and setups, achieved the maximum scores.

In keeping with the re-emphasis on physical fitness, this year the class work included many exercises and skills planned to increase strength, flexibility, and agility.

Physical Education, Boys - Mr. Lindberg

The physical education program has two main objectives, physical fitness, and the teaching and developing of the various sport skills. The program centers around the above mentioned objectives, emphasizing training in leadership, sportsmanship, working and playing well with others, and the teaching of good health habits.

The sports part of the program is divided into four major areas: soccer, basketball, volleyball, and softball. All skills for these sports are taught and developed. These skills are begun in the first and second grade, although the actual games are not played until fourth or fifth grade. Lead up games are used in the progression of a sport.

The curriculum also included stunts, tumbling, and pyramid building. In track we worked on dashes, broad jumping, and distance running. The third grade had units in rope jumping, the balance beam, and object handling.

The Lincoln boys scored very well on the nation-wide physical fitness test issued by President Kennedy.

Library - Miss Mosis

The Lincoln library, one of the oldest in Madison, has a good collection of books. It also has a very complete and up-to-date pamphlet file. The room is a very nice size for a small school; and, since the new shelving was put in two years ago, it is very convenient for both teachers and students to use.

The library is used not only for regularly scheduled classes, but other times as well. Teachers bring entire classes in for reference work, both when the librarian is present and when she is not. Boys and girls use the library while working in small groups or on individual projects.

The age and size of the school, although assets in many ways, also present problems. Naturally, our budget isn't large enough to buy the variety of new books we would like. We also have many copies of old favorites on the shelves which are in such condition they should be replaced. The latter problem has been taken into consideration for the coming year. This will help the Lincoln library to continue as an integral part of this close-knit school.

Speech - Mrs. Reynolds

Twenty-nine students (15 boys-14 girls) received some speech therapy during the year. Fifteen were dismissed as corrected. Two moved during the year. Nine students will need continued speech help next year or should at least have their speech re-evaluated for possible further therapy.

Progress reports were sent home from time to time with some students and personal interviews were held with parents of four students.

Music

Mrs. Flohs was Lincoln's music teacher the first semester of this year, followed by Mrs. Fadner. Each acquired a high quality of music.

The school choir was again an added curricular activity, this year including children from grades four, five, and six, and comprising a chorus of approximately forty members. The choir contributed to the Christmas program and to the Spring Sing in May.

Miss Wiecki taught the strings classes. Eleven pupils took part in this program and performed in the spring music program.

Building Improvements

The fall of '61 found Lincoln with a new "interior" after a summer paint job. During the school year, several other improvements have been made, mainly in shelving and storage space. The kitchen was improved with a new cupboard and sink. All are greatly appreciated.

PROBLEMS

Child Growth and Development

Extreme differences in native talent and socio-economic level sometimes make it difficult to provide for the fullest possible development of all individuals. And, besides the differences in abilities and experiences, many have difficulties due to unfortunate home situations. According to a survey of teachers' evaluations, approximately 25 children were listed to have specific personality problems. Of these, sixteen were referred to the department of Child Study or other agencies.

Classroom teachers, on many occasions, have demonstrated keen observation, tact, courage, resourcefulness, and patience in dealing with individual needs. Many group activities provide direct and indirect values toward optimum all-round development.

Mrs. Bennett briefly analyzes two activities and their values, "Many changes toward maturity and social growth in the sixth graders can be attributed directly to their participation in patrol duties. Meetings were held by the students and they showed intelligence and responsibility in meeting the problems which arose."

"The sixth grade program in June offered opportunities for growth in many areas; it was certainly worth the time and energy expended by everyone involved."

It has been said that school is a "second home" for children. However, when one observes impoverished home conditions, school may be the "first home" to some boys and girls.

This provides a real challenge to the teacher, accompanied frequently with rich rewards. One can scarcely measure the true value of children's notes of appreciation, "To my best teacher", often tucked under last day desk accumulations. Or, as one child expressed in a truly creative diploma - "My teacher, _____, has now got this award."

School Population

Approximately ninety (gross) children were transported to Lincoln from outside the school area proper. This factor, it seems, detracts from the cohesive qualities of a more "settled" district. It is also important to note the rather large percentage of pupils leaving (56), compared to new enrollees (23).

It appears that the above may be causal factors to similar problems such as promoting active PTA membership or equating class numbers. It is often difficult to make future plans when pupil population is unsettled.

Lincoln - 7

I again want to thank the teaching and custodial staffs, the secretary, the administration, and members of the board of education for their cooperation in the 1961-62 school year.

Respectfully submitted,

Evelyn Simonson

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, 1962

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1961-1962
LONGFELLOW SCHOOL

Enrollment figures for Longfellow School for the year 1961-62 were as follows:

Grade	Sept.	June	Gross	Enrollees	Trans. In	Trans. Out	With- drawals
Kdg.	97	83	107	6	4	15	10
1st	49	40	55	5	0	10	4
2nd	46	39	47	1	1	6	2
3rd	39	32	42	2	1	7	3
4th	41	32	41	0	0	5	4
5th	37	31	37	0	0	5	1
6th	36	32	37	1	0	2	3
Rem.	73	71	77	2	2	0	6
E.D.	4	4	4	1	3	0	0
	418	364	447	15	11	50	33

A comparison of the last five years is as follows:

Sept. 1957	Sept. 1958	Sept. 1959	Sept. 1960	Sept. 1961
494	474	400	406	418

ENROLLMENT AND ORGANIZATION

The above figures include the 76 pupils enrolled in the five groups of mentally retarded and the new group of emotionally disturbed pupils organized the second semester. The emotionally disturbed group is a pilot study of pupils whose learning ability would allow them to participate in a regular classroom situation, but whose emotional control is such that it is impossible for them to function there effectively. The study is being done under the supervision of Dr. Seeman of the Child Study Department.

The enrollment in the regular classes has decreased due to the changes brought about by the Redevelopment program in the Triangle Urban Renewal area. The latest figures are that the Madison Redevelopment Authority now has purchased or has options to purchase 134 properties in the 52 acre area. There are 248 privately owned parcels in the area. 14 pupils moved from Longfellow from this area during the year and there are 78 who at present are still enrolled at Longfellow but who may move during the summer or the year 1962.

To keep our class numbers approximately the same as last year, and to relieve overcrowding at Franklin arrangements have been made to transport pupils from the Burr Oaks' area to Longfellow next year. About 50 pupils will be transported making our anticipated organization as follows:

Kindergarten..	4 sections	Retarded.....	5 groups
1st Grads.....	2 sections	Emotionally Disturbed...	1 group
2nd Grade.....	2 sections		
3rd Grade.....	1 section		
4th Grade.....	1 section		
5th Grade.....	1 section		
6th Grade.....	1 section		

Some interesting data on the mobility of pupils was found in a report of the sixth grade class. Of the 32 pupils 13 had been in Longfellow all seven years; 3 had entered in first grade; 1 in second; 2 in third; 3 in fourth; 4 in fifth and 6 in sixth grade.

During the seven years of elementary school

9	had attended	2 schools
4	"	3 "
1	"	4 "
2	"	5 "
2	"	6 "
1	"	7 schools in three states

A survey of the families in the regular classes discloses the following information:

56	families have one child enrolled
39	families have two children enrolled
24	families have three children enrolled
9	families have four children enrolled
2	families have five children enrolled

The retarded groups have 64 families having one child and 3 having two children at Longfellow.

The survey further reveals that

154	families have both father and mother
3	are families (5 children) in which father is deceased
2	are families (4 children) in which mother is deceased
1	child's mother and father are both deceased
3	children live in foster homes

The difficulties families are facing in being relocated, and the insecurity developed from not knowing how long they can remain in the area, produces emotional and psychological problems reflected in the spirit of the children.

School furnishes many of these pupils an island of security.

A factor of grave concern to improvement of teaching is the mobility of staff. The past year of our 17 classroom teachers there were 9 who were teaching in Madison for the first time - 4 of these were teaching their first year and the remaining 5 had from one to six years of experience. Of the 4 who taught their first year 2 are not returning because their husbands have finished work at the University and have obtained positions in other states.

Among the classroom teachers there will need to be five replacements for 1962-63. Three are moving out of state, one is asking for leave of absence due to pregnancy, and one, whose children are very young, feels it imperative to remain with them a few years.

The special subject teachers assigned Longfellow are:

Art	3 days per week	1st year	Resigning
Librarian.....	2 $\frac{1}{2}$ days per week	teaching exp. -	1st year as lib. - Trans
Music.....	3 days per week	1st year	Returning
Inst. Music.....	1 hour per week	Experienced	Returning
Phy. Ed. (girls).....	2 $\frac{1}{2}$ days per week	3 years exp.	Resigning
Phy. Ed. (boys).....	2 $\frac{1}{2}$ days per week	Experienced	Returning
Ind. Arts.....	2 $\frac{1}{2}$ days per week	Retarded & Parochial-Experienced	Returning
Speech Corr.....	1 day		
Rem. Reading.....	Consultant on call		

ACHIEVEMENTS

Testing

Longfellow's results in the city-wide testing program were as follows:

Kindergarten - Row-Peterson - April, 1962

<u>Percentile Rank</u>	<u>Range</u>	<u>Median</u>
Section 1	1 - 83	31
Section 2	1 - 97	30
Section 3	6 - 95	42
Section 4	3 - 92	31

Second Grade - Gates Primary, Form I - September 30, 1961

Read. Grade	Range	Section 1	Section 2	Madison
		2.18 - 3.93	1.76 - 3.96	1.5 - 4.5
	Median	2.73	2.53	2.75

Third Grade - Gates Advanced, Form I - September 30, 1961

Read. Grade	Range	Section 1	Section 2	Madison
		2.3 - 5.3	2.9 - 4.6	2 - 7.0
	Median	3.55	3.5	4.3

Longfellow - 4

Fourth Grade - Step

	Read. Median	List. Median	Writ. Median	Soc. Stud. Median	Science Median	Math. Median
Longfellow	56	69	49.9	50.0	52.8	47.5
Madison	67	62	58.1	56.7	61.5	55.4

Fifth Grade - California Elementary Achievement - Midyear

	Reading			Arithmetic			Language			Total
	Voc.	Comp.	Tot.	Reas.	Fund.	Tot.	Mech.	Spell.	Tot.	
Median	7.1	6.8	6.8	6.7	5.9	6.3	6.8	6.8	6.7	6.4
Adj. Med. for 109	6.0	6.2	6.1	5.8	5.9	5.9	6.1	6.1	6.1	6.0
Difference	+.1	+.6	+.7	+.9	—	+.4	+.7	+.7	+.6	+.4

Sixth Grade - Iowa Basic Skills - Midyear

Vocabulary	Language Skills				Work-Study				Arith. Skills				Comp.	
	Reading	Spelling	Capitalization	Punctuation	Usage	Total	Mean	Graph.	Reference	Total	Concepts	Problems	Total	7.0
7.02	7.1	6.93	8.13	7.86	6.98	7.47	6.5	7.1	7.19	6.96	6.93	6.77	6.85	7.0

The study involved base line data acquired by administering achievement, personality, anxiety and mental maturity tests early in the year; observations of various classroom procedures by research workers carried on during the year; and end-of-the-year testing. The study is to be continued during 1962-63.

Research Projects

This year Longfellow participated in several research projects, chief of which was one section of each grade being a control group for the team teaching done at Washington School. This is a study of self-contained classrooms in comparison with teams.

The study involved base line data acquired by administering achievement, personality, anxiety and mental maturity tests early in the year; observations of various classroom procedures by research workers carried on during the year; and end-of-the-year testing. The study is to be continued during the school year 1962-63.

Under direction of Dr. Robert G. Petzold, Professor of Music Education, University of Wisconsin, the research project begun in 1959 is being continued until 1965. This is co-sponsored by the U.S. Office of Education and the University of Wisconsin. The major purposes of the present project as reported in Dr. Petzold's Progress Report are:

1. To ascertain the differences between children at each of the first six grade levels in the ways in which they perceive and respond to the auditory presentation of musical sounds.
2. Each year detailed attention is given to some specific element of music. During the present year attention was focused on timbre or tone quality.
3. The most important single purpose of the project is to carry forward a long-range study of the development of auditory perception.
4. To study the development of vocal control from grade one through six. It should be possible to suggest certain teaching procedures to achieve greater competence on the part of all children.

Kenneth R. Blessing of Special Education worked with the retarded groups in a study of Vocal Encoding Impairment in Educable Mentally Retarded children. The study consisted of two parts (a) an exploratory investigation of variables related to vocal encoding and (b) a controlled experiment in which the effects of training on vocal encoding are assessed. If the training demonstrates "trait educability" attempts can then be made to modify the special class curriculum and to expand the methods employed in speech and language training in the classroom so retarded pupils will develop more expressive communication abilities.

Co-operating Teachers

Due to our participation as control group for Washington School, and the number of first year teachers we did not have the number of cadet teachers we had in former years. One Special Education 31 student spent part of a semester in Grade 1 when it became necessary to transfer to Grade 2 because of an accident which happened to the first grade teacher.

Two senior students from Edgewood College spent from January 2nd to January 26th at Longfellow, one in kindergarten and one in second grade. We find these students cooperative, professional in their attitude, efficient in the work assigned and appreciative of the guidance and help offered them.

Speech Correction

The children enrolled in speech correction classes at Longfellow this year were selected by a survey of the entire first grades, teacher's referrals, examination of all new students, and those who were referred from the previous year by the speech therapist.

The grade level of children seen this year ranged from first through sixth grade with these types of defects seen: articulation, stuttering, voice, cleft palate and hearing problems. These children were seen in groups of up to six children or individually, according to the severity of their problems.

There was a total of 45 children seen in speech correction classes this year. Twenty-two of these were dismissed as corrected, six children moved out of the city or transferred to other schools, four children showed no improvement due to varying factors and the remaining thirteen are to be retained for further work next fall.

Mrs. Judith Kopp

String Instrument Classes

Two classes met once a week during the year for a period of forty-five minutes. There were two sections, beginners and advanced. The classes averaged about seven during the year - five violins and two cellos.

At the spring concert the groups played solo selections, ensemble and group numbers.

Mrs. Margaret Pickart

Teaching Improvement Committee

When the faculty was asked for suggestions as to topics for discussion the following was presented by Faith Koehl, kindergarten teacher:

"Education methods and procedures seem to be so often censured in the national press and we teachers seem to be so often inarticulate and defensive when faced with this criticism so that we are unable to forcefully and convincingly explain the rationale and the effectiveness of what we do. I would like to have us discuss "controversial" clippings from the "so called" educational sections of news magazines, etc. I think that we new teachers could benefit especially from such an idea exchange with the experienced staff, and as a result be better able to discuss such issued with those outside the 'clan'."

Following her suggestion we had several provocative discussions at faculty meetings centering about:

The much discussed book What Ivan Knows that Johnny Doesn't.
Is P.T.A. Doing Anything for our Schools? - Better Homes and Gardens, May, 1962
 Creativity from A.S.C.D. Yearbook, Perceiving, Behaving, Becoming.

The discussions on P.T.A. were summarized in the following questionnaire answered by the 17 classroom teachers:

1. Do you feel that our P.T.A. is a formality?	No 3 Yes 14
2. Do you feel it is merely a fund-raising device?	No 14 Yes 1
3. Do you think it is an arena for personal politicing?	No 17
4. Do you feel it is a monthly bore?	No 5 Yes 11
5. Do you feel the community understands the function of P.T.A?	No 16 Yes 1
6. Do you feel the P.T.A. has improved in the main goal of improving the child's welfare?	No 9 Yes 8
7. Do you feel our P.T.A. stands for the principles of P.T.A. and not the individual?	No 6 Yes 9
8. Do you feel that our topics are stimulating?	No 13 Yes 1
9. Do you feel that P.T.A. is a burden on you?	No 10 Yes 5
10. Do you think they help the teacher become efficient by working with her for the good of the child?	No 16 Yes 1
11. Do we honestly do our part for P.T.A?	No 15 Yes 2

12. Give at least two good suggestions as to what you feel a good P.T.A. should be:

- a. Have a specific purpose.
- b. Discuss topics that help parents understand the goals, methods and results of public education.

P.T.A.

As in other years the P.T.A. gave valuable service to the school. Special helps were assistance with visual, hearing, and tuberculin tests; kindergarten registration, sixth grade party, and very efficient and effective help in the school bond drive. One interesting new project was the sponsorship of a Circus Puppet play presented under the auspices of the University Extension. This was in lieu of the holiday treats formerly provided by the P.T.A.

Programs for the year were as follows:

October 11----Open House
November 8----Civil Defense Panel led by Mr. Heimlick of the Civil Defense Office
December 13---Christmas Program
February 14---Mental Health play - "According to Size", presented by three P.T.A. members
Discussion led by Dr. Strumbes
April 11-----Physical Education class demonstration, Grades 4-5-6
May 9-----Movie
Box Social

Radio and TV Programs

Radio and TV were again used to enrich classroom activities in various areas. The programs listened to regularly were:

Radio: Science - Wonderful World of Nature
Let's Find Out
Book Trails
New Worlds to Conquer

TV: Science
Exploring the News
Learning Our Language

Many times these media were used when events of wide interest occurred, especially the orbital flights.

Thrift Program

The thrift stamp sale was continued in grades 3, 4, 5 and 6 and upper Remedial classes as in the last four years. \$1041.10 was invested during the year. Committees of sixth graders conducted the weekly sales under direction of the principal.

PROBLEMS AND RECOMMENDATIONS

The modernization and upkeep of the building is continuing with new lighting installed in the first floor hall, completion of tiling in lower hall and repointing chimney and exterior walls, being done this year.

We are requesting in next year's budget new units in the ten classrooms in the oldest part of the building so the temperature can be controlled; and completion of re-wiring in the lower and second floor corridors.

As discussed in the first part of this report enrollment at Longfellow is decreasing due to the Redevelopment Program in the area. This makes it difficult to anticipate teacher needs for the next year - other schools have increases which too cause serious problems, we realize.

The year 1961-62 was a happy and profitable one for everyone at Longfellow, I believe. There has been a fine spirit of congeniality and cooperation among the faculty which spread to all members concerned with the school. We extend thanks to all who contributed to this good spirit - the office secretary; custodians, faculty and the Madison School administration. We are deeply indebted especially to Mr. Falk under whose capable administration the needs of pupils is always paramount.

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 1962

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report
For the School Year 1961-62

LOWELL SCHOOL

I. SIGNIFICANT DATA

Enrollment Trends - End of Year

The year ended with 796 pupils enrolled. The gross enrollment was 942. There were 74 transfers in, 55 new enrollees, 87 transfers out, and 59 withdrawals.

Grade	1958	1959	1960	1961	1962	Sept. Estimates 1962	No. of Sections
Kgn.	144	165	131	166	173	175	5
1	115	106	139	141	158	144	5
2	103	89	71	98	109	100	4
3	88	78	66	89	109	83	3
4	95	92	77	73	72	94	3
5	85	82	81	94	83	61	2 $\frac{1}{2}$
6	29	86	68	81	76	66	2 $\frac{1}{2}$
Total	709	698	633	742	780	723	25
Remedial	33	31	44	14	16	15	1

ANALYSIS OF ENROLLMENT
1961-62

EXPECTED ENROLLMENT
1962-63

Grade	Lowell	Acewood- R. Meadows	Wedgewood- Kingston	Total	Wedgewood- Kingston	Total
Kgn.	102	30	41	173	128	175
1	105	28	25	158	103	144
2	62	28	19	109	74	100
3	77	15	17	109	64	83
4	47	12	13	72	77	94
5	54	17	12	83	48	61
6	49	11	16	76	54	66
Total	496	141	143	780	548	723
Remedial	16	-	-	796	15	738

Approximately one section of second grade (32 pupils) will attend parochial school. It is anticipated that Acewood-Rolling Meadows children will attend the new school near Buckeye Road. Therefore, these children have not been included in the September 1962 estimates. Present plans call for the continued attendance of Wedgewood-Kingston children at Lowell School.

II. SPECIAL ACHIEVEMENTS

The school year began with a total enrollment of 813, including 15 children from our remedial class. There were 25 homerooms, 30 full-time staff members and 3 itinerant teachers.

There were several innovations this year. First of all, the children from the Wedgewood-Kingston area, who formerly attended Schenk School, were transported to Lowell. The Woodvale children were transferred to Frank Allis and Glendale schools early in the school year. Second, the children from District #8 and the Worthington Avenue-Darbo Drive area were transferred to Hawthorne School. Since these children were the only ones who qualified on the basis of distance, the small lunch program which had long been a problem because of its size and cost was discontinued. The lunchroom was used for a music room which was lacking the previous year. Third, a field trip and picnic for the sixth grades replaced the annual sixth grade banquet and program. Parents, teachers, and children agreed that an educational field trip might have advantages over the traditional banquet and program. Possible advantages considered were: (1) A field trip can be a fine learning experience; (2) Children can perhaps relax and enjoy a field trip and picnic more than a formal banquet and a program at which they must perform; and (3) While practicing for and participating in a program is a very worthwhile experience, teachers and parents expressed the opinion that the last few weeks of school were needed for completing essential sixth grade work, rather than preparing a final program for parents. Teachers, children, and parents have reported very favorably on the success of the experiment tried this year.

Two fine programs were presented through the cooperation of the speech, French, music, art, physical education and homeroom teachers. The fifth and sixth grades presented the Christmas program entitled "Mince Pie and Mistletoe," depicting Christmas customs in various regions of our country during its early history. The Lowell choir and string students presented the annual spring concert in May.

A number of staff members made professional contributions to our school, the Madison school system, and the University during the year. Special thanks are again due to Robert Kitto for his excellent work as chairman of the audio-visual equipment at Lowell and to Durward McVey for his work as supervisor of the School Safety Patrol and custodian of the science equipment. Seven staff members have served on curriculum and other committees of the Madison school system. Two staff members served as chairmen of sectional meetings of the Southern Wisconsin Education Association--Rollin Jansky for the Art section and Durward McVey for the Intermediate Grade section. Twelve staff members worked with twenty student teachers from the University during the school year. In August 1962, a group of fifth and sixth grade children from Lowell will comprise a demonstration class for the National Mathematics Conference to be held at the University of Wisconsin.

Several television courses and individual programs were used with success this year. Brief accounts from teachers of third, fourth, fifth and sixth grades illustrate the various uses of television in the classroom.

Enrichment in Literature through Television (Third Grade) One unit of the "Learning Our Language" television program, entitled "Exploring with Books," was used by the third grades. Children are well acquainted with TV as a medium of entertainment and they were attentive and happy during the twenty minute program. Miss Miner so ably projected herself as a classroom teacher that the children responded to the questions she posed much as they would in their homerooms with their own teachers. This was a good beginning. As a single experience in a language arts unit, the program served as easy and excellent motivation for reading. The fine cooperation of our librarian in making readily available the books introduced on TV enriched both classes. Without ready access to these books, I am of the opinion that the program's greatest value would have been as a vehicle of entertainment. With ready access to these books, I consider it a worthy use of time.

Jane Brockett

Language by Television (Fourth Grade) A fourth grade class used the "Learning Our Language" program during the entire year. The television program gave zest and a new look to the language lessons of the 4B class this year. The telecasts for the unit "Exploring With Books" were shared with the other two fourth grade sections. The total number of viewers was seventy-three. Enthusiasm and enjoyment ran high. Book lists were made and used. Book reports were given. A bulletin board of "People Who Helped Make Our Country Great" added to the interest. There was a general run on the school library for the books mentioned and stories dramatized or read on the program. Books were brought from home libraries and shared with classmates. An author was a real person at last! Paul Bunyan was bigger and Homer Price and Aroma funnier. It was a successful season for the television language class on Mondays and Wednesdays from 1:45 to 2:05. The 4B individual thank you letters to Miss Adah Miner recorded details of the program that only interested children could have remembered!

Mildred Kaeding

Arithmetic by Television (Fifth Grade) It has been the privilege of our fifth grade class to have participated in the TV arithmetic program which was presented twice each week. Prior to the program, the teachers received a typed page of "Suggestions to Teachers," giving a detailed outline of the program, teaching suggestions, and answers to the exercises and problems which appeared on the work sheets furnished for each child. Typed progress tests were also provided four times during the year. The approach to arithmetic in the course is somewhat different from that with which most of us "oldsters" are acquainted, the emphasis being primarily on understanding the issues and processes involved. This year's work can best be summarized by quoting the topics mentioned on the last program--a review of the "Big Ideas" presented in fifth grade: (1) Problem solving, (2) Computation, (3) Rate pairs, (4) Factors, (5) Fractions, and (6) Polygons and symmetry. In general, it was a very satisfactory year.

Florence Ives

French by Television (Fourth and Fifth Grades) After several years of a "before school" French Club for the fifth and sixth grades, it was decided to try the "Parlons Francais" television program for fourth and fifth grades during school hours. Our biggest problem was one of numbers since there were three sections of both grades. It was decided to have all children watch the program for several weeks to eliminate those who showed no interest or ability. When this sorting was completed, classes of 46 and 38 were left. By the end of the year classes of 41 and 34 were left. These classes were, of course, too large, but we continued with an extra half hour practice period on another day. It was the opinion of the teacher that the program with a native French speaker was valuable for developing a better French pattern of speech. The program is particularly well suited for fourth grade. Former classes of students who did not have the privilege of hearing a "real" French person probably did not develop the same French accent, although they learned to use the language under more active (and, therefore, to them more enjoyable) circumstances. We should like to follow a class through three years of the program to see what the maximum results might be.

Gertrude Bayer

Varied Uses of Television (Sixth Grade) The sixth grades put the television set to several uses during the year. The 6C group followed several science programs on electricity and the solar system during the first semester. New ideas and experiments were gained from the programs. All of the sixth grades used the television to cover the space flights. These programs led to map and globe work in charting the flights and calculating day and night, and mathematics in judging the location of the astronauts at various times. This interest eventually led to a scale drawing of a space capsule. Colonel Glenn's speech before Congress was viewed mainly for the purpose of seeing important persons who had been discussed in current events. Several other important events were observed on television, including two of President Kennedy's news conferences.

Durward McVey

The greatest possible "Special Achievement" is consistent, thorough teaching in all areas of the curriculum by all teachers. This is the goal toward which we are striving. Results with teachers and children are gratifying.

I. SPECIAL PROBLEMS AND RECOMMENDATIONS

The necessity of shifting children among the East Side schools due to recent annexations and newly developed areas, the perennial problem of the physical plant, and the lunch program were discussed in the annual report for 1960-61.